



POLICY & PRACTICE

A Development Education Review

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Issue 30 Call for Contributors

Development Education and Climate Change

ABOUT THE THEME

Centre for Global Education is inviting contributions to Issue 30 of our bi-annual, peer reviewed, open access journal [Policy and Practice: A Development Education Review](#) on the theme: "Development Education and Climate Change".

Climate change has been elevated to new levels of public consciousness over the last year as a result of heightened awareness and activism across civil society. The inspiring Climate Strike Movement started by 16 year-old Swedish school, Greta Thunberg, has become a highly energised, global call for political leadership and action on this issue. In fact, we could arguably describe the climate strikes as development education in action. They are based on analysis and debate on probably the most pressing issue of our era – the sustainability of our planet – and have resulted in informed public action with a clear political objective; a carbon neutral environment that will arrest global warming and its disastrous consequences. But, while we may recognise development education's methodology in the climate strikers' armoury, how much of their activism has been the result of development education? To what extent has development education embraced the question of climate change and incorporated it into our practice and policy?

Unpacking these questions draws us back into recurring debates in *Policy and Practice* such as the relationship between development education and sustainable development. How do these closely related educations and others, such as climate change education, education

for sustainable development and human rights education, collaborate effectively to help tackle the climate crisis? How can adjectival educations communicate most effectively with popular movements such as Extinction Rebellion and the climate strikers to effect the policy changes needed to ameliorate climate change at national and international levels? How do we balance public communication on the urgency of the crisis without creating anxiety and dampening enthusiasm for climate activism?

Perhaps, most importantly, is a consideration in this issue of development education's role in debating the systemic causes of climate change. Neoliberalism, the extreme form of deregulated capitalism which has dominated economic 'development' since the 1970s, is literally killing the planet with unsustainable levels of carbon extraction and pollution. According to the [Carbon Accountability Institute](#), just [100 companies](#) have been the source of more than 70 percent of the world's greenhouse gas emissions since 1988.

Issue 30 of *Policy and Practice* is calling for contributions focusing on 'Development Education and Climate Change'. Here are some questions for authors to consider in shaping their articles:

- How can development education and related 'adjectival' educations best collaborate with the new popular mobilisations for climate action to address the climate crisis?
- How has the media represented the climate strikes and the more nuanced role played by children as activists and purveyors of change?
- Are there examples of good practice in climate change education in formal and informal settings that can be shared in an article?
- Are there new resources on climate change education consistent with good practice in development education that could be discussed in an article?
- What is the connection between growth, neoliberalism and climate change? How do we square the circle of economic development and a sustainable marshalling of the world's natural resources?
- What does a Green New Deal look like and what are the steps we need to take to get there?

Authors interested in submitting an article should send a 300 word abstract to journal editor, Stephen McCloskey, by **Friday, 25 October 2019**. Please email: stephen@centreforglobaleducation.com. The submission date for commissioned articles is **Friday, 6 December 2019**.

Article Types

There are four kinds of article published in *Policy and Practice*. [Focus](#) articles are peer reviewed, between 3,500 and 6,000 words, and should have a strong critical analysis of their topic. The second is a [Perspectives](#) article which is 2,000 – 4,000 words in length and is normally more descriptive, addressing an aspect of practice. [Viewpoint](#) articles are designed to provoke debate a given topic and more subjective in the presentation of their

argument. [Resource](#) review articles are 1,000-2,000 words in length and offer an opinion of a new book, film, teaching resource or online site on development issues.

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Please note that the ideas expressed in this Call for Contributors are those of the Centre for Global Education and do not represent the views of Irish Aid.

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