

SYNERGIES – EDUCATIONAL DIALOGUES FOR SOCIAL CHANGE

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JOINT CALL FOR PAPERS FOR THE ISSUE OF DECEMBER 2020

“The Policy Environment for Development Education and Global Learning”

Editorial Board:

Amanda Franco, Joana Costa, Jorge Cardoso, La Salette Coelho and Sara Borges.

Important dates:

- Deadline for submission of abstracts (500 words): 29/06/2020
- Communication of the selected abstracts: 06/07/2020
- Deadline for submission of full papers: 30/09/2020
- Comments of the blind peer review: 19/10/2020
- Deadline for submission of the revised version of the full papers: 02/11/2020
- Publication: December 2020

Background:

The digital journal [Synergies – Educational Dialogues for social change](#) is a specialized scientific magazine with peer-review, that aims to establish itself as an international platform for discussion, conceptual and methodological reflection, and practices exchange Development Education/ Global Citizenship Education/ Global Education as a mean of knowledge dissemination and production in this area, in Portugal and in other countries. *Sinergias* magazine is a product of the *Sinergias ED* project, promoted collaboratively by the Centro de Estudos Africanos da Universidade do Porto (CEAUP) and Fundação Gonçalo da Silveira (FGS) and co-financed by Camões – Instituto da Cooperação e da Língua.

Within this issue, *Synergies* joined three other journals in the field of development education journals across Europe to launch a common call for papers:

[International Journal of Development Education and Global Learning](#) (England);

[Policy and Practice: A Development Education Review](#) (Ireland);

[ZEP: Journal of International Research and Development Education](#) (Germany).

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Thematic focus of this issue:

The four journals are seeking contributions on the theme *The Policy Environment for Development Education and Global Learning* and aim to collectively take stock of how national and international policies are interacting with the development education (DE) and global learning sector. This collaboration enables authors of different types of articles from research through to opinion and practitioner pieces to contribute to a single debate.

This call is being launched at a particularly precarious period in our history. We face a pandemic whose effects are not yet fully known, we are experiencing a climate emergency that threatens the mass extinction of biodiversity, we are witnessing act of violent discrimination that threaten social cohesion.

The Maastricht Declaration of 2002 on Global Learning places “greater justice, equity and human rights for all” at its heart. Yet the social component of sustainability threatens to be overlooked in educational policy and practice. This call therefore asks for contributions exploring how issues of global social justice can be addressed through education and how this is affected by the current policy environment.

Globally, the dominant policy paradigm for development education is found in the 17 Sustainable Development Goals, adopted by United Nations Member States in 2015, to provide “a shared blueprint for peace and prosperity for people and the planet, now and into the future”. Development educators have seized upon SDG 4.7, with its aim to “ensure that all learners acquire the knowledge and skills needed to promote sustainable development”, as a policy impetus for the sector both locally and internationally. However, policy environments for development education and global learning are under strain. For example, within the European Union, funding for Hub 4 on Global Citizenship Education in Concord, the collaborative network of NGOs across Europe, is threatened.

Within this context there is therefore a need to examine critically the interrelationship between this policy environment and the work of development education and global learning educators to carry out their mission of achieving global social justice.

Contributors could consider, through empirical work or theoretical discussion:

- Theoretical explorations of the link between policy and practice in development education and global learning;
- The impact of the policy environment for development education and global learning on practice;
- The development of the discourse of social and economic justice within development education and global learning historically and in particular national contexts;
- The role of the SDGs in framing educational and policy responses;
- Innovative policies that support development education and global learning in the current context of a climate emergency, rising levels of xenophobia and attacks on migrants, the shift to the far right in countries across the world, and reduced funding for this field;

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- Examples of good practice in development education and global learning in the formal and informal education sectors;
- How national policies are promoting or constraining radical development education and global learning responses aiming for citizen action on global social justice.

We welcome contributions focusing on research and/or practice, in formal and non-formal education contexts, in the global South and North.

Structure and general characteristics of the joint issue:

This joint issue will consist **on an average of 4-5 articles** in each one of the journals.

According to the editorial line of the journals, the focus of the articles can be theoretical, empirical or on public policies, but they must communicate original research results, presenting clear arguments, empirical evidence and using quality writing.

Regarding **writing rules for authors**:

- A. **LANGUAGE.** Original articles in Portuguese, Spanish, English and French will be accepted. They shall not be submitted for at the same time in other journals.
- B. **MAXIMUM LENGTH.** The text may not exceed 40,000 characters, including spaces, sections, footnotes and bibliography. The following text organization is recommended:
 1. **HEADER.** Constituted by:
 - Title: Clear, short and concise. It must be no longer than 40 characters, including spaces.
 - Name of the author or authors.
 - Institutions which they belong to.
 - Academic qualifications (when applicable) and current professional position.
 2. **ABSTRACT.** It must be sufficiently informative to enable the reader to identify the content and interest of the work and to decide whether or not to read it. It should not exceed 150 words or 500 characters.
 3. **KEY WORDS.** Maximum of six; they may be modified or supplemented by the editorial board.
 4. **ACKNOWLEDGMENTS.** If the text includes acknowledgements, these should appear as footnotes.
 5. **BIBLIOGRAPHICAL REFERENCES.** They should appear at the end of the text. References should be sorted alphabetically by the author's last name, or first author's, if several. For different works by the same author or authors, the chronological order publication year shall be considered. If in the same year there is more than one work by the same author or authors, a letter should be added to the year to identify the reference (eg. 2006a; 2006b).

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For the presentation of bibliographical references, the model to be used is APA 6th edition. Examples:

- Books:

Hudson, M. (1999). *Administrando organizações do terceiro setor: O desafio de administrar sem receita*. São Paulo: Makron Books.

- Book chapters:

Eisenstein, E.M., & Lodish, L.M. (2002). Marketing decision support and intelligent systems: Precisely worthwhile or vaguely worthless? In B. A. Weitz & R. Wensley (Eds.), *Handbook of marketing* (pp.436-456). London: SAGE.

- Articles:

Mota de Cabrera, C. (2006). El rol de la escritura dentro del currículo de la enseñanza y aprendizaje del inglés como segunda lengua: Una perspectiva histórica. *Acción Pedagógica*, 15(1), 56-63.

6. TABLES AND IMAGES. They must be numbered correlatively and independently. They shall present a short title and indicate the source. The images shall be presented in a way that allows them to be reproduced directly.

7. ABBREVIATIONS. Using abbreviations can save space. However, if it is excessive, it can make the article harder to read. Whenever it is decided to use abbreviations, they must be defined at the time of its first appearance.

C. EVALUATION. The Journals' teams will confirm the reception of all the submitted papers. The articles received will be submitted anonymously to an external and anonymous double-review process. Taking into account the opinions issued by the reviewers, the Editorial Board of the Journal will decide whether or not to accept the papers.

For any questions about the characteristics of the contributions or other technical matters about the joint issue, please send a message to Joana Costa - ceaup.ed@gmail.com.

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