CALL FOR PAPERS

10th anniversary special issues

FROM THE PAST TO THE FUTURE
Changing roles and developing understandings of development education and global education in an uncertain globalized world

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In 2012, the second European Congress on Global Education provided a loose definition of global education as ‘Education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all’. The Congress also called for global education to be understood as an ‘umbrella term’ encompassing various other adjectival educations, from human rights to sustainability. In response to the Millennium Development Goals and subsequent Sustainable Development Goals, more stakeholders and constituents are now involved in the delivery, support, funding and design of development education and global education. But recent global political upheavals have questioned dominant orthodoxies about the benefits of globalization and the value of concepts such as ‘global citizenship’, characterized by an increase in insular and xenophobic views. This poses new and complex complications for development education practice.

The International Journal of Development Education and Global Learning was established in 2008. In 10 years it has contributed to debates on conceptualizations of development education and global education, and documented research into its practice. The journal will mark its 10th year by reflecting back and thinking forwards about changes in understandings of development education and global education, and their role in a more uncertain globalized world.

This call for papers for two anniversary issues asks for scholarly contributions in the form of debate, dialogue, theoretical and empirical investigations into any of the following:

- **Meanings and conceptualization of development education and global education** – the use of different terms in different contexts; the value of development education or global education as an umbrella term; the implications of a focus on global citizenship and re-conceptualizations in response to challenges of increasing racist and xenophobia perspectives in many countries.

- **Impact of development education, global learning and global citizenship programmes within education** – particular programmes or projects, or a review of policy initiatives.
• **Review of the impact of policymaking bodies** – for example UNESCO, European Commission or specific initiatives in various countries.

• **Contribution of research to changing nature of development education and global education practice** – the extent to which research has had an impact on influencing policy development and practice of civil society organizations and relationships between research and evaluation.

• **Moving from the margins to the mainstream** – reflections and analysis on the space occupied by development education and global education, and the degree to which it can now be considered mainstream within educational provision.

• **Next steps** – discussion on where the field is heading and where it should focus its energies, whether theoretically, in terms of research or practice.

Articles are subject to full peer review. Please send abstracts, outlines and expressions of interest by 31 July 2017 to Dr Clare Bentall (c.bentall@ucl.ac.uk). Draft articles are also welcome on this early date. The deadline for submission of manuscripts for issue 10.1 is 31 September 2017 and for 10.2 is 28 February 2018. Informal enquiries to the editor about possible paper submissions are welcome. Articles in these issues will be published in June and December 2018.