

Call for abstracts for a special issue

Title: Philosophical, ethical and pedagogical perspectives on global citizenship education: A critical examination with educators from South to North

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Global citizenship education (GCE) is a call to foster values and knowledge that, potentially at least, enable learners to become and be informed, engaging and responsible global citizens. The emergence of GCE as a pedagogical framework is particularly timely in today's interconnected world. GCE offers a promising avenue to address the challenges posed by political upheavals, social injustices, economic inequalities, and environmental (un)sustainability, all of which have been exacerbated by the global impact of the COVID-19 pandemic (Bosio, Waghid, Papastephanou & McLaren, 2023; Bosio, Torres & Gaudelli, 2023; Bosio & Waghid, 2023; 2022; Giroux & Bosio, 2021).

However, limited attention has been given to how educators in diverse regions across the Global South and the Global North perceive and implement GCE within their curricula and classrooms; even more so when considering its application beyond the confines of formal education, specifically adult education and lifelong learning (e.g. community centres, workplace training, voluntary or non-governmental organizations, online courses and webinars, and outreach programmes). This gap in exploration is significant, particularly given the inherent nature of lifelong learning, where education extends into diverse settings and throughout one's lifetime.

Hence, the *International Review of Education – Journal of Lifelong Learning* (IRE) invites papers for a special issue on “Philosophical, ethical and pedagogical perspectives of global citizenship education: A critical examination with educators from South to North” aimed at exploring contributions that shed light on whether and how GCE can be employed as a pedagogical approach not only within the

boundaries of formal education but also in various settings, including non-formal and informal ones, adult education, and lifelong learning. From this perspective, this special issue examines GCE that moves beyond merely instilling students with a basic sense of interconnectedness and expanding their cultural awareness – important as these aspects are – by enabling them to ethically and critically situate the discourse in the context of globalization (Torres & Bosio, 2020; Veugelers & Bosio, 2021). Our understanding of critical GCE is constituted by acknowledging the powerful influence of societal ideologies in spelling out concepts of global citizenship and GCE, notions of engagement and social transformation, a resource-, not deficit-oriented recognition of others in their 'otherness', and responsible action that integrates actions, knowledge, and cultural frameworks of humans both in the Global South and Global North (Schreiber-Barsch, 2018).

In light of this, this special issue invites contributions from scholars representing a diverse regional mix, spanning continents and cultural contexts, to ensure a comprehensive exploration of GCE. It welcomes both theoretical and empirical perspectives that investigate how educators, situated in both the Global South and Global North, perceive the ethical, critical, moral, but also decolonial, and Indigenous values and knowledge of GCE, and how their pedagogy adapts to it.

Specifically, we ask:

- What philosophical and pedagogical approaches do educators, including those engaged in formal/non-formal education, adult education and lifelong learning, employ to promote ethical, critical and moral knowledge and values in GCE? If not emphasizing ethical, critical, and moral knowledge and values, what other knowledge and values in GCE do they prioritize?
- What is the role of ethical, critical, moral, decolonial, and Indigenous knowledge and values of GCE in addressing pressing local and global challenges, including political turmoil, social injustices, economic disparities, and environmental sustainability?
- What challenges are encountered by educators, including those engaged in formal/non-formal education, adult education, and lifelong learning environments, when integrating ethical, critical, and moral perspectives into their GCE practices, along with strategies to overcome these challenges?
- What potential future directions or advancements are foreseeable or desirable in incorporating ethical, critical and moral visions into GCE, with a specific focus on the evolving global challenges, such as those arising from the post-COVID-19 pandemic world.

Submissions are welcome that address all levels of education. We particularly encourage papers that, within the context of GCE, focus on lifelong learning, adult education, community-based learning and citizenship. This includes both formal settings (e.g., classrooms and formal curricula) and non-formal settings (e.g. community centres, workplace training, adult education programmes, NGOs, online courses, webinars, and outreach programmes).

Abstracts for the special issue should range from 200 to 300 words. Each proposal should include the names, affiliations and email contacts of the authors, along with a provisional title. Please submit abstracts by **10 April 2024** to the Executive Editor of *IRE*, Paul Stanistreet: p.stanistreet@unesco.org

Authors will receive notification whether their abstracts have been accepted by **25 May 2024**. Manuscripts are due by **25 November 2024**. This special issue is expected to be published in late 2025.

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