

JOINT CALL FOR PAPERS
SPECIAL ISSUE

Development Education at the Crossroads: Resistances, Convergences and Opportunities

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The editors of four European development education journals – International Journal of Development Education and Global Learning (England); Policy and Practice: A Development Education Review (Ireland); Sinergias: Educational Dialogue for Social Change (Portugal); and ZEP: Journal of International Research and Development Education (Germany) – invite contributions to a joint Special Issue on the theme "Development Education at the Crossroads: Resistances, Convergences and Opportunities", to be published in Autumn / Winter 2027. The joint call is timed to coincide with the fifth anniversary of the Global Education Network Europe (GENE) European Declaration on Global Education to 2050, better known as the "Dublin Declaration" (2022). It affords an opportunity to reflect on the Declaration amid a meta crisis in which the world is threatened by extreme poverty, climate breakdown, the political gains of the far-right, and rising anti-immigrant and racist rhetoric and conflict. Development education, as the Dublin Declaration (GENE 2022: 6) suggests, supports "democratic and participatory pedagogical practices", but democratic values, institutions and practices are arguably in the greatest jeopardy since the rise of fascism in Europe in the 1930s. This joint call represents an opportunity to consider how development education can draw upon its radical pedagogical origins in Freirean praxis to challenge the dangers to democracy and the root causes of poverty and inequality.

About the theme

Development education – also known as global learning, global citizenship education, global education and education for sustainable development – is arriving at an important crossroads in terms of policy and practice. In addition to the fifth anniversary of the Dublin Declaration, the 2030 deadline looms for the delivery of the 17 Sustainable Development Goals (SDGs) and their 169 targets which dominate discourse and policy-making in international development and development education. Authors are invited to assess the impact of the Goals, their contribution to global learning and think creatively about potential next steps post-2030, such as bottom-up approaches to development that are radical, unique and provide alternatives to current dominant structures. In 2015, the year the UN launched the Global Goals, the Paris Agreement was signed to limit the increase in global heating to 1.5°C above pre-industrial levels. The UN Environment Programme predicts an overshoot of the 1.5°C target within the next decade. Authors are invited to debate the role of development education in debating and tackling the climate emergency.

Yet another global crisis impacting the world is the scourge of inequality, with the 2026 *World Inequality Report* revealing that the top 10 percent of the global population control 53 percent of total income and 75 percent of wealth, with the bottom 50 percent holding just 8 percent of income and 2 percent of wealth. Development education has yet to systemically analyse the impact of

neoliberalism, locally and internationally, despite the transformative aim of our practice to tackle the root causes of poverty and inequality. Authors are therefore invited to contemplate how the sector problematizes capitalism and neoliberalism and debates sustainable alternatives.

Resistances
The rising levels of poverty, climate change and inequality are accompanied by a criminalisation of dissent and reduced civic and democratic spaces to support community organizing, discussion and action. This special issue invites narratives of resistance, reflection and action in pursuit of transformative goals and positive social change. We welcome articles that reflect both on historical and ongoing resistances to colonialism in the global South and the continued neo-colonial extraction of capital, labour and resources by corporations and states in the global North. We also invite articles on resistances to conflict and injustice globally, For example, we invite contributions on the resistances to the genocidal violence in the Gaza Strip and the colonization of the occupied West Bank. What lessons can development education learn from the critical pedagogy, political resistance and direct action of student encampments for Palestine?

Convergences
This Special Issue call is the product of a development education convergence involving four journals with a shared vision for transformative learning and critical citizenship. But the meta crisis enveloping our world demands convergences with educational, social and political partners across civic society. The Code of Good Practice for Development Education invites us to think outside "our bubble" and "move outside your echo chamber". This Special Issue invites narratives of successful convergences between development education and other sectors in civil society toward transformative action and change.

Opportunities
This Special Issue invites articles based on educational practice, research and civic action, that have created opportunities for building, learning and defending critical citizenships committed to social justice. This issue will be published in 2027, just one year ahead of the 60th anniversary of the first publication of Freire's (1968) *Pedagogy of the Oppressed* in Spanish, three years ahead of the 60th anniversary of its first publication in English in 1970 and four years ahead of its first publication in German. Authors are invited to take the opportunities of these approaching anniversaries to reflect on Freire's pedagogical legacy and enduring influence on practice across the world. Authors may also reflect on opportunities for higher education collaborations, research, and partnerships in civil society with the potential to create and sustain critical agency for social change.

Authors are invited to submit contributions to this special issue which address one or more of the following questions, through empirical work or theoretical discussion:
How can we harness the transformative power of development education to achieve a world of greater social and climate justice, peace, solidarity, equity and equality?
How do development educators assess the impact of the SDGs and what are the next steps for international development policy beyond 2030?

- How can we engage peers and learners in systemic thinking that examines the root causes of the meta crisis and how they can be addressed?

- What are the narratives of resistances to injustice from the global North and South that can inform our public engagement and advocacy work?

- How can development education create new synergies in higher education, civil society and with policymakers for building and defending critical citizenships committed to social justice?

- What are the narratives of effective convergences between development education and other adjectival educations and sectors in civil society that demonstrate how DE can move beyond its echo chamber and create sustainable platforms for social change?
- How do we assess the power and capacity of Freire's (1968) work for transformative learning 60 years on?

- To what extent is development education addressing historical and contemporary forms of colonisation and confronting Eurocentrism in the sector?

- How can the development education sector connect with horizontal and community-led movements for change that share our values and goals?

This call for contributors extends to authors from academia, civil society organisations, educators, learners, activists and all those committed to social transformation.
Authors interested in submitting an article to one of the four journals supporting this call should contact one of the four editors below in the first instance. Contributors should note the types of articles accepted in each journal, as well as the aims and scope and the journal specific submission guidelines and timelines to publication.

	IJDEGL	Policy and Practice	Sinergias	ZEP
Opening of call	1 October 2026	1 January 2027	1 December 2026	1 December 2026
Important dates	Deadline for abstracts: 1 December 2026 Deadline for submission for review: 1 March 2027	Deadline for abstracts: 26 March 2027 Deadline for commissioned articles: 9 July 2027	Deadline for abstracts: 15 January 2027 Deadline for full article: 5 May 2027	Deadline for abstracts: 31 January 2027 Deadline for submission for review: 30 May 2027 Revised article: 30 September 2027
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