

**INTERNATIONAL
JOURNAL OF
DEVELOPMENT
EDUCATION AND
GLOBAL LEARNING**

SPECIAL FEATURE CALL FOR PAPERS

“Education and the Crisis of the ‘Liberal Order’”

For publication from May 2025.

Edited by:

April Biccum, Australian National University

Su-ming Khoo, University of Galway

Deadline for submission: 31st October 2024

Editors encourage authors to submit an abstract or expression of interest prior to submission of full article.

Global Citizenship Education might be thought of as a multidimensional response to multiple global problems and contradictions, as the global economic, political, social and cultural order experiences different waves of liberal, neoliberal and post-neoliberal restructuring. Many commentators are now calling attention to crises within the liberal international order, including protracted wars, the rise of authoritarianism, electoral gains by the far right, rollbacks of rights-based equality, the recapture of education policies to suit nationalist and chauvinistic aims, deepening global and national inequalities, public mistrust and conspiracy theories, and aggravated socio-cultural tensions and conflicts. It might even be suggested that these crises amount to an existential crisis of the international order itself. This IJDEGL Special issue seeks contributions on the theme “Education and the Crisis of the ‘Liberal Order’”. It calls for papers that situate Global Citizenship Education within this broader context and framing – of an ongoing crisis of the liberal global order.

This Call for Papers hopes to connect the state of the art on Global Citizenship Education to critical currents in international relations, international development and international education. We hope to begin a conversation about how Global Citizenship Education responds to emerging critical questions about the international order, since education is tasked to create the capacity to solve global problems. The call hopes to invite generative inter-disciplinary conversations between educators and practitioners of GCE in particular, and those working in International Relations, International Political Economy and Development Studies, to collaboratively illuminate the role played by education as a source of responses and solutions to global crises.

The call for papers for this special issue is open to scholarly contributions in the form of debate, dialogue, theoretical and empirical investigations. Contributions related to this theme could address topics such as:

- Theoretical and empirical studies of education under authoritarianism;
- Theoretical and empirical studies of education in contexts of authoritarian capture of educational policies at any level, local, national or international;
- Articles linking education and democracy;
- Articles about the contribution of education to the liberal international order;

- Articles that examine different types of global crises – environmental, political, health, or social crises and link these to global educational policies and responses;
- Articles that think through a GCE response to crises of the liberal international order;
- Articles that situate GCE vis a vis changes and challenges to the global economic system, including but not limited to: neoliberal restructuring, multi-stakeholder capitalism, varieties of capitalism, platformisation, marketisation, corporate capture etc.;
- Papers discussing the framing of the “liberal international order” from any disciplinary perspective (e.g. economic, historical, political, cultural, educational, or scientific) are especially welcomed.

The journal particularly welcomes articles from early career researchers and this special issue welcomes articles from scholars across the world to ensure the widest range of perspectives from the field.

Please consult the notes for authors on the journal’s webpage of the UCL Press website.

The **deadline for submission** of articles is **31st October 2024**, through the journal’s [submission site](#).

Whilst not mandatory, the editors invite abstracts of 300-500 words and up to six references, before full submission. Please send abstracts to April Biccum (april.biccum@anu.edu.au) and Su-Ming Khoo (suming.khoo@universityofgalway.ie)

Articles in this issue will be published in June 2025.