

**JOURNAL REVISTA FOMENTO SOCIAL**  
<https://www.revistadefomentosocial.es/>

**JOURNAL SINERGIAS - EDUCATIONAL DIALOGUES FOR SOCIAL  
CHANGE**  
<http://www.sinergiased.org/index.php/revista>

**JOINT CALL FOR PAPERS FOR THE ISSUES OF JUNE 2020**

**“DEVELOPMENT EDUCATION AND GLOBAL CITIZENSHIP EDUCATION  
WITHIN THE 2030 AGENDA:  
LEARNINGS AND CHALLENGES FOR COLLABORATION AMONG  
ACTORS”**

**Coordination:**

Jorge Cardoso (Fundação Gonçalo da Silveira)  
La Salette Coelho (Centro de Estudos Africanos da Universidade do Porto)  
Vicente González Cano (Universidad Loyola Andalucía)  
Antonio Sianes (Fundación ETEA para el Desarrollo y la Cooperación)

**Important dates:**

- *Deadline for submission of abstracts (500 words): 30/11/2019.*
- *Communication of the selected abstracts: 31/12/2019.*
- *Deadline for submission of full papers: 31/03/2020.*
- *First comments of the double-blind peer review: 30/04/2020.*
- *Deadline for submission of the revised version of the full papers: 31/05/2020.*
- *Possible second comments of the double-blind peer review and submission of the final version of the full papers: 31/05/2020.*
- *Publication: June 2020.*

**Background:**

This special issue appears within the scope of *Bridge 47 - Building Global Citizenship*, a European project that mobilizes the global civil society to contribute to global justice and eradication of poverty through Global Citizenship Education (GCE). The project provides a space for civil society organizations, activists and other people interested in this topic to interact with each other, exchange information and resources and develop new and innovative approaches for GCE. The project focuses on joint advocacy efforts and building new partnerships, while it also supports civil society to develop

new approaches to reaching out to new stakeholders and provides tools to promote and act upon Global Citizenship within the context of the Sustainable Development Goal (SDG) 4. It closely involves partners engaged in informal and non-formal education and in life-long learning with the goal of promoting transformative change in society.

The [Revista de Fomento Social](#) is a scientific publication of Loyola University, which approaches issues related to Development Studies from a multidisciplinary perspective, including education, economics, sociology, politics or law, with special attention to the ethical dimension implicit in all of them. With more than 75 years of history, the *Revista de Fomento Social* is the Spanish academic publication with more years of uninterrupted publication. Moreover, its issues aren't only appealing to academics. It is also consulted by professionals interested in an interdisciplinary approach to the matters within the broad field of Development Studies, among which lives Development Education and Global Citizenship.

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.

### **Thematic focus of this issue:**

The thematic focus of this issue will be **Development Education and Global Citizenship Education from the perspective of collaboration between actors.**

Both [Bridge 47](#) and [Sinergias ED](#) are projects that assume an important role in promoting spaces of dialogue and knowledge co-creation between Higher Education Institutions (HEI) and Civil Society Organizations (CSO), that generate knowledge exchange and that improve the actors' practices. *Bridge 47*, more specifically, aims to reduce the distance between research and practice; between academia, civil society and the classroom; and between different stakeholders in Europe, creating an European network of DE/GCE institutions.

Global Citizenship Education and Development Education have been strengthened by the 2030 Agenda for Sustainable Development, specially

through the goal 4.7. As the multipartnership approach of the 2030 Agenda affects deeply GCE/DE, one should be asked: How is this being done? Which obstacles are appearing? What have we learnt so far? Which good practices can we highlight? Which critical reflections do we have to perceive? Which challenges are we facing? etc.

In order to improve GCE/DE practices and their effectiveness in raising awareness for Development issues, and also as a way of building and strengthening the role that it has inside the 2030 Agenda, it is necessary to promote research on these topics.

This is the ground base behind this special issue.

Therefore, this joint call is searching for articles that address one or more of the following topics:

### **Global Citizenship Education/Development Education in the 2030 Agenda and at a European level:**

- Which new spaces are the 2030 Agenda and the Sustainable Development Goals opening for GCE/DE?
- What elements explain the different approaches to GCE/DE observed in different countries, especially inside the European Union?
- How to articulate GCE/DE policies into a multi-level policy environment that moves from local to supranational integration processes?
- How is it possible to operationalize the concept of GCE/DE in an agenda that addresses specific topics in a coordinated way at a European level?

### **Collaboration between actors:**

- What channels and spaces are favouring an effective collaboration between actors in the design of GCE/DE policies?
- What principles and practices are favouring effective collaboration between actors in the implementation of DE and GCE programs and projects.
- What processes and concrete experiences of DE and GCE might stand out in this area as good practices (Case Studies).
- What apprenticeships could be extracted systematically on the design and joint implementation of DE and GCE actions.
- What challenges do actors face when designing and implementing DE and GCE actions in a coordinated way.

### **Cross-cutting issues about GCE/DE:**

- How can we move forward when measuring the effectiveness and impact of GCE/DE activities, especially within the framework of the 2030 Agenda?

- How can transversal elements (sustainability, gender, Human Rights, peace, etc.) be incorporated into GCE/DE activities?
- Which critical approaches are arising from the Global South and the Global North within the concepts of GCE/DE?
- How collaboration between actors can question scientific and unique production of knowledge, valuing and involving other types of knowledge?
- Finally, given the geographical location of the journals promoting this special issue, it may be interesting to refer to the situation of GCE/DE inside the Development Cooperation system, both in Spain and Portugal.

For any inquiry on the topics of this issue, please contact the coordination team: La Salette Coelho and Jorge Cardoso ([ceaup.ed@gmail.com](mailto:ceaup.ed@gmail.com)) and Antonio Sianes ([antonio.sianes@fundacionetea.org](mailto:antonio.sianes@fundacionetea.org)).

### **Structure and general characteristics of the joint issue:**

This joint issue will consist on an average of 5-6 articles in each one of its two numbers.

Papers that are evaluated positively but cannot be included in the joint number due to space limitations will be published, with the authors' permission, in subsequent issues 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:**

- 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.
- 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).

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 the technical team of the magazines, by contacting [ceaup.ed@gmail.com](mailto:ceaup.ed@gmail.com) or [revistadefomentosocial@uloeola.es](mailto:revistadefomentosocial@uloeola.es).

This special issue appears in collaboration with the Project:



Is co-financed by:



Co-funded by  
the European Union



The contents of this document are the sole responsibility of the 15 project partners and can in no way be taken to reflect the views of the European Union.