

~ Call for Papers ~

## **Elgar Handbook: Global Citizenship Education**

edited by: William Gaudelli (Lehigh University), Ricardo Römhild (University of Münster)

*The Handbook of Global Citizenship Education* is a contemporary statement of the field, now some 50 years into its existence as a discourse, research and practice community. Global citizenship education springs from the juxtaposition of two dynamic and polar forces: one being the awareness of people's inextricably bound circumstances as a planetary society and the perils and promises therein and the other being the hope and opportunity for a better world where all people flourish in a sustainable biosphere. The field emerged around the same time that the world became aware of itself as a singular entity, due largely to the ability for humans to first see the single, fragile planet in the dark void of space. This iconic moment of awareness beckoned new thinking about how we educate a new generation of young people to inhabit this one earth. The spawning of various fields—including peace education, human rights education, regional studies, international education, development education, gender studies, comparative education, education for sustainable development, and the list goes on—all carry a similar volition.

Global citizenship education is unique, however, in its courageously bold effort to unify these various flows into a broader river of knowledge, research and practice, one that begins with two central ideas—that the earth is a singular macrosystem of countless dependencies and that we must educate around this conception towards action within this frame of understanding. We endeavored to bring together a global community of scholars, practitioners and governmental actors to heuristically grasp this field as they understand it and with their particular refraction to produce a work that captures and represents this polyphony. We intend for this state of the field in 2025 to be a milemarker for those on the journey to theorize, study and practice as well as an invitation for future journeyers to see the terrain of what has come before them.

The handbook aims at providing a platform for voices representing a full spectrum of GCE research. We invite perspectives from various disciplines and school subjects from all levels of education, formal and informal, including primary, secondary, tertiary / higher education, formal and informal settings. We also make an intentional effort to eschew trite renderings while facing the complexity and darker sides of this discourse area, which is too often glossed in glowing patinas while the brutal force of reality crashes in (e.g., Gaza, Ukraine). We aim then to have the volume speak to its time rather than an imagined past and rosy future that fails to square with the daunting nature of global problems today. This volume offers an outlet for diverse forms of expertise, from scholars to practitioners to policy-makers to non-governmental workers, to activists. Contributors from all the locales and corners of the planet are invited to engage, thus representing voices from established journeyers as well as from those just beginning their GCE journey, with collaboration across contexts and levels of career and expertise highly encouraged.

We welcome paper proposals for these five sections:

**I Theoretical / Conceptual Basis**

This section opens with chapters that address the social, ethical, epistemological, critical and geopolitical dimensions of GCE. We imagine chapters related to the grounding of the field in ways of knowing and being; sociological, geographical, economic, ecological and political analyses—that sit at the core of GCE. We imagine some philosophical pieces here as well, ones that explore the ontological roots of GCE with attention to hermeneutics, semiotics, pragmatism and postmodern/poststructural discourses that are generally considered ‘critical’ of the dominant frames of capitalism, positivism, and behaviorism. These chapters will help to provide a broad theoretical basis for the works that follow along with the field of GCE. Too, it will signal a clear intention of the volume to not recapitulate well trod scholarly ground but to open up a fresh perspective on the field.

**II Issues of GCE**

This section explores the pedagogical and social dimensions of GCE, including the modes of education that have shaped the field (experiential, immersive, place-based, online, traditional) coupled with the settings in which GCE has been enacted (P12, university, community-based, non-profit, government) along with the types of GCE engaged (ecological, statist, institutional, critical). A critical context for understanding GCE is the era of globalization and how issues that were largely local/regional concerns have now achieved a degree of comparability across landscapes. These include governmental engagements (e.g., mass violence as in Gaza, Ukraine) to economic entanglements (e.g., tariffs/trade, multinational corporations, capital flow) as well as the gray economy (e.g., drug and human trafficking, undocumented and sex workers, pornography). We aim in this section to not simply restate the intellectual landscape of GCE, but to point towards new discourses and ideas that will move a reconceptualization of the field in light of a changing world, particularly as it relates to the non-traditional dimensions of globalization discourse.

**III Illustrations of Praxis**

This section will draw out exemplary cases of GCE in practice in a range of settings and geographic locales. The central focus will be about what are illustrative great practices of GCE that are robust, vibrant and engaging for young people while maintaining strong social connectivity.

**IV Curriculum & Policy**

This section examines extant curriculum, including frameworks, courses of study, and programs. Examining sustained and intentional efforts of GCE will orient these chapters and give readers a good sense of the dominant form of practice associated with GCE; that is, curriculum as an intentional act of education. We will also include chapters related to state and regional governance organizations that offer GCE frameworks as well as stipulations of policy that animate curriculum work and instructional practice across a range of sites globally.

**V Assessment & Evaluation**

This section looks at empirical work that assesses and evaluates GCE practices along with classroom activities that are organized around expressing the core competencies, performance indicators and learning objectives that shape GCE in practice. We will also consider wide-scale assessment—from NGO work focusing on indicators of GCE in praxis to school-wide, university-place and regionally-organized studies of GCE engagement and how it informs the field’s direction and volition.

## Timeline

- **Expression of interest by 2nd September 2024**
- **Abstract submission by 1st December 2024**
- Feedback & invitations to contribute by 1st February 2025
- **Submission chapter manuscripts to editors by 1st April 2025**
- Peer-review & feedback by 1st June 2025
- Submission revised manuscripts to editors by 1st September 2025
- **Submission full manuscript to publishers by 1st October 2025**
- Feedback by publishers and possible 2nd revision round; submission of revised chapters by 1st April 2026
- **Final submission of full manuscript to publishers by 1st June 2026**

## Guidelines for Abstract Submission

If you are interested in submitting an abstract, please express your interest with a proposed topic / focus of your submission in an informal e-mail to both editors by 2nd September 2024. Thank you!

We welcome abstract submissions of no longer than 500 words, excluding title, references, and up to 5 keywords. We will seek contributions of 5000 to 8000 words in a classical style.

Abstracts should be written in English.

Please clearly indicate for which of the five sections (specified above) you are submitting.

Please include a short biographical note (50 words maximum) of all authors, including full name(s), title(s), and affiliation(s).

Please submit your abstracts to William Gaudelli ([wig318@lehigh.edu](mailto:wig318@lehigh.edu)) and Ricardo Römhild ([ricardo.roemhild@uni-muenster.de](mailto:ricardo.roemhild@uni-muenster.de)).

**Abstract submission** will close on Sunday, **December 1st, 2024**.

Notifications of acceptance will be sent to all authors by Saturday, February 1st, 2025.

We look forward to receiving your submissions,  
William Gaudelli & Ricardo Römhild