

Call for Papers for a Special Issue of the *British Educational Research Journal*:
Enhancing climate change and sustainability education through critical and
collaborative dialogue between Global South and North education
communities

Guest editors

- **Professor Elizabeth Rushton**, Faculty of Social Sciences, University of Stirling, Scotland, UK; lizzie.rushton@stir.ac.uk
- **Dr Haira Gandolfi**, Faculty of Education, University of Cambridge, England, UK; heg38@cam.ac.uk
- **Professor Luciano Fernandes Silva**, Institute of Physics and Chemistry, Federal University of Itajubá, Brazil; lufesilva@unifei.edu.br
- **Dr Denise Quiroz-Martinez**, Faculty of Education Sciences, Universidad de Talca, Linares, Chile; dquirozm@gmail.com

Context, topic and rationale

Anthropogenic climate change and environmental crises are the leading global challenges of our time (IPCC, 2023). Such challenges have complex spatial and temporal impacts which drive intersectional inequalities across domains including social, education and health. These inequalities are compounded by the legacies and present-day realities of colonial injustices led by Global North nations including the extraction and exportation of natural resources, predominantly in the Global South (Quijano, 2007; Gadotti & Torres, 2009). Concomitantly, climate change and sustainability education (CCSE), including formal and informal spaces of learning and the education of teachers, have long been widely recognised as an essential part of a just response to such inequalities, and a vital part of achieving environmental sustainability (UNESCO-UNEP, 1990). However, education ideas and practices have been a core element in colonial projects, including in teacher education (Gandolfi & Rushton, 2023), with important implications for CCSE. For instance, much of the international CCSE literature is drawn from Anglophone contexts, including the USA, the UK and Australia, where western conceptualisations of education, human and environment relationships and sustainability dominate (Misiasek, 2019; Rodrigues et al., 2020).

One way to address these concerns is to engage in critical and collaborative dialogue across diverse Global North and South contexts from the perspective that such dialogue offers novel and varied ways to reconsider and transform CCSE (Rodrigues et al., 2020). In recent years, *BERJ* has provided an emergent but important interdisciplinary space where CCSE can be explored through this perspective and through a range of framings, contexts and methodologies. We also highlight the increasing interest in CCSE from a wide range of communities who engage with and are supported by the work of BERA, evident in the burgeoning number of contributions which attend to this theme published in the BERA Blog (Czerniawski, 2023) and the recently established and thriving BERA Special Interest Group Education for Environmental Sustainability. However, whilst there have been recent notable exceptions (e.g. Puttick et al., 2023), the majority of such contributions related to CCSE published in *BERJ* have focused on the UK (e.g. Dunlop et al., 2022; Rushton & Dunlop, 2022), and this Special Issue seeks to address that landscape by foregrounding CCSE research across the world through an emphasis on Global North-South dialogues. Therefore, this *BERJ* Special Issue, with a focus on CCSE, provides a timely opportunity to enhance our understanding of this vital theme in ways which move beyond Global North contexts only, and beyond a traditional focus on CCSE as part of school subject education (e.g. science and geography), as we normally see in journals which focus on an aspect of education (e.g. curriculum, teacher education). If we are to realise education which enables *all* young people to live sustainability with climate altered futures, we require the expertise and insights of all

those engaged in education research and practice, including (and especially) those working in contexts that have been affected by environmental issues and disasters for centuries now, such as Global South, indigenous and other underrepresented communities.

As guest editors and teacher educators working in Brazil, Chile, England and Scotland, we believe these perspectives to be imperative to reflecting on the purposes, aims and practices of CCSE across Global South and North education communities. Therefore, this Special Issue will actively seek to explore CCSE across the globe, including, for example:

- Theoretical, conceptual and methodological issues in the context of CCSE.
- Issues of equity, social justice and decoloniality related to CCSE.
- Learning in social action and movements related to CCSE.
- Intergenerational learning and learning across the lifespan as part of CCSE.
- Spaces of formal education including early years, schools, colleges, higher education, outdoor education.
- Informal education including museums, community groups, zoos, etc.
- Beliefs, values and experiences of CCSE including children and young people, teachers, policy makers, school leaders and educators.
- Teacher education and professional development related to CCSE.
- Education policy and CCSE.
- Creative, dialogic and participatory approaches to CCSE research and practice.

We encourage papers that have authorial teams based in the Global South and/or which include expertise derived from both Global South and North settings so to foreground critical and collaborative dialogues across different contexts, knowledges, perspectives and expertise. We also particularly welcome contributions from generally underrepresented groups in the UK school and Higher Education sectors, such as Black and Asian educators and academics, and from Global South, Indigenous and other underrepresented authors currently working in Global North settings and who bring southern, Black, and/or indigenous ontologies, knowledges and experiences of education and educational scholarship.

Articles selected for publication in this issue are also expected to be grounded in robust – but still diverse, as it is the nature of this field – theoretical frameworks which consider the different scholarly international contributions to this topic emerging from different traditions and fields of CCSE, including, but not only, Environmental Education (EE), Education for Environmental Sustainability (EfES), Education for Sustainable Development (ESD) and Climate Change Education (CCE). We also invite Global North-based authors to engage with theoretical frameworks and expertise in this area developed by Global South, Indigenous and other underrepresented scholars in the international landscape and consider what this can bring to CCSE.

Timeline for call and review process:

- Abstracts (in English) received by: 16/09/2024
- Abstract authors notified of decisions by: 14/10/2024
- First draft of full papers to be submitted directly to BERJ: by 03/02/2025
- Reviewing complete, authors notified of revisions: 02/06/2025
- Revised papers received: 04/08/2025
- Special Edition to publishers: 03/10/2025
- Publication: to be agreed with *BERJ*

Initial **extended abstract proposals**, written in English, should be 250–500 words in length and be submitted by 16/09/2024 (see above) to the Guest Editors via this [online FORM](#) (not directly to BERJ). Following review of the submitted abstracts, the Guest Editors will then invite authors of selected abstracts to submit their full papers for double-anonymous peer-review following *BERJ*'s usual procedure and guidelines by 03/02/2025.

Full papers should normally be between 5,000 and 8,000 words, excluding tables, references, captions, footnotes and endnotes (further guidelines can be found at: <https://bera-journals.onlinelibrary.wiley.com/hub/journal/14693518/forauthors.html>).

Around ten to twelve full papers submitted to this call which best fit this Special Issue will be selected for publication.

Any questions or queries can be directed to any of the Guest Editors via the email addresses provided. The guest editors are also happy to offer mentoring and/or further support with the submission process (for instance, if you are an Early-Career Researcher and/or a scholar with limited experience in publishing internationally), so contact them if this might be your case.

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