SYNERGIES – EDUCATIONAL DIALOGUES FOR SOCIAL CHANGE

CALL FOR PAPERS FOR THE DECEMBER 2024 ISSUE 17

Theme: *Democracy(ies):* transforming oppressive power paradigms through Development Education

Editorial Board:

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Important dates:

- Open call (500 word abstract): 06/05/2024
- Deadline for abstract submissions (500 words): 31/05/2024
- Preliminary analysis of abstracts by Editorial Board: 03 to 14/06/2024
- Communication to authors of selected abstracts: 17/06/2024
- Deadline for full paper submissions: 17/09/2024
- Peer review process: 18/09 to 18/10/2024
- Communication to authors of analysis from peer review: 21/10/2024
- Deadline for submission of the revised version of paper: 04/11/2024
- Publication date: December 2024

About this Journal:

Sinergias – educational dialogues for social change is a peer-reviewed journal that aims to establish itself as an international platform for conceptual and methodological reflection and discussion, and for the exchange of practices in the field of Development Education/Global Citizenship Education/Global Education (DE/GCE/GE). *Sinergias – educational dialogues for social change* is published by the *Sinergias ED* project, a non-formal education project that brings together civil society organizations and higher education institutions around DE/GCE/GE. This project is promoted collaboratively by a research center, Centro de Estudos Africanos da Universidade do Porto (CEAUP), and a Non-Governmental Organization for Development, Fundação Gonçalo da Silveira (FGS), and is co-financed by Camões – Instituto da Cooperação e da Língua (CICL).

About the theme of this issue:

Considering the Portuguese case and which seems to illustrate a tendency that can be seen in other countries in Europe, there is a wave of political extremism, fundamentalism, polarisation, and radicalism that threatens the Common Good, and reveals the general feeling of society towards status quo. How can DE/GCE/GE become an answer to deconstruct narratives that are not real? A democratic literacy seems to be in order, with which we can analyse why people embrace such extremism and authoritative proposals, especially youth.

This issue gazes at this scenario with optimistic eyes, led by the aim of offering proposals for social transformation while thinking about the future with hope.

This issue aims to take the reflection beyond Democracy as a form of government, and rather as a form of political agency that is plural. Democracy is to be understood as an array of dialogic processes that bring together people who think differently and question normativity, to assure that each citizen and the larger communities (which include social networks and movements) see their voice heard. Democracy implies a civic care with the Common Good, which requires dialogue between people who think differently but are open to agree while disagreeing, to build collaboratively from there. More than voting, Democracy entails caring for the Common Good and continuous civic action towards the Common Good.

The 2024 UNESCO *Recommendation on Peace, Human Rights and Sustainable Development* (which revises and builds on the *1974 Recommendation*) offers a perspective on how Education is key to attaining the *17 goals to transform our world* set in the 2030 Agenda. This Recommendation was adopted by UNESCO's 194 Member States (2023) and represents a collective commitment in improving Education for all worldwide. Here, the transformative power of Education is acknowledged as a privileged space to build societies that are inspired by the driving values of Peace, Social Justice, Equity, Solidarity, Inclusion, Sustainability and… Democracy.

How do we build and safeguard a space for Democracy, in all places but especially in those places (that are becoming) governed by the suffocating censorship of authoritarianism, extremism, and radical conservatism? This is a growing tendency in Europe, where we see the normalisation of such "isms" in countries where democratic forms of government have a long past, and yet, are now electing new versions of past tyrants. How can DE/GCE/GE build a safe space to dialogue, where disagreements may be reflected on and knowledge can be deepened, in order to move beyond prejudice and bias?

The positionality of DE/GCE/GE is not neutral; it is moved by values such as Solidarity, Social Justice, and Peace, to collaboratively build Common Good. It is also moved by the goal of building democratic relations, where power is shared and directed towards social transformation by transforming individuals first. Only by questioning authoritative normative frameworks of knowledge and thought, by developing competencies such as critical thinking and creativity, and by learning and acting towards Common Good, can society as a whole have a voice and find each voice valued and listened to. All voices are necessary to discuss and dismantle the causes of systemic injustice and structural inequality that keep some people in the periphery, deprived from privilege, access, participation, and freedom.

Within this context, we invite all to share their theoretical considerations, empirical work, and/or practices on how does DE/GCE/GE offer a lens that inspires the subversion of oppressive and authoritative paradigms of power, and fosters participation in creating a strong Democracy, as opposed to "distorted" (Freire, 1996) or "thin" (Apple, 2018) forms of Democracy.

We welcome submissions focusing on research and/or practice, in formal and non-formal education contexts, regardless of geography, on (but not limited to) one or several of the following topics:

- The rise of movements of political extremism, fundamentalism, polarisation, and radicalism, its meanings, and the importance of listening to the people's voice.
- The importance of dialogue and plurality in building democratic spaces where to agree while disagreeing is a practice.
- Democracy and the impact of neoliberal and neocolonial tendencies on societies.
- Strategies and methodologies that support building strong Democracies through the DE/GCE/GE lens, especially in the current context of growing authoritarianism, extremism, and radical conservatism in Europe, but not only.
- The relationship between people and power, government and governance, and the influence of Popular Education and the democratisation of Education in the development of Democracies.
- What impact(s) derive(s) from the fact that, in a group of countries, people have started to be allowed to participate in the political sphere.
- The role of Education and educational dialogues around Democracy and that help build Democracies.
- Freedom of speech, access to information, democratic literacy, acknowledgement of individual and collective voices, renewed forms of censorship to newspapers and other media.
- The lens of DE/GCE/GE as a way to build spaces of dialogue, plurality and democratic relations.
- Innovative practices where citizens play a role in designing public policies aimed at caring for Common Good, regardless of age and experience (e.g., school projects, citizen initiatives, municipality initiatives, etc.).
- The participation of youths and the role of formal and non-formal education in promoting democratic relations.
- The process underlying the formulation of referentials and guiding frameworks that involve public consultation to build public policies, such as the 2030 Agenda and the Recommendation on Peace, Human Rights, and Sustainable Development, and its influence in promoting transformative processes.

- Examples of good practice in DE/GCE/GE in the formal, non-formal, and informal education sectors.

Structure of the Journal:

Journal Synergies welcomes different kinds of work, from scientific papers to the work done by practitioners, but also using alternative forms of language (e.g., video, poetry, etc.), and includes different sections to accommodate such diversity:

- **Scientific paper**: With a theoretical or empirical focus, it must convey the results from original research, following the agreed structure for this kind of paper.
- **Practices**: With a descriptive focus, it includes reports of experiences from practitioners, case studies, and concrete examples of the implementation of theory and methods.
- **Debate**: Focused on creating a space for the promotion of critical thinking, through discussion, and sharing ideas, perspectives, and data, it must present different perspectives and points of view on the general theme of the issue.
- **Critical review**: Analysis of a current work (e.g., book, essay, scientific paper, etc.) on the general theme of this issue of the journal.
- **Key-document:** Presentation of a relevant document in the field of DE/GCE/GE and/or on the general theme of this issue of the journal (e.g., reports, policies, resources, etc.) (template [here for documents](#) and [here for audiovisuals](#)).
- **Recent publications:** Presentation of recently published documents (e.g., academic publication, pedagogical resource, book, podcast, video, etc.) in the field of DE/GCE/GE and/or on the general theme of this issue of the journal (template [here for documents](#) and [here for audiovisuals](#)).
- **Theses and dissertations:** Presentation of Master's theses and PhD dissertations in the field of DE/GCE/GE and/or on the general theme of this issue of the journal (template [here](#)).

General characteristics of the scientific articles to be published in this issue:

This issue will consist **of an average of 4-5 scientific articles**.

According to the editorial line of the journal, the focus of the scientific articles may be theoretical or empirical, but they must communicate original research results, presenting clear arguments and empirical evidence, and use academic writing.

Writing norms for authors:

A. **LANGUAGE**. Original articles in Portuguese, Spanish and English will be accepted. They shall not be submitted at the same time in other journals.

B. **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:

- Book:

Hudson, M. (1999). *Administrando organizações do terceiro setor: O desafio de administrar sem receita*. São Paulo: Makron Books.

- Book chapter:

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.

- Scientific paper:

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.

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