
“Sinergias – Diálogos educativos para a transformação social” [“Sinergias – Educational dialogue for social change”]: An academic journal



At an international level, development education (whether we use this term or others such as global citizenship education or global education, for example) occupies an ever more important place in the public agenda and in the

work of the most varied civil society organisations. Having started from different conceptual visions and a variety of methodological strategies for action, this area is growing and developing as a result of integrating and combining perspectives, interests and efforts to evaluate, disseminate and increase its quality based on a commitment to research.

When the Centro de Estudos Africanos da Universidade do Porto (African Studies Centre of the University of Porto) and the Fundação Gonçalo da Silveira (Gonçalo da Silveira Foundation) came together in January 2012 for the first time to discuss how a University Research Centre and a NGO could work together with development education (DE) as a backdrop, we were far from being able to predict that one of the fruits of that work would be this specialist academic journal that we have the pleasure of presenting.

“Sinergias – Diálogos Educativos para a Transformação Social” is a recently launched academic journal, created within the scope of a larger project in the field of DE² with the objective of establishing itself as an international platform for discussion and reflection on concepts, methodology and practice in the field of education for social transformation (independently of the different names), acting as a vehicle for the production and sharing of knowledge in this field. Our aim is for the journal to integrate and combine different visions, voices and practices in the fields of the social sciences and humanities, in particular with regards to DE, global citizenship and development, recognising the diversity and ownership of this area in settings inside and outside Europe.

The journal is only published on-line, and is currently open access, to ensure maximum dissemination and accessibility. Two issues of the journal already having been published.

The [first issue of “Sinergias”](#), published in December 2014, proposed an approach to DE concept(s) and pathway(s), presenting and debating models, characteristics and practical actions. Based on interdisciplinary perspectives provided by specialists with a range of experiences, different critical visions are brought to the fore: **Douglas Bourn** presents a reflection on DE with various approaches and interpretations of the concept standing out, presenting it as a tool for global social justice; **Manuela Mesa** analyses the appearance and

¹ “Sinergias ED: Conhecer para melhor Agir – promoção da investigação sobre a ação em ED em Portugal” (www.sinergiased.org).

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evolution of the concept based on five steps or, as she calls them, five generations, and also reflects on her own model and on the main challenges DE currently faces; **Vanessa Andreotti** discusses the concept in the light of global citizenship, presenting a questioning and challenging approach that provides a counterpoint between what the author calls *soft* and *critical* global citizenship education; in the context of Portugal, **Ana Teresa Santos** reviews the process of development of the Estratégia Nacional de Educação para o Desenvolvimento (National Education for Development Strategy), highlighting the factors in its success; and **Sandra Oliveira** highlights different perceptions of the quality and impact of DE, starting with the discourse of various relevant agents from national organisations, with the challenges that DE faces in times of economic austerity forming a backdrop; **Alejandra Boni** presents the institutional discourses of the Spanish and European agents in the fields of cooperation and education, with the perspective of global citizenship education as a basis. In this issue, there is also a critical review of the publication “Guía de educación para el desarrollo. Y tú...¿cómo lo ves?” (“Guide to development education. And you... how do you see it?”), by ACSUR – Las Segovias and the presentation of the Estratégia Nacional da Educação para o Desenvolvimento (National Education for Development Strategy) is especially noteworthy. There is also a dialogue on DE between **Luísa Teotónio Pereira** and **Júlio Santos**, focussing on the evolution of the concept and its practice in Portugal, on development cooperation and on discussion of the concept of global citizenship.

Released in September 2015, the [second issue](#) invites the reader to reflect and mobilise for a transformational education in formal educational settings. It comprises the following sections:

- Editorial
 - **Karen Pashby** – Introduction to the second issue of “Sinergias”: a call to mobilize around a critical approach to educating global citizens
- Articles
 - **Liisa Jääskeläinen** – The curriculum reform of basic education gives strong mandate to global educators in Finland
 - **Maria Helena Salema** – Educação para o desenvolvimento: proposta de um portefólio de reflexão e autoavaliação para professores (Development education: a proposal for a reflection and self-evaluation portfolio for teachers)
 - **La Salete Coelho, Carolina Mendes and Teresa Gonçalves** – Experimentando novas epistemologias: a educação para o desenvolvimento na formação inicial de professores (Trying new epistemologies: development education in the basic training of teachers)
 - **M^a Luz Ortega Carpio , Antonio Sianes and M^a Rosa Cordón Pedregosa** – El rol de la universidad en el proceso de educación para el desarrollo: un análisis comparado de sus documentos estratégicos (The role of the university in the development education process: a comparative analysis of strategic documents)
 - **Alison Leonard** - South north school linking: how are those in the global south affected when they form relationships with UK schools

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- Interview
 - Interview with **Oscar Jara**, Chair of the Conselho de Educação Popular da América Latina e Caribe (Latin American and Caribbean Popular Education Council – CEAAL)
- Key-document
 - Global Citizenship Education - Preparing learners for the challenges of the 21st century (UNESCO)
- Critical review
 - Educación para la ciudadanía global. debates y desafíos – HEGOA (Ed.) (Global citizenship education. debates and challenges) (2009)
- Summaries of Theses
 - As Potencialidades do ensino precoce de inglês na promoção da educação para o desenvolvimento (The potential of early English teaching for promoting development education), Inês das Neves Barbosa Leite da Silva, Escola Superior de Educação do Instituto Politécnico do Porto (College of Education at the Polytechnic Institute of Porto)
 - Journeys to engagement with the UK global justice movement: life stories of activist-educators, James Trewby, Institute of Education – University of London
 - Sustainable livelihoods to adaptive capabilities: a global learning journey in a small state, Zanzibar, Cathryn Sian MacCallum, Institute of Education – University of London
 - Another world is happening: towards a great transition through a global citizens movement, Tobias Troll, Institute of Education – University of London

Structure and contacts

Sinergias has a permanent Academic Committee comprising renowned national and international researchers in the field and also other agents who perform relevant work in their practice, hereby attempting to connect the fields of research and action, or, academia and civil society. The Editorial Committee, in turn, comprises the “*Sinergias ED*” project team and other agents invited according to what theme is covered in the particular issue of the journal. Until now there has not been a public call to submit articles, as, for the first two issues of the journal, it was decided to identify and invite researchers and/or activists with recognised work on the journal’s themes and/or articles previously published in other academic journals. The journal “*Sinergias*” is peer-reviewed, as a means of validating its desired standards of quality and guaranteeing its credibility.

Each issue of the journal has a thematic focus and its basic structure comprises: a) a thematic dossier (with 5 to 7 articles); b) an in-depth interview; c) a presentation of a fundamental document in DE; d) critical reviews of recent works; e) summaries of masters dissertations

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and/or doctoral theses in the field of DE. It also features a thematic editorial that starts each issue. The journal is published twice-yearly and, despite originating in a national project, it has an international profile, accepting articles written in Portuguese, English and Spanish. Articles written in other languages are also accepted, as long as they are accompanied by a translation into one of the languages of publication.

To consult the journal “Sinergias - Diálogos Educativos para a Transformação Social”, visit its website: <http://www.sinergiased.org/index.php/revista>.

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