

Education and Conflict Review

The Centre for Education and International Development (CEID)
UCL Institute of Education (IOE)

Education and Conflict Review (ECR) focuses on debates about education, conflict and international development and aims to provide succinct analyses of social, political, economic and security dimensions in conflict-affected and humanitarian situations. ECR provides a forum for knowledge exchange to build synergies between academics, practitioners and graduate students who are researching and working on educational issues in these environments.

CALL FOR PAPERS: SPECIAL ISSUE

During the COVID-19 pandemic, challenges around the delivery of education in conflict and crisis-affected settings have intensified due to school closures. Communities in these resource-scarce educational environments have struggled to adapt alternative modes of educational delivery that help prevent the spread of the disease. These educational settings require the most qualified, trained, well supported and motivated teachers who can work with learners who may have been traumatised by the experience of violence, forced displacement and ongoing adversities.

Yet, so often there is a shortage of teachers in conflict affected contexts; where teachers are available, they often lack the relevant and required qualifications or professional capacities; and their employment may not be stable due to ongoing conflict, restrictions on or loss of their right to work and the harsh conditions under which their families live.

On top of these difficulties, COVID-19 has created an 'unprecedented global education emergency' exacerbating the funding gap in education, disproportionately affecting the world's poorest and vulnerable children such as refugees, internally displaced persons and compounding gender-based violence for millions of women and girls.

SPECIAL ISSUE FOCUS

This special issue of ECR will be co-edited by **Dr Tejendra Pherali** (UCL Institute of Education, University College London) and **Dr Mary Mendenhall** (Teachers College, Columbia University) and will bring together a broad range of empirical research, rigorous reviews and theoretical/conceptual analyses that focus on teachers and teaching in conflict settings during the COVID-19 pandemic.

Focus areas include but are not limited to:

- Teachers and teaching in conflict settings during the COVID-19 pandemic
- Teacher professional development
- Use of educational technology for teaching and teacher professional development
- Teacher well-being
- Role of parents and family members as 'teachers'
- Indigenous approaches to education delivery
- Collaborations and partnerships to support teaching and learning
- Equity and inclusion
- Innovations in pedagogies
- Innovations in research methods and ethical considerations in educational research

SUBMISSION GUIDELINES

Length: 3500-4000 words (inc an abstract (150 words) and references)

Citation: The Harvard Referencing Style

Submission deadline for proposals: 30 January 2022

Decisions on proposals: 15 February 2022

Submission deadline for full papers: 30 April 2022

Research must not have been published or be under review in any other journal.

Please submit a proposal for your paper (500 words) by 30 January 2022 to educationandconflictreview@gmail.com

CONTACT US

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