

CALL FOR PAPERS

SPECIAL ISSUE

The Learning Crisis: Addressing Basic Skills Issues

In partnership with [Global Catholic Education](#)

More than half of all 10-year-olds out of two from low- and middle-income countries can neither read nor understand a simple text. In Africa, this figure is greater than eighty percent. In addition, the greatest increase in the number of children enrolled in Catholic schools is occurring in Africa and these children have also been hit by the global learning crisis.

This critical situation challenges us to:

- ✧ Identify the underlying economic, social, cultural and political factors that hinder basic skills acquisition (i.e. reading, writing, basic arithmetic).
- ✧ Identify how the learning crisis be addressed, through an analysis of the position of different schools and Catholic schools in particular. It is important to investigate how schools actually overcome this trend and to publicise the innovative projects they develop to support disadvantaged pupils in mastering basic knowledge, interacting with their environment and finding their place in the world.

In other countries where almost all children are educated on how to read, the learning crisis takes a different form. Many children do not acquire the skills that they are going to need later in life, whether cognitive, academic or of other types, . In particular, they lack training in developing a critical mind. It is also important to identify ways to improve learning in these countries.

Special Issue

A special issue of **Educatio** is underway thanks to a partnership established between ourselves and Global Catholic Education. It is dedicated to presenting the approaches Catholic and non-Catholic schools may adopt to address the different aspects of the learning crisis.

Expected contributions may take the form of : theoretical and technical analyses or case studies of innovative models designed by schools.

In addition, articles challenging the narrative on the learning crisis or focusing on particular social and cultural standards that might affect schooling and learning are welcome.

Lastly, articles dealing with the philosophical and theological foundations of approaches to learning in Catholic schools can also be submitted.

Although the project encourages contributions on developing countries, articles about high-income countries will be considered, especially those dealing with learning innovation for disadvantaged groups of pupils.

It is expected that the majority of articles will deal with pre-school, primary and secondary teaching, but articles about the role played by universities are not excluded from this issue.



Contributors are highly advised to consult the journal's online edition at: <http://revue-educatio.eu/wp/>

Global Catholic Education website : <https://www.globalcatholiceducation.org/>

Prospective authors may contact Quentin Wodon at GlobalCatholicEducation@gmail.com to obtain feedback on the topic of their article and to help them fully comprehend the theme of this special issue.

The special issue will be published by spring 2022. Articles should be submitted in French and other languages such as English and Spanish, and there is no specific guideline concerning their length.

Submission deadline: 30 March 2021.

Please send your contribution to Quentin Wodon at GlobalCatholicEducation@gmail.com