

ANTHROPOLOGY AND EDUCATION QUARTERLY
SPECIAL ISSUE OPEN CALL

Title

Repetitive to Reparative:
Historicizing Potential Futures of the Education in Emergencies Regime

Co-Editors

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In the face of climate catastrophe, protracted conflict, pandemic recovery, and enduring global inequality, institutions such as UNESCO, the OECD, the World Bank, and UNICEF have positioned education as a transformative force capable of equipping learners with the competencies necessary to solve the world's most pressing challenges (Hutchinson et al., 2023; Tikly, 2023). This framing, while compelling, obscures the deeper historical and political realities underpinning what has been called the global education regime—namely the interlocking institutions, ideologies, and policy paradigms that govern educational investment, reform, and accountability across a range of scales (Bartlett & Vavrus, 2014). While much has been written about the global education regime writ large, far less attention has been paid to how these dynamics play out within the education in emergencies (EiE) sector—where short timelines, external control, and humanitarian imperatives often limit historical and critical analysis (Lopes Cardozo & Novelli, 2018; Shah et. al, 2024). This special issue explores and interrogates the cyclical production and circulation of education paradigms within the EiE sector. We are particularly concerned with the historical amnesia that enables these cycles of production and circulation and the ways it renders certain actors invisible, while reinforcing the power and authority of others.

Such paradigms—from “life skills” to “social and emotional learning” and “education for resilience”—do not emerge in a vacuum. Rather, they are products of particular historical conjunctures—animated by specific geopolitical, economic, and cultural logics—and shaped by institutional actors often far removed from the learners and communities ostensibly served (Dalrymple & Phillips, 2024; Verger et al., 2018). In EiE settings, these paradigms are often implemented under urgent timelines and framed as apolitical or technical interventions, making it difficult to interrogate their assumptions, origins, or long-term impacts. Instead, these paradigms are frequently celebrated as “innovations” and routinely replicate, repackage, or erase earlier frameworks without any critical reflection. The result is what Mukhopadhyay (2004) aptly termed the “streaming away” of critical agendas—where terms are diluted, paradigms decontextualized, and equity promises deferred in the name of performative progress (Anderson-Levitt, 2003).

Although the broader global education regime has been critiqued for operating through logics of repetition and erasure (Carney, 2009; Riggan & Pool 2024; Sturges, 2015), the humanitarian nature of EiE interventions has shielded the sector from equivalent scrutiny (Shah & Dalrymple, 2025). New paradigms are routinely presented as solutions to persistent educational crises, while the structural conditions and antecedents perpetuating these crises remain unaddressed. This temporal flattening not only hinders educational transformation, but also reinforces racialized hierarchies of epistemic and material power (Sriprakash et. al, 2020). In doing so, it intentionally erases the EiE sector's complicity in processes of dispossession, exploitation, and expropriation (Menashy & Zakharia, 2022; Walker et al., 2023).

This special issue contends that achieving truly sustainable and just educational futures for crisis-affected communities requires a reparative turn. This necessitates actively historicizing the evolution of education paradigms, reckoning with the harms they have and continue to produce and/or ignore, and identifying what is necessary to preclude the recurrence of such harm through alternative genealogies of educational thought and practice (Sriprakash, 2023). We take inspiration from emerging

scholarship that seeks to decolonize global education by foregrounding epistemic justice, relationality, and the political stakes of knowledge production (Dalrymple & Irankunda, 2024; Damus, 2023; Tikly, 2023). By examining how paradigms are taken up, transformed, and/or abandoned across time and space, we aim to surface the uneven terrain of educational “progress” and interrogate the structural forces that dictate whose knowledge counts, whose futures are prioritized, and whose suffering is rendered irrelevant.

In adopting a genealogical and critical policy analysis approach, this issue invites contributors to ask: How have education paradigms gained traction within the EiE sector? What institutional logics and power dynamics sustain their legitimacy? What prior iterations are they built upon, and what epistemic or political work is done through their naming and framing? What happens to paradigms once they fall out of favor, and who is left accountable for their legacies? And finally, what would it mean to interrupt these cycles of repetition—to imagine and enact educational paradigms that are not only contextually grounded and historically accountable, but which seek to repair the harms and injustices caused by past and present legacies?

We invite a diverse array of empirical, ethnographic, historical, and theoretical research approaches and methodologies from academic scholars, global policy actors, NGOs, governments, donors, educators, and affected people themselves. In light of the current upheaval of the global education regime, we especially encourage submissions from those who have been directly implementing, funding, or promoting these education paradigms who are now in a position to critically reflect on their own implications in the processes described above.

Submission Process:

Please e-mail abstracts of no more than 400 words to dalrymple@wisc.edu by **December 5, 2025**. Authors will be notified of preliminary acceptance by **January 30, 2026**. Full manuscript drafts of no more than 35 pages (approximately 8,500 words), including references and footnotes, will be due by **April 15, 2026**.

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