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CINDE - University of Manizales**

**Call for papers: Monographic "Addressing socio-ecological precariousness from the margins. Alternatives from, by and for young people".**

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**Guest editors for this monograph: Pablo Aránguiz (Universitat Politècnica de València, Spain) and Jorgelina Sannazzaro (Universidad Mayor, Chile).**

Dear colleagues,

We are pleased to invite you to contribute your research to the monograph titled "Addressing socio-ecological precariousness from the margins. Alternatives from, by and for young people", which will be published in April 2025 in the Latin American Journal of Social Sciences, Childhood and Youth.

As we write this call for submissions for the monograph in February 2024, a heat wave is currently affecting the South American cone, mega fires are burning in Argentina, Chile and Colombia, a polar blast is hitting the United States and flooding is occurring in France, Germany, England and Indonesia. At the same time, youth climate justice activists are denouncing Israel for committing genocide and ecocide against the Palestinian people<sup>1</sup>. We can be assured of the permanence of crises that emerge, erode and worsen, a phenomenon known as a polycrisis (Lawrence *et al.*, 2022). We are experiencing a constant ecological precariousness.

The United Nations (UN) Human Development Report 2022 identifies global ecological, climate and social crises as the causes of unprecedented declines in human wellbeing in 90% of the world's countries. At the same time, the planet now has more

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<sup>1</sup> <https://xrboston.org/profiles/rebel-opinion-climate-justice-means-justice-for-all-why-palestine-must-be-free/>



# REVISTA LATINOAMERICANA DE CIENCIAS SOCIALES, NIÑEZ Y JUVENTUD

young people than ever before in its history, with 2.6 billion individuals under the age of 20 and another 2.3 billion aged between 21 and 39 (UNDP, 2022). According to Undesa, the majority (almost 85%) of the world's young people live in developing countries, with approximately 60% in Asia. The remaining 23% live in the developing regions of Africa and Latin America and the Caribbean. By 2025, the percentage of young people living in developing countries is expected to increase to 89.5% (Undesa, 2022).

The climate crisis and economic instability, which were exacerbated by the pandemic, collectively contribute to the breakdown of certainties and the emergence of concerns about the future well-being of young people (Tilleczek *et al.*, 2023). It seems that the precarious state in which the current generation of young people find themselves is their defining characteristic, placing them in new types of margins and peripheries (Soler-I-Martí *et al.*, 2021). This is consistent with the idea that young people are detached from the temporal dimension of the future. Due to the fast pace of life and the challenges associated with future planning, they seem to live in an eternal present (Woodman & Leccardi, 2014), which challenges the notion of sustainable development (Duarte-Quapper, 2011).

Young climate activists continue to undertake inspirational work in these scenarios. They denounce the futility of global environmental governance bodies, hold companies and governments accountable for their lack of substantive action and call attention to the urgent need to address this crisis.

As a result, research on today's young people is challenging because it needs to take into account the problems and inconsistencies of our modern world. Young people are often perceived as vulnerable and oppositional individuals when facing crises. They are also considered victims and promoters of change (Aránguiz & Sannazzaro, 2024) and protagonists of restorative futures that do not reproduce past injustices. Some authors suggest that researching on young people requires the development of new ways to "disrupt" the orthodoxies of Youth Studies at a time when earth systems are in crisis and that the work being carried out elsewhere using the Anthropocene, Capitalocene, Chthulucene, or Plantacioncene categories provides a means "disrupt" (Kelly *et al.*, 2024).

Research encompassing youth movements and ecological crisis has focused primarily on areas such as ecological anxiety and constructive hope (Chawla, 2020), in addition to climate change education. However, young people are often underrepresented in environmental social sciences and sustainability-related research (Barraclough *et al.*,



2021). Over the past few years, a growing body of research suggests that there is a need to examine intergenerational issues and the ecological crisis using post-humanist and relational approaches (Common Worlds Research Collective, 2020; Cuervo & Miranda, 2023). This will contribute to the pluriverse of development alternatives (Kothari *et al.*, 2019). Despite growing interest in topics such as climate change education, many young people continue to be situated on the margins of the conversation because research remains primarily focused on the Global North, thus excluding the realities of many young people and consolidating the ongoing coloniality of knowledge production in these areas of study (Karsgaard & Shultz, 2022).

Taking into account what has been described above, in this call for papers we wish to highlight the importance of addressing the inequalities and injustices that are generated as a result of the differential impacts of the ecological crisis while at the same time highlighting new instances and opportunities for young people's environmental participation. We encourage researchers to problematize these inequalities and injustices while also highlighting spaces where children and young people are agents of change and protagonists seeking sustainable solutions. The inclusion of post-humanist perspectives, co-research methodologies and the consideration of the voices of children and young people in research studies will be key areas that enrich this monograph. Articles co-authored with young people are especially welcome.

Topics of interest include, but are not limited to:

- Differential impact of climate change on children and young people.
- Actions and strategies led by children and young people to address environmental issues.
- Inequalities with access to environmental common goods and basic services.
- Environmental education and citizen participation both children and young people both within and outside their classrooms.
- Critical socio-ecological pedagogies based on young people's experiential knowledge.
- Experiences in environmental work with young people as co-researchers.
- Research that incorporates a relational approach in order to emphasize the social, environmental, economic, and cultural fabrics that are present in children and young people's lives.



- New ways of understanding youth agency and transformative change in times of ecological precariousness.
- Care relationships and coexistence in the more-than-human worlds of children and young people.
- Youth climate activism and new opportunities for environmental participation.
- Dialogues between pluriversal and post-development alternatives using specific place-based experiences that reinterpret the notion of well-being for children and young people.
- Theoretical and/or practical reflections on the role of engaged research and the practice of solidarity with young people's territorial struggles that go beyond climate/environmental activism.

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