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ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA



MULTILINGUAL GLOBAL EDUCATION DIGEST 2021

FOURTH EDITION

AN ACADEMIC NETWORK ON GLOBAL EDUCATION & LEARNING PROJECT

GLOBAL EDUCATION DIGEST 2021

Edited by the Academic Network on Global Education & Learning

A partnership project of the Development Education Research Centre (UCL Institute of Education) and Global Education Network Europe, developed with the support of the University of Bologna.

How to cite this document:

ANGEL (2021). Global Education Digest 2021. London: Development Education Research Centre, UCL Institute of Education.

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© DERC October 2021



This Digest has been produced as part of the activities of ANGEL, the academic network of global education researchers and academics. See: www.angel-network.net

The production of this digest has been made possible with co-funding from the European Union**.



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**This publication was authored and edited by ANGEL, and was published by the Development Education Research Centre, with the support of the University of Bologna, on behalf of ANGEL. It does not necessarily reflect the views of the European Union. It has been produced with the financial assistance of GENE whose work is made possible through the support of the European Union and the national Ministries and Agencies that support GENE. This publication does not necessarily reflect the views of GENE, nor of GENE member states or associated Ministries or Agencies.

CONTENTS

WHAT IS THE GLOBAL EDUCATION DIGEST?	4
GENERAL INTRODUCTION	6
ACKNOWLEDGEMENTS	14
DUTCH / NEDERLANDS: INTRODUCTIE	15
ENGLISH: INTRODUCTION	27
FRENCH / FRANÇAIS: INTRODUCTION	59
GERMAN / DEUTSCH: EINFÜHRUNG	67
ITALIAN / ITALIANO: INTRODUZIONE	79
POLISH / POLSKI: WSTĘP	93
PORTUGUESE / PORTUGUÊS: INTRODUÇÃO	109
SPANISH / ESPAÑOL: INTRODUCCIÓN	131
CONTRIBUTORS	146
ABOUT THE ANGEL NETWORK	152



Wat is de 'Global Education Digest'?

De vierde editie van de *Global Education Digest* is opnieuw een geredeneerde bibliografie van academisch en onderzoeksliteratuur gerelateerd aan *Global Education*. Deze editie bevat de volgende talen: Engels, Frans, Duits, Italiaans, Portugees, Spaans, Pools, en Nederlands. Het project is onder leiding van **professor Massimiliano Tarozzi (International Research Center On Global Citizenship Education, University of Bologna)** met behulp van **Kester Muller (Development Education Research Centre, UCL Institute of Education)**, met het **Global Education Network Europe** als opdrachtgever. Deze activiteit is een onderdeel van het ANGEL netwerk, **Academic Network on Global Education & Learning**.

What is the 'Global Education Digest'?

This fourth edition of the *Global Education Digest* provides a reasoned bibliography of academic and research materials relevant to the field of global education, as defined in the Maastricht Global Education Declaration (2002). This multilingual edition covers material that has been published recently in English, Dutch, French, German, Italian, Polish, Portuguese and Spanish.

This project has been coordinated by **Professor Massimiliano Tarozzi (International Research Center On Global Citizenship Education, University of Bologna)** and **Kester Muller (Development Education Research Centre, UCL Institute of Education)**, on behalf of **Global Education Network Europe**, in the framework of ANGEL activities. ANGEL (**Academic Network on Global Education & Learning**) is the academic network of global education researchers and academics.

Qu'est-ce que 'le digest sur l'éducation à la citoyenneté mondiale'?

La quatrième édition du Digest sur l'éducation à la citoyenneté mondiale offre une bibliographie raisonnée du matériel académique et de recherche pertinent pour le secteur de l'éducation à la citoyenneté mondiale. Contrairement aux deux premières éditions, cette nouvelle édition multilingue couvre le matériel qui a été publié récemment en anglais, hollandais, français, allemand, italien, polonais, portugais et espagnol.

Ce Digest a été compilé par le **International Research Center On Global Citizenship Education, University of Bologna** et le **Development Education Research Centre** pour le **Global Education Network Europe** dans le cadre des activités d'ANGEL. ANGEL (**Academic Network on Global Education & Learning**) est le réseau académique des chercheurs et académiques en éducation à la citoyenneté mondiale.

Was ist unter einem 'Global Education Digest' zu verstehen?

Mit dieser vierten Ausgabe des Multilingual Global Education Digest wird eine Bibliografie wissenschaftlicher Forschung zum Globalen Lernen zur Verfügung gestellt. Anders als die beiden ersten Ausgaben, die nur englische Publikationen umfasste, wird mit dieser mehrsprachigen Ausgabe auch der niederländisch, englische, französische, deutsche, italienische, polnische, portugiesische und spanische Sprachraum abgedeckt.

Dieser Überblick wurde durch das **International Research Center On Global Citizenship Education, University of Bologna** und das **Development Education Research Centre** in London/Großbritannien im Auftrag des **Global Education Network Europe** im Rahmen der Zusammenarbeit in ANGEL ermöglicht. ANGEL (**Academic Network on Global Education & Learning**) ist das akademische Netzwerk von Wissenschaftlerinnen und Wissenschaftlern, die zu Fragen des Globalen Lernens arbeiten.



Che cos'è il 'Global Education Digest'?

Questa quarta edizione del Global Education Digest fornisce una bibliografia ragionata di materiali accademici e di report di ricerca rilevanti nel campo dell'educazione globale. A differenza delle prime due edizioni, questa nuova edizione è multilingue e comprende la letteratura pubblicata recentemente sia in lingua inglese che francese, olandese, tedesco, italiano, polacco, portoghese e spagnolo.

Il lavoro è prodotto dal **International Research Center On Global Citizenship Education, University of Bologna** e dal **Development Education Research Centre** per conto di **Global Education Network Europe** nel quadro delle attività ANGEL. ANGEL (**Academic Network on Global Education & Learning**) è una rete per la ricerca internazionale nel campo dell'educazione globale.

Czym jest "Global Education Digest"?

"Global Education Digest" jest zestawieniem bibliograficznym materiałów naukowych dotyczących edukacji globalnej, rozumianej zgodnie z Deklaracją Edukacji Globalnej z Maastricht (2002). To czwarte już, wielojęzyczne wydanie obejmuje teksty, które zostały ostatnio opublikowane w języku angielskim, holenderskim, francuskim, niemieckim, włoskim, polskim, portugalskim i hiszpańskim.

Projekt jest koordynowany przez **profesora Massimiliano Tarozziego (International Research Center On Global Citizenship Education, University of Bologna)** przy wsparciu **Kestera Mullera z Development Education Research Centre** w imieniu **Global Education Network Europe** w ramach działań sieci ANGEL. ANGEL (**Academic Network on Global Education & Learning**) to akademicka sieć badaczy i naukowców zajmujących się edukacją globalną.

O que é o 'Global Education Digest'?

Esta quarta edição do Global Education Digest é uma compilação bibliográfica fundamentada de publicações académicas e de investigação relevantes para o campo da Educação Global, como definido na Declaração de Maastricht sobre Educação Global (2002). Esta edição multilingue inclui publicações recentes em inglês, holandês, francês, alemão, italiano, polonês, português e espanhol.

O projeto foi coordenado pelo **Professor Massimiliano Tarozzi (International Research Center On Global Citizenship Education, University of Bologna)** com o apoio de **Kester Muller (Development Education Research Centre, UCL Institute of Education)** em nome da **Global Education Network Europe** e no âmbito das atividades da rede ANGEL. A ANGEL (**Academic Network on Global Education & Learning**) é uma rede académica de investigadoras/es em Educação Global.

¿Qué es el 'Digest sobre Educación para el Desarrollo y la Ciudadanía Global'?

Esta cuarta edición del Digest sobre Educación para el Desarrollo y la Ciudadanía Global ofrece una bibliografía razonada compuesta por trabajos académicos y de investigación de especial relevancia en el campo de la Educación para el Desarrollo y la Ciudadanía Global. A diferencia de las anteriores publicaciones, esta nueva edición multilingüe recoge trabajos que han sido publicados recientemente en holandés, inglés, francés, alemán, italiano, polaco, portugués y español.

El Digest ha sido compilado por el **International Research Center On Global Citizenship Education, University of Bologna** y por el **Development Education Research Centre, UCL Institute of Education** con el apoyo de **Global Education Network Europe** en el marco de las actividades de la Red ANGEL. ANGEL (**Academic Network on Global Education & Learning**) es una red académica que aglutina a investigadores y académicos en este campo.

LINKS

- [International Research Center On Global Citizenship Education](#), University of Bologna
- [Development Education Research Centre](#), UCL Institute of Education
- [Global Education Network Europe](#)
- [Academic Network on Global Education & Learning](#)



GENERAL INTRODUCTION

A new multilingual edition

This fourth edition of the ANGEL's Global Education Digest provides a reasoned multilingual bibliography of academic and research materials that are relevant to the field of global education.

Compared to the last edition, the 2021 edition has a number of new features:

1. It provides an update of the 2020 edition by including publications issued in 2020 in 6 languages.
2. It adds 2 more languages, Dutch, and Polish, for the time span 2015-2020.
3. It provides a more thorough summary of material published outside of European countries, including other Portuguese, French and Spanish-speaking countries.

Looking at 2020 totals (with a few exceptions), it seems that the trend highlighted in previous editions continues: the number of publications on the theme of global education and related issues are increasing year on year. These issues have gained momentum worldwide, not only in the political agenda of many European countries, but also within school practice, and academic discourse. The Global Education Digest project, begun in 2018 and now in its fourth edition, aims to focus on this latter trend by attempting to measure the space that Global Education (GE) occupies within the scholarly discourse.

The third edition of the Digest ('Global Education Digest 2020') represented an evolution of the project and aimed to address the obvious limitation of the previous editions by incorporating languages other than English. Contributor teams searched and collated literature in 5 further languages: French, German, Italian, Portuguese and Spanish. Continuing with the project's intentions to expand its international reach and impact, this fourth edition adds two further languages (Dutch & Polish), used in regions where it is known that significant research is being conducted in the area of Global Education. This multilingual approach not only ensures the visibility of the rich traditions of research on GE in the examined languages, but also encourages cross-linguistic cross-fertilisation and provides access for policymakers to ever more relevant research.

Tracking English terminology

Comparing the most influential bibliographic database, Web of Science (WoS), with the more inclusive scholarly search engine tool, Google Scholar, distinct trends are immediately evident in the use of relevant terms (Global Citizenship Education (GCE), Education for Sustainable Development (ESD) and Global Education (GE) in the last decade (Fig 1.). The figures show that use of ESD has significantly increased, compared to the others. It's worth mentioning that while the term GE has been widely used at European level after the Maastricht declaration in 2002, in the literature it appears to be especially ambiguous and semantically unclear because it encompasses not only global learning but also international and comparative educational research at a global level.

The following figures show the growing number of publications captured by Google Scholar (Fig. 2) and indexed in WoS (Fig. 3) in the last 10 years. Here GCE was used because it is arguably the less ambiguous search term to univocally identify the area.

Both tools show a significant growth in the number of publications, with a predictable, steady growth evident in Google Scholar, and distinct growth, albeit with some ups and downs, evident also in WoS.

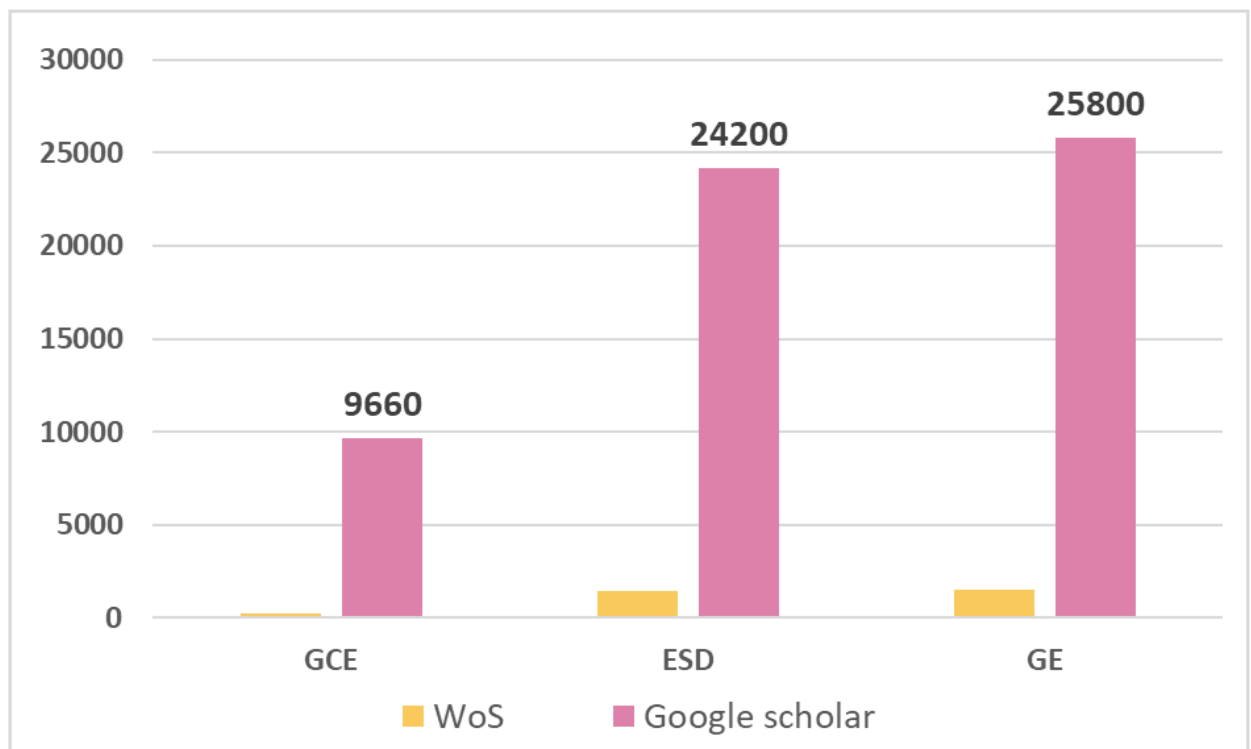


Fig 1. Use of terms in WoS and Google Scholar (2011-2020)

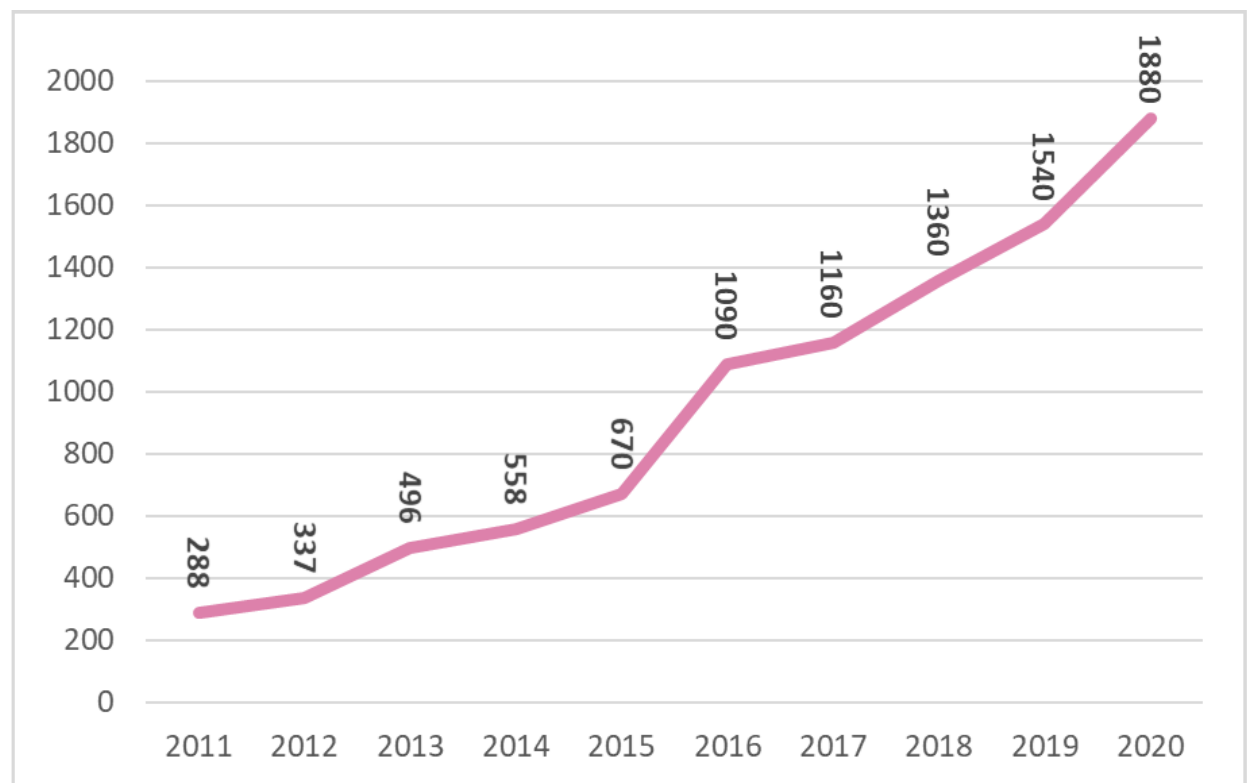


Fig 2. GCE in Google Scholar(2011-2020)

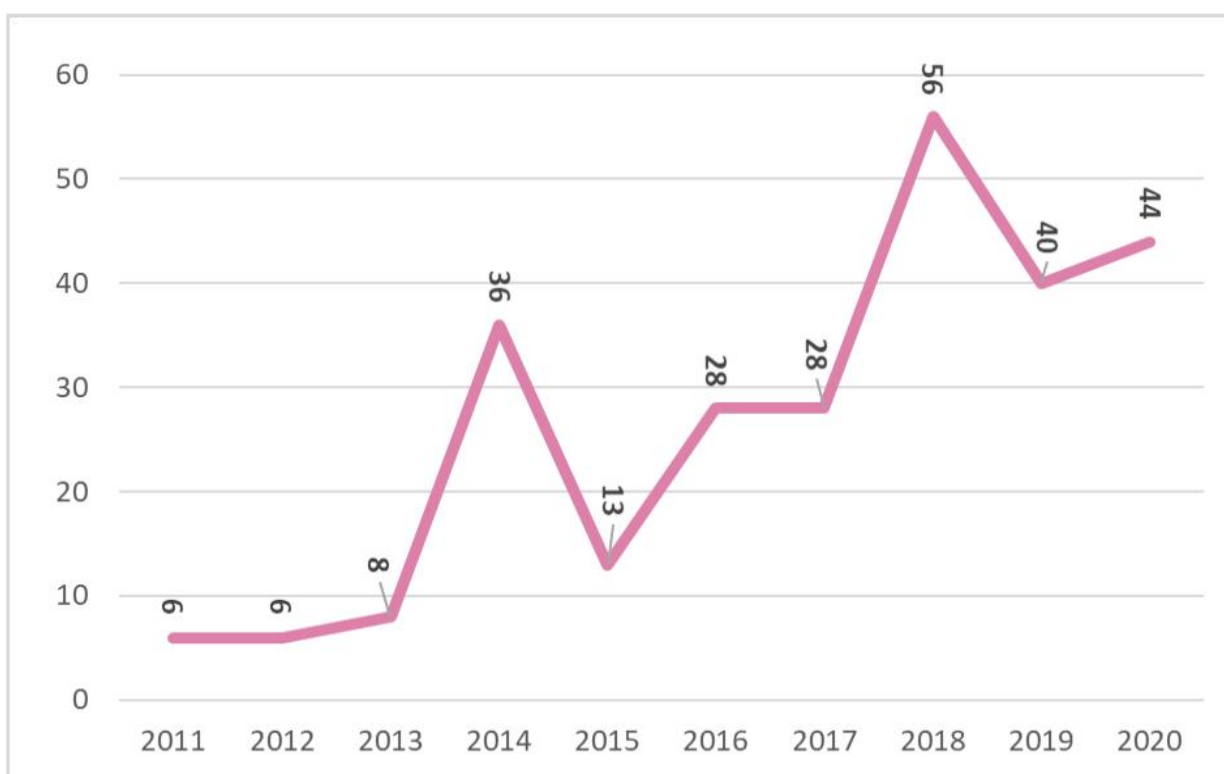


Fig 3. GCE in WoS (2011-2020)

Asymmetries in GE publishing

When reviewing the literature, it is evident that there is an unbalanced distribution of languages. If we compare the countries of publications of GCE items and the languages of publication, it is plainly evident that most scholars tend to publish in English, the lingua franca of the international academic community.

This graph illustrates the linguistic asymmetries and language barriers within academic publishing (search using the term Global Citizenship Education in WoS, 2011-2020).

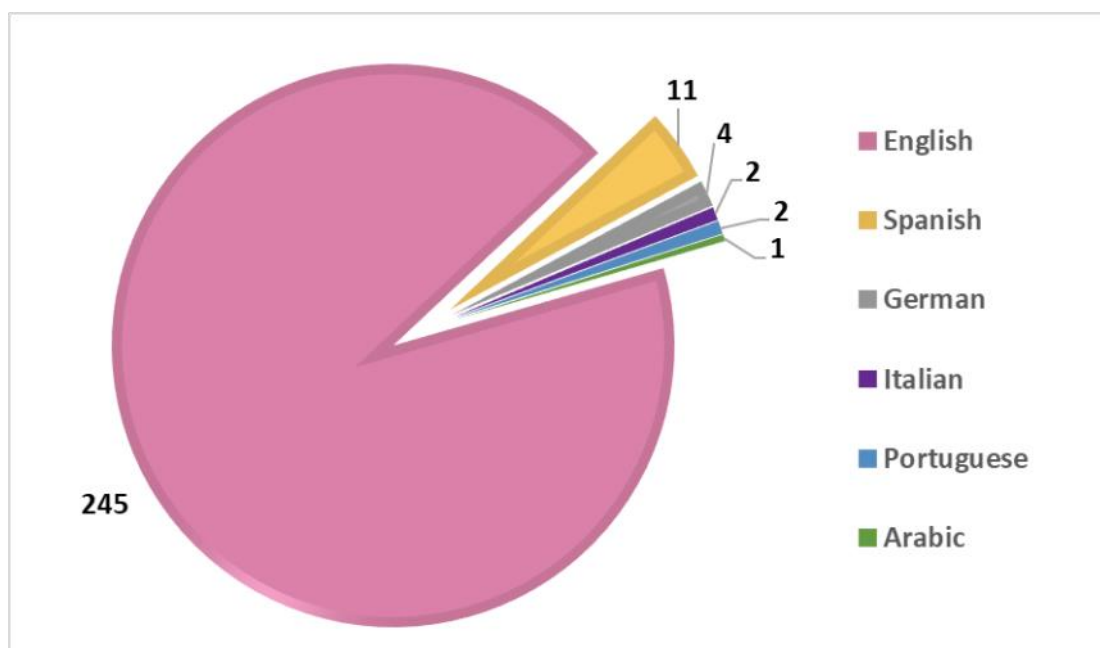


Fig 4. GCE languages



This unequal distribution of languages, particularly relevant for Europe, provided the major impetus for the Digest project.

The following figures, based on data coming from the 4 existing editions of the Digest, and covering 2,744 items in 8 languages, provide some interesting insights. We can see, for example, that 296 books have been published in the last 6 years and only 42% in English. Of the almost 1600 journal articles, about half are in English.

Therefore, if we only read English literature, we are unaware of half of the relevant scientific production in Europe.

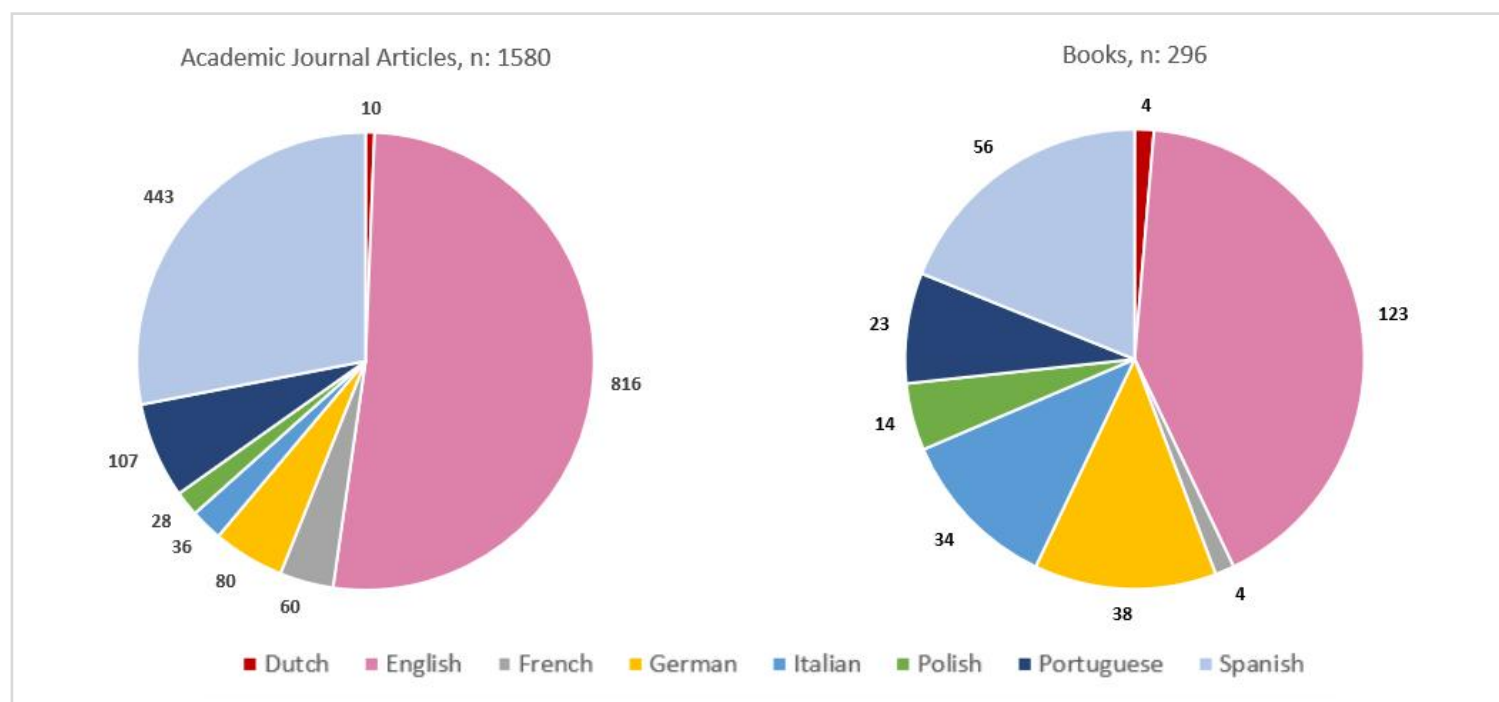


Fig 5. n. of Books and Articles in 8 languages: GE Digest 2006—2021

Aims of the Digest project

The Digest publications are developed as a cooperative project with contributors drawn from amongst the network's growing membership and aim to achieve several goals simultaneously:

- Provide a comprehensive picture of the relevant literature published in GE in widely spoken European languages
- Bring together data from several disconnected publishing spheres, facilitating comparison and encouraging reflection
- Directly illustrate the linguistic asymmetries and language barriers within academic publishing
- Provide a project and a resource that would galvanise and develop the ANGEL community.

Reflecting on these goals, we would like to emphasise the etymological root of the English term 'Digest', which derives from the Latin *digesta*, meaning 'matters methodologically arranged'. The term can be traced back to a late medieval tradition based on the *Corpus Juris Civilis* (or Code of Justinian), recalling the use of Latin as the original lingua franca used across Europe by academics.



Languages included

Based on an inquiry on Web of Science and Scopus scholarly databases, and considering the number of international publications and the language distribution, we will focus on the following languages for the purpose of this second multilingual Digest:

Dutch
English
French
German
Italian
Polish
Portuguese
Spanish

The publication includes material published in these languages, irrespective of the nationality of the authors or the publishers. Therefore an increased number of translated materials is included in this edition as well as materials published in English outside English speaking countries.

Timescales

For most of the languages included, this edition covers material published in 2020 only, although in some cases older material is included if it was omitted from previous editions. The contributor teams for the new languages were asked to identify material published between 2015-2020. Moreover, further texts not identified in the past editions are added here after a careful analysis of the literature.

Further details can be found in the language-specific introductions.

Please do take a look at previous editions of the Global Education Digest:

- [Global Education Digest 2015 - 2017](#)
- [Global Education Digest 2018](#)
- [Global Education Digest 2020](#)

Terminology & search methodology

The term Global Education is a semantically indefinite concept: It is informative only when you look at it from afar. The more you approach it, the more its definitory power decreases. Nevertheless, in order to ensure coherence across linguistic research traditions, this publication relies on the definition of Global Education contained in the Maastricht Declaration (2002) which is commonly referred to as the Maastricht definition.

Global education is education that opens people's eyes and minds to the realities of the world and awakens them to bring about a world of greater justice, equity and human rights for all.

Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflicts Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.

This definition of Global Education has been used by ANGEL project partners Global Education Network Europe (GENE) for almost 20 years and is both widely recognised and available in multiple languages. It serves as an umbrella for differing traditions while putting an enlightening educational process and values



of equity, sustainability and human rights at the core of the process. This contrasts with the use being made of this term in other fields such as the examination of global aspects of educational governance, or the analysis of global dynamics and trends in education.

Through project meetings, it was established whether or not each chosen language indeed possessed a term directly analogous to Global Education, as defined above – a single umbrella term, or, as with English, a pair.

These team meetings were crucial to negotiate a common understanding of terms and concepts which are not clearly defined and often do not have precise translations.

The key terms that were at the core of the search were:

- Global education
- Global learning
- Global citizenship education
- Development education

Or their equivalent in different languages.

These terms have been coupled with national terms that are relevant in different language contexts, as agreed during meetings of the various contributor teams.

In particular, the chosen strategy, designed to access as many relevant publications as possible throughout scholarly databases, was to couple “Global education” (or equivalent ‘umbrella’ term) with relevant, related terms, in most cases as defined in the Maastricht declaration.

For example, in English the keywords coupled with “Global education” included:

- global citizenship education;
- global citizen;
- global learning;
- development education;
- education for sustainable development;
- human rights education;
- intercultural education.

We intentionally decided not to utilise the term “education for sustainable development” on its own - which, as demonstrated earlier, is nowadays the most popular term. As a general rule, we only included it when used in conjunction with GE or GCE.

As a general rule however, contributors employed their selected umbrella terms to search the literature, and it was agreed that they would not search independently for terminology that could arguably be considered constituent or tributary streams of Global Education, such as intercultural education, peace education, citizenship education, human right education, and environmental education – these ‘sub-themes’ would only be added as search terms in conjunction with the chosen umbrella term. However, some of the contributors did choose to search directly for such sub-topics due to particular cultural and linguistic factors. In this case, you can find justification for their decisions within the section introduction.

The Digest is not intended as a systematic review, neither is a comparative analysis. We do not pretend that much can be read into comparing the totals of material found for different languages. The subtle differences in approach between the various teams mean that such comparative analysis lacks power. However, the snapshot that the Digest affords us is inspiration for future research.



Sources searched

Each team of contributors to this publication worked autonomously, and with slightly varying approaches that reflect differing local and linguistic characteristics. However, all teams were following recommendations which were initially outlined by the ANGEL project team, and then discussed and finalized by all contributors collectively:

1. Literature search in major national and international electronic scholarly indexes or databases (if available) relevant for each language, as well as international databases (Scopus, Web of Science, Google Scholar, ProQuest)
2. Systematic searches in the main national academic journals (in different countries where the language is spoken) in the field of global education, in order to ensure the acquisition of those items available in national academic journals that are not necessarily indexed in international databases
3. Special issues of relevant national academic journals should also be considered
4. Several library catalogues and collections consulted to identify books and book chapters. Book chapters can be especially hard to find, because quite often they are not directly mentioned in catalogues, indexes or databases
5. Consultation directly with experts in the field, and 'snowball sampling', were also conducted by some teams

Structure

This multilingual edition reflects the structure of previous editions and is divided into eight thematic sections (each of them including relevant literature organized per typology):

- Policy related research
- Theoretical & conceptual publications
- Formal education
- Non-formal education
- Informal education including youth work, media & community work
- Teacher education & training of trainers
- Higher education research
- International volunteering, study visits & educational partnerships

Publications with a secondary theme

Occasionally, items may be considered to have a 'dual focus'.

In such a case, the reference is included twice, with the duplicate reference that is entered against a secondary theme **formatted in purple text**.

You can use a text search to locate the linked reference.

Within each we have included only Academic Journal Articles, Books, Book Chapters, Doctoral Theses and Reports published in the defined timeframe, whose titles, abstracts and keywords mentioned terms related to global education, and to its underpinning vision and approach.

Unfortunately, some countries lack a comprehensive repository of PhD dissertations. This is a pity, because very often PhD theses provide some of the more advanced empirical research on the issue. In some languages the collection of this type of material is therefore incomplete.

We would like to clarify that inclusion of an item in the Digest does not indicate that the project team or involved institutions support the author or concur with any content or conclusion. We do not aim to be arbiters for the GE publishing world, but simply to provide a service and resource to researchers.



Reflections on the project

In sum, this year's research work was once again carried out in the Covid era, complicating the work of the Digest contributors in their collection of data and information, and forcing further changes to the way the whole team operated and communicated. Moreover, the number of involved people this year increased from 13 to 25 from 9 different countries. Yes, nine, because this year we welcomed Brazilian colleagues in the team. Finally, this year we set up a systematic peer review process in which every team served as critical friend to another teams' work - in order to establish a shared understanding of the field, and therefore to narrow the area of GE research. This constant and restless effort to discuss and negotiate meanings has been a research result in itself. It demonstrates that a common research field called Global Education and Learning exists and it relies on a wide-ranging and coherent body of literature in which a community can recognise itself and co-create common understanding, values and beliefs.

In the future, particularly through the plan to transform the Digest into a freely searchable digital archive, we will endeavour to provide further visibility and recognition to, and empower, languages other than English, and intend to broaden the project to include other non-European languages.

Project coordinator **Professor Massimiliano Tarozzi** (University of Bologna)



ACKNOWLEDGEMENTS

Primarily we would like to acknowledge our excellent international contributors, without whose contributions this project would not have been possible. We would see this collaboration between the project coordinators and the membership as being a prime illustration of the potential of the network. You can find details of the contributors on the title page of each relevant section, as well as further details including pictures, in the collected biographies on page 146.

Contributors

- English – **Natalya Hanley-Kan**, **Anielka Pieniazek** (UCL Institute of Education) and **Giannis Efthymiou** (Brunel University London / UCL Institute of Education).
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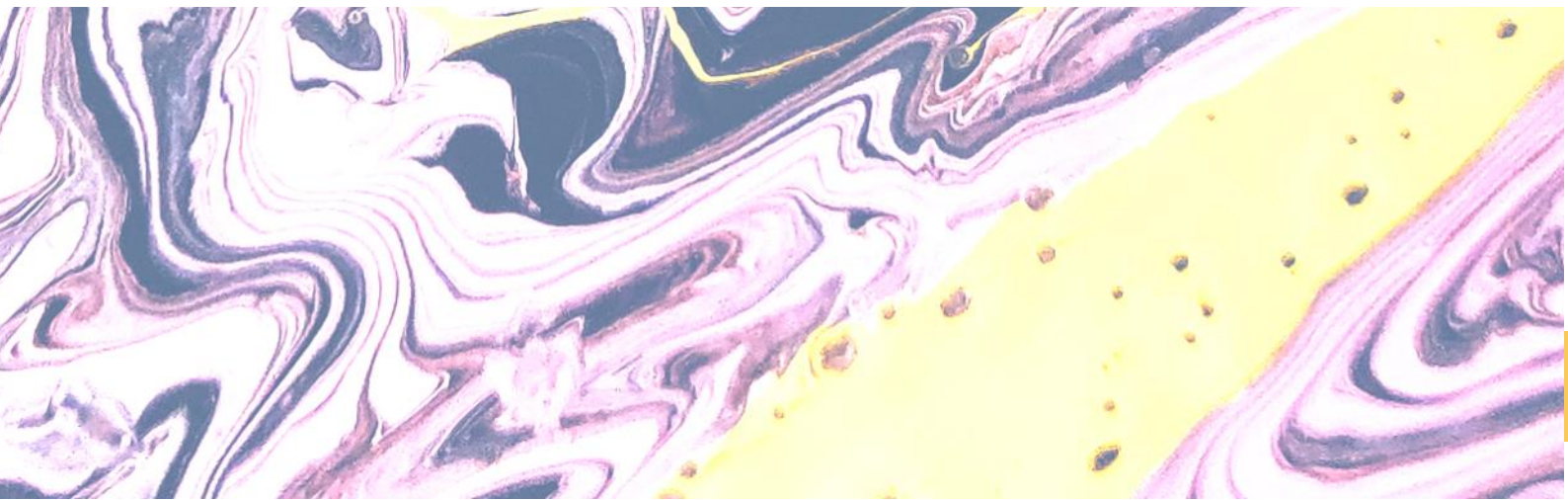
We would also like to recognise the contributions of the ANGEL advisory board, of DERC staff and of the GENE secretariat, as well as the support of the University of Bologna.



GLOBAL EDUCATION DIGEST 2021

NEDERLANDS

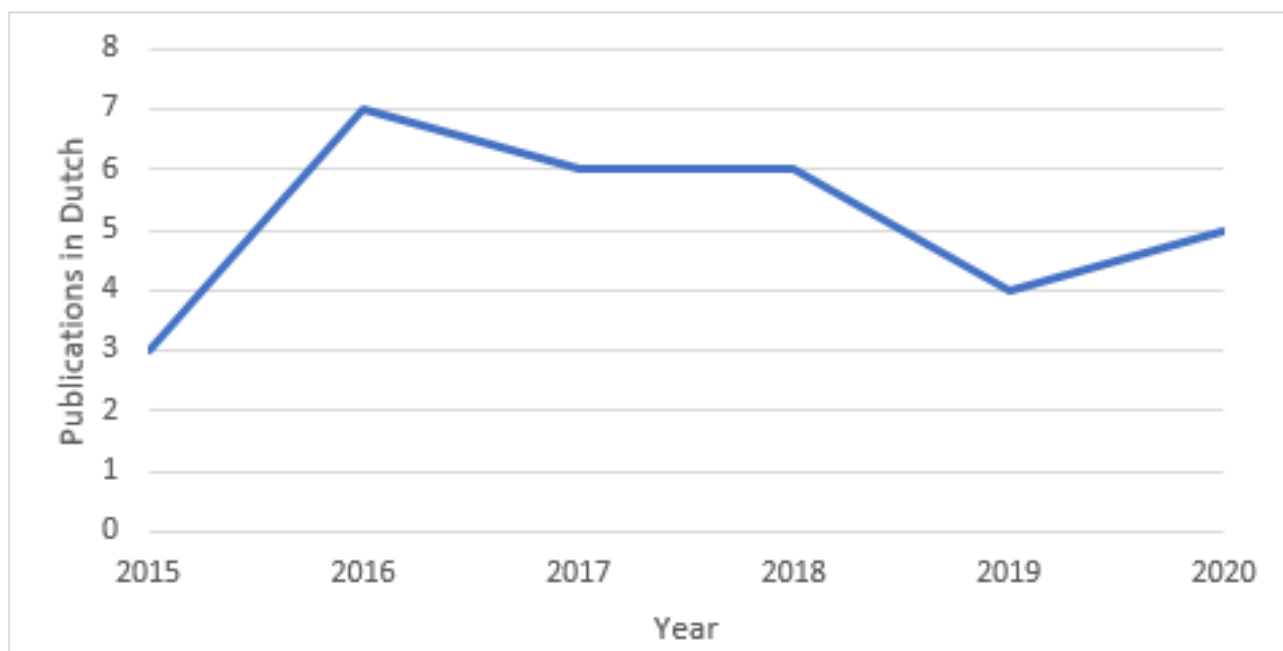
Maayke de Vries
(UCL Institute of Education)





NEDERLANDS: INTRODUCTIE

De Nederlandse contributie aan de *Global Education Digest 2021* laat een overzicht zien van publicaties gerelateerd aan *Global Education* van 2015 tot 2020. Nederlands was een nieuwe taal die werd toegevoegd aan deze digest, vandaar dat het overzicht alleen gericht is op deze vijf jaren.



In totaal zijn er 31 Nederlandstalige publicaties gerelateerd aan *Global Education* opgenomen in dit overzicht.

Voor het opstellen van het overzicht is de definitie van Global Education gebruikt zoals die is opgesteld in de Maastricht verklaring van 2002. Vandaar dat alleen publicaties zijn overgenomen die voldoen aan deze definitie. Het gaat dus om een vorm van onderwijs die mensen begrip wil bijbrengen voor de realiteit van de wereld met specifiek aandacht voor rechtvaardigheid, eerlijkheid, en mensenrechten.

Vandaar dat publicaties die alleen gericht zijn op het internationaliseren van het onderwijs niet in dit overzicht verschijnen, omdat deze geen link hebben met rechtvaardigheid, eerlijkheid, en mensenrechten. De publicaties die zich alleen richten op de internationalisatie van het onderwijs gaan vaak over competenties en werkgelegenheid. Dit is een andere opvatting van mondiaal leren dan die gepromoot wordt door de definitie van Maastricht, waarbij duurzaamheid, vrede, en mensenrechten centraal staan.

In de Nederlandse contributie zijn publicaties die gaan over duurzaamheidseducatie (Education for Sustainability) opgenomen als deze zich niet alleen richten op duurzaamheid en het milieu, maar ook gelijkheidsvraagstukken en mondiaal burgerschap benadrukken. Hierbij gaat het dus om een holistische benadering van het concept duurzaamheid, namelijk voor mens en natuurlijk.

Daarnaast is in dit overzicht geen literatuur meegenomen die specifiek gaat over multicultureel of intercultureel onderwijs, aangezien dit in de Nederlandse context vaak betrekking heeft op migratie en integratie in de samenleving.

1. Zodoende zijn de volgende zoektermen gebruikt voor het overzicht van Nederlandstalige publicaties tussen 2015 en 2020:
 - Wereldburgerschaps- onderwijs/educatie (Global Citizenship Education)



- Mondiaal burgerschap (Global Citizenship)
- Mondiaal Leren (Global Education)
- Kosmopolitisch Onderwijs (Cosmopolitan Education)
- Duurzaamheidseducatie (Sustainable Education)
- Mensenrechteneducatie (Human Rights Education)

Deze zoektermen zijn gebruikt om een zo groot mogelijk resultaat te krijgen omdat er maar weinig literatuur wordt gepubliceerd over mondiaal leren in het Nederlands. Er zijn veel academici die publiceren over *Global Education*, maar 'helaas' in het Engels. Dus de zoektermen zijn gebruikt om veel zoekresultaten te genereren, zodat er een selectie kon worden gemaakt op basis van het abstract van het artikel of door het artikel te skimmen. Hierbij bleef het doel dus altijd om ervoor te zorgen dat de literatuur gelinkt was aan de definitie van *Global Education* zoals die was opgesteld in de Maastricht verklaring.

1. De volgende databases zijn gebruikt om de zoekresultaten te genereren:
 - Google Scholar
 - WorldCat Discovery
 - ProQuest
 - Eric
 - Narcis
 - HBO Kennisbank
3. Nederlandstalige tijdschriften die betrekking hebben op onderwijs zijn apart geraadpleegd:
 - Dimensies
 - Didactief
 - Het Tijdschrift voor Lerarenopleiders
 - Pedagogische Studiën
 - Van Twaalf tot Achttien
4. Een andere methode die is toegepast is de 'sneeuwbal' techniek, dus wanneer een interessante publicatie was gevonden in het Nederlands werd er gekeken naar de literatuurlijst van deze publicaties. Helaas was het vaak het geval dat de auteurs gebruik maakten van voornamelijk Engelstalige literatuur.

Limitaties

1. De meeste Nederlandssprekende academici publiceren in het Engels, vandaar dat hun inzichten betreffende *Global Education* niet in dit overzicht verschijnen. Voorbeelden van Nederlandssprekende academici die in het Engels publiceren over *Globaal Education* zijn Gert Biesta, Joana da Silveira Duarte, Margot Joris, en Wiel Veugelers.
2. Alleen proefschriften zijn in dit overzicht te vinden, maar er waren zeker een aantal Master scripties geschreven over wereldburgerschap in het Nederlands. Wellicht prefereert men het publiceren in het Engels naarmate de academische carrière vordert.
3. Dit overzicht beperkt zich tot de publicaties van 2015 tot 2020. Gedurende deze periode was er veel aandacht voor burgerschap op school in Nederland, aangezien de Nederlandse regering dit jaar een wetsverandering toepaste om scholen te verplichten meer aan burgerschap te doen. Wellicht kan er in de komende jaren meer publicaties worden verwacht die een internationaal perspectief bieden en niet alleen nationaal.

Een interessante observatie is dat de meeste publicaties omtrent wereldburgerschap gepubliceerd zijn in België en niet in Nederland. Dus dit overzicht betreft publicaties in het Nederlands, hierbij is een belangrijke rol weggelegd voor literatuur gepubliceerd in het Vlaamse gedeelte van België.



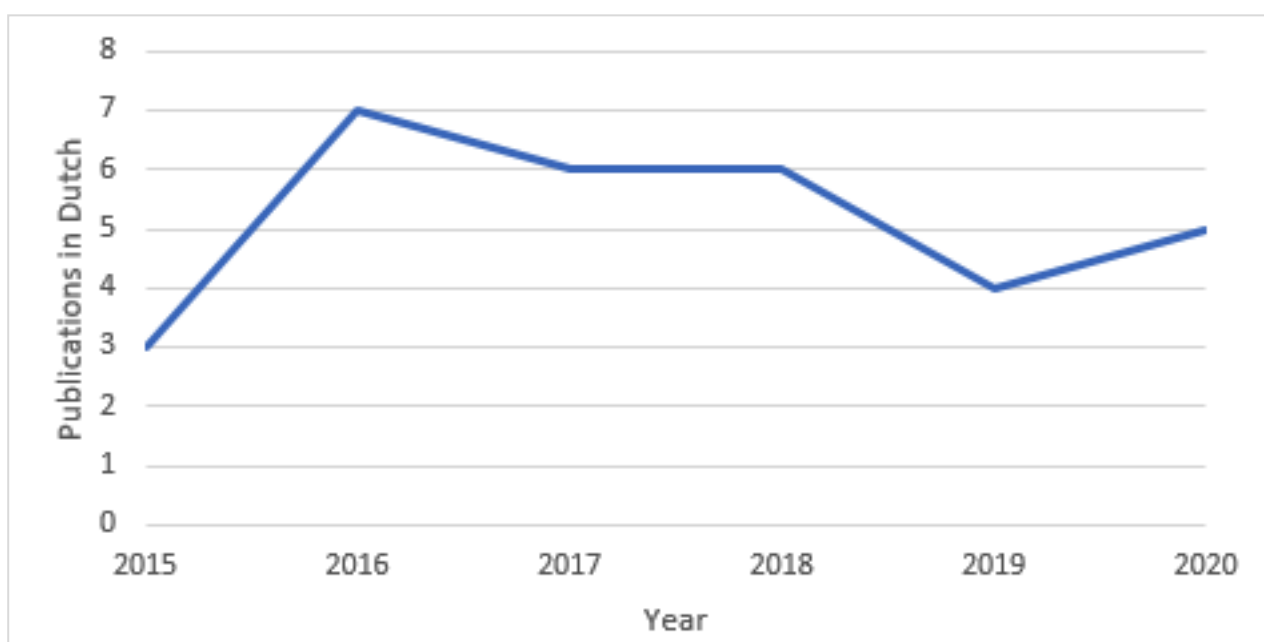
Daarnaast lijkt er in de latere publicaties meer interesse in wereldburgerschapsonderwijs te komen in combinatie met het nadenken over de toekomst, dus er lijkt een realisatie te zijn dat de problematiek van de toekomst alleen opgelost kan worden als mensen uit verschillende hoeken van de wereld samenwerken.

Een belangrijk gemis is een meer kritische benadering van het concept wereldburgerschap en mondiaal leren. Er is maar één publicatie (Bogaert, K., Mazijn, B., De Smet, B., Carlier, J., & Casier, M., 2019) die duidelijk het Westen bekritiseert op de voortzetting van koloniale machtsstructuren omdat het Westen hierdoor een rechtvaardige toekomst belemmeren. Terwijl in de literatuur in andere talen wel een veel kritischere benadering bestaat ten opzichte van de concepten wereldburger en mondiaal leren. Hier zijn dus nog veel vraagstukken en mogelijkheden voor onderzoeken in de toekomst.

Introduction (English)

The Dutch contribution to the Global Education Digest 2021 includes publications in the field of Global Education (GE) from 2015 until 2020. Dutch was a new language to be included in this digest, hence this first contribution is an overview of those five years.

In total there are 31 publications in Dutch about GE included in this overview.



The definition of GE as defined by the Maastricht Declaration in 2002 guided the search for relevant literature in the Dutch language. Thus, the literature included in this overview intends to open people's eyes and minds to the realities of the world hereby aiming to bring great justice, equity, and human rights for all.

This means that publications solely focused on 'internationalisation' are not included, because these do not explicitly refer to help build greater justice in the world. Publications solely focused on internationalization tend to focus on competences and labor opportunities, which have no connection to education for sustainability, or peace, or human rights.

This bibliography of Dutch publications does include reference to education for sustainability when these



articles not only referred to the environment, but also included issues of inequality and citizenship in their understanding of sustainability. The Dutch concept *Duurzaamheidseducatie* tends to discuss not only matters related to the environment but includes questions about fairness and equity on a global level.

Not included in this search are publications only focusing on multicultural or intercultural education because this has a different connotation in Dutch context, as it tends to focus on migration and integration in society.

1. As such the following search terms are used to compile the overview of Dutch publications between 2015 - 2020:

- Wereldburgerschaps- onderwijs/educatie (Global Citizenship Education)
- Mondiaal burgerschap (Global Citizenship)
- Mondiaal Leren (Global Education)
- Kosmopolitisch Onderwijs (Cosmopolitan Education)
- Duurzaamheidseducatie (Sustainable Education)
- Mensenrechteneducatie (Human Rights Education)

These search terms are used to generate a wide result because little literature related to GE is published in Dutch. There are enough Dutch scholars publishing about GE, but in English. Thus, the beforementioned search terms were used to generate a wide result, whereafter the abstracts of the pieces were read or the articles were skimmed to ensure there was a link with the purpose of GE.

1. For this endeavor the following databases were used:

- Google Scholar
- WorldCat Discovery
- ProQuest
- Eric
- Narcis
- HBO Kennisbank

3. Dutch journals and magazines publishing about education were examined separately:

- Dimensies
- Didactief
- Het Tijdschrift voor Lerarenopleiders
- Pedagogische Studiën
- Van Twaalf tot Achttien

4. Once a relevant publication was identified, 'snowballing' was applied by looking into the literature that the authors used for their publication. Most of the times, these were English publications unfortunately.

Limitations

1. Most Dutch or Belgium scholars publish in English, thus their work is not available in the Dutch language and therefore not included in this overview. Some examples of such scholars are Gert Biesta, Joana da Silveira Duarte, Margot Joris, and Wiel Veugelers.
2. Only doctoral theses were included in this overview, nevertheless there were a number of Master theses written in Dutch about Global Citizenship Education. It seems that when one progresses in their academic career, a publication in English is preferred over Dutch.
3. This overview focused on 2015 until 2020, which saw an increase on national civic education in the Netherlands due to a revision of the law regarding citizenship education. Thus, perhaps in the coming years more publications with an international focus can be expected.



Interestingly, most publications about GE and Global Citizenship Education (GCE) were published in Belgium, not in the Netherlands. This bibliography then includes publications in Dutch, including publications from the Flemish part of Belgium.

Furthermore in the referenced publications regarding GE, there seems to be a trend that the idea of GCE is linked to preparing for global issues in the future, like climate change, wealth inequality, hyper diversity, and digitalization of our societies. There seems to be a realisation about the inability of countries to tackle such global issues by themselves, as such the concept of GE or GCE gains recognition.

However, there lacks a more critical approach towards GE and GCE in the Dutch publications. There is only one publication (Bogaert, K., Mazijn, B., De Smet, B., Carlier, J., & Casier, M., 2019) that clearly accuses the West of perpetuating colonial power structures and hereby obstructing the creation of a more equitable planet. In the literature of other languages there is a more critical approach towards the concepts of GE and GCE, whereas in the Dutch publications the current inequitable circumstances are not interrogated as much. Thus, there seems to be a possibilities for researchers publishing in Dutch to advance a more critical approach towards GE in the Dutch literature as well.

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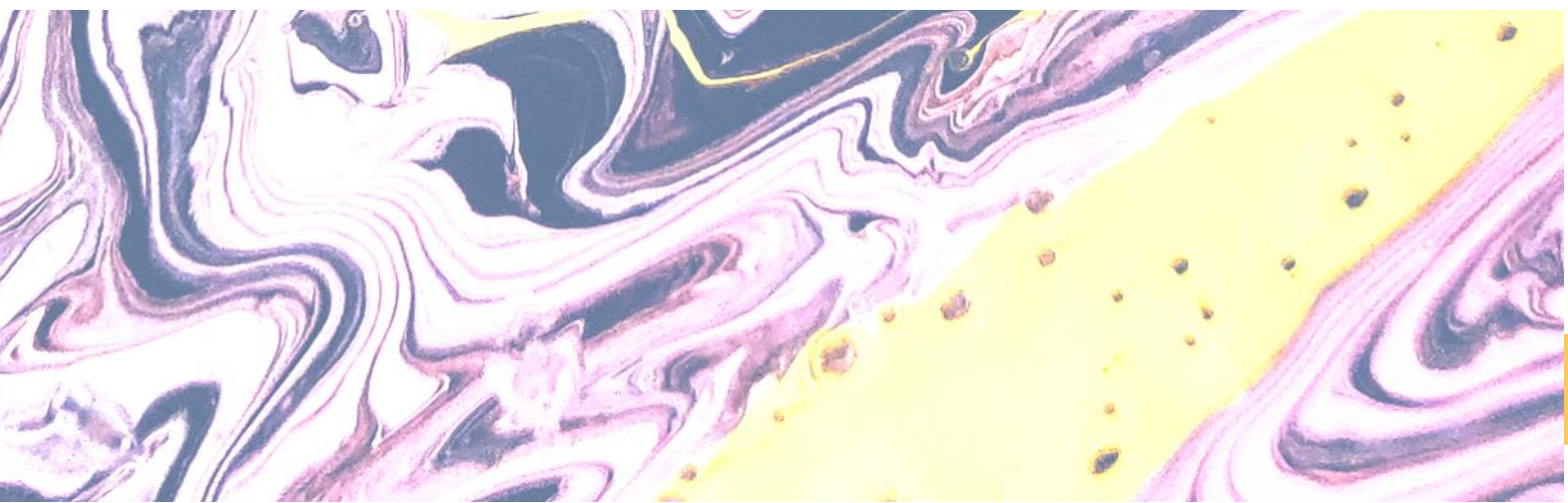
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GLOBAL EDUCATION DIGEST 2021

ENGLISH

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ENGLISH: INTRODUCTION

The English language section of the Global Education Digest 2021 includes all new publications in the field of Global Education published in the year 2020.

Material published between 2015-2019 has already been covered in previous editions of the Global Education Digest:

- [Global Education Digest 2015 - 2017](#)
- [Global Education Digest 2018](#)
- [Global Education Digest 2020](#)

Selection methodology

The contributors working on the English section of this publication considered a set of factors when deciding the literature search terms. Firstly, the basis was provided by the Maastricht Declaration definition of 'Global Education' (GE). Secondly, we were guided by the methodological guidelines which were initially outlined by the ANGEL project team, and then discussed and finalized by all contributors collectively during project meetings.

Publications have been identified through systematic bibliographical search using a combination of agreed key terms "global education", "global citizenship education", "global learning" and "development education" as well as a combination of "global education and social justice". The latter as an acknowledgement of the values-based pedagogical approach within the conceptualisations of GE that are based on social justice.

It was agreed that due to the volume of results generated from these searches, we would not include the sub-concepts understood to be encompassed in the Maastricht umbrella definition of GE education and excluded the following educational traditions from the key terms search: education for sustainable development, human rights education, intercultural education, education for international understanding. At the same time, in cases where the search results produced publications that had the above in the title, we would still consider these upon further examination of a given text's summary and any linkage to the global dimension.

A small number of publications which were published in various non-English journals have been suggested by other contributing teams. Considering that the publications were relevant to the agreed conceptual interpretation but used a different term like 'planetary citizenship' which possibly appears as a translation of the term 'global citizenship' from Portuguese to English within Brazilian context, this literature was included to this list.

The systematic bibliographical search was conducted using the following channels:

1. Literature search in 5 major electronic databases:

- Eric
- Scopus
- Web of Science
- Google Scholar
- ProQuest for doctoral theses.

2. Systematic searches in the main academic journals in the field, in order to ensure the acquisition of those items available in academics journals that are not necessarily indexed in international databases:

- International Journal of Development Education and Global Learning
- Policy & Practice-A Development Education Review



- Journal of Global Education and Research
 - ZEP - Journal for International Educational Research and Development Education
 - Journal of Global Citizenship & Equity Education
3. Special issues of relevant academic journals were also considered in the systematic bibliographical search.
 4. UCL library catalogue and collections were consulted to identify books and book chapters.
 5. Informal discussions with colleagues in the field (particularly with the Development Education Research Centre research team) were also undertaken. Several key experts were selected (who published more than two relevant publications in 2020) and approached for consultation and recommendations for additional materials.

Trends

Conducted as an illustrative exercise to assess the volume and publishing trends over time, a search of Scopus, the world's largest abstract and citation database of peer-reviewed literature, was conducted by our team on the items published in English in the last decade. Scopus shows 1062 journal articles that used 'Global Education' in its title in the last 10 years, with the growth in volume of publications showing a distinct, if slightly irregular trajectory (Fig.1).

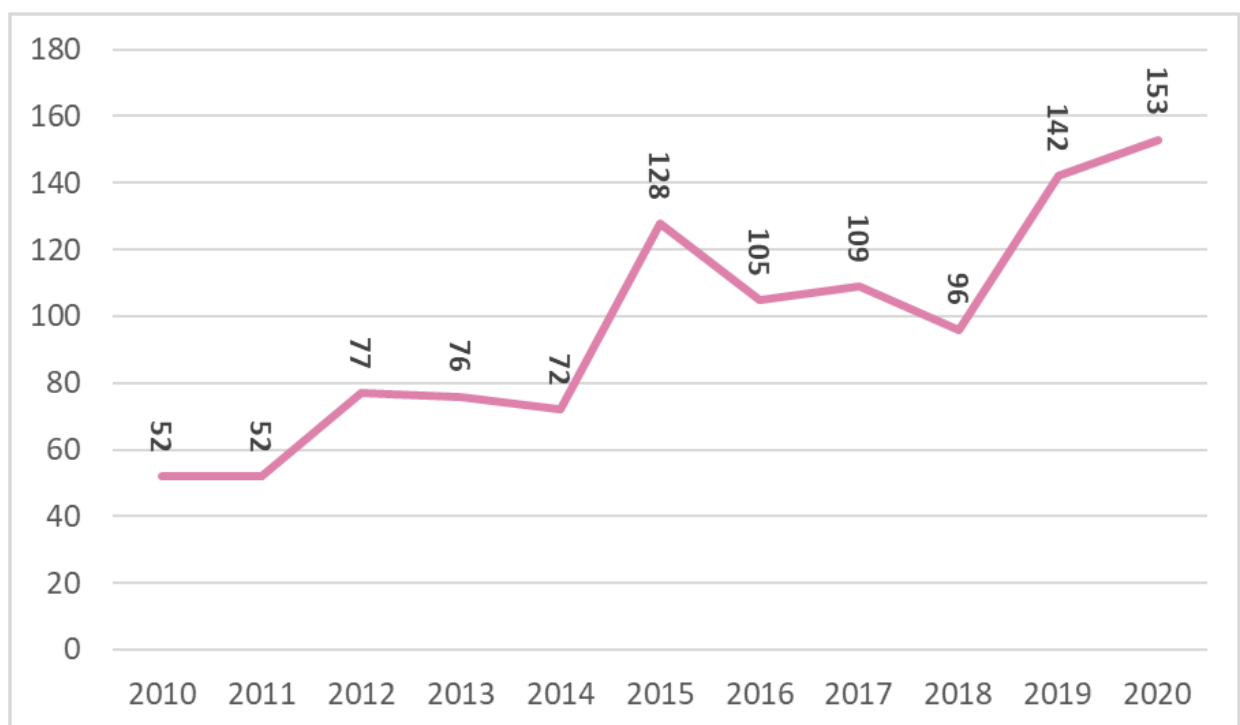


Fig. 1. "Global Education" Articles indexed on Scopus (2010-2020)

A parallel exercise in examining the use over time of the most popular terms associated with this area of research in the international academic literature (in English) in the last decade can be found in Fig. 2. The search term 'Development Education' yielded many results, and it could seem that the most stable growth curve is seen for this term. However, when attempting to analyse the results from 2020, it became apparent that the majority of articles referred to a development of a certain discipline, international projects, development aid, etc. and very few if any discussed development education as understood in Maastricht Declaration (2002). Similarly, a search of the ERIC database with the phrase "development education" that resulted in N=627 has not provided a single article that would have the term 'development education' in its



title or summary. A few search results referred to the term ‘sustainable development education’ but most of them just entailed research disconnected from anything related to global education. In terms of the occurrence of ‘development education’ in journals, the 2020 edition of the International Journal of Development Education and Global Learning noted only one publication, in an editorial article, whereas the Policy and Practice: A Development Education Review journal had the most titles in that year, seven, that referred to the concept. The more precise and less equivocal term ‘Global Citizenship Education’ has slowly but constantly increased over time except sudden declines in 2017 and 2019.

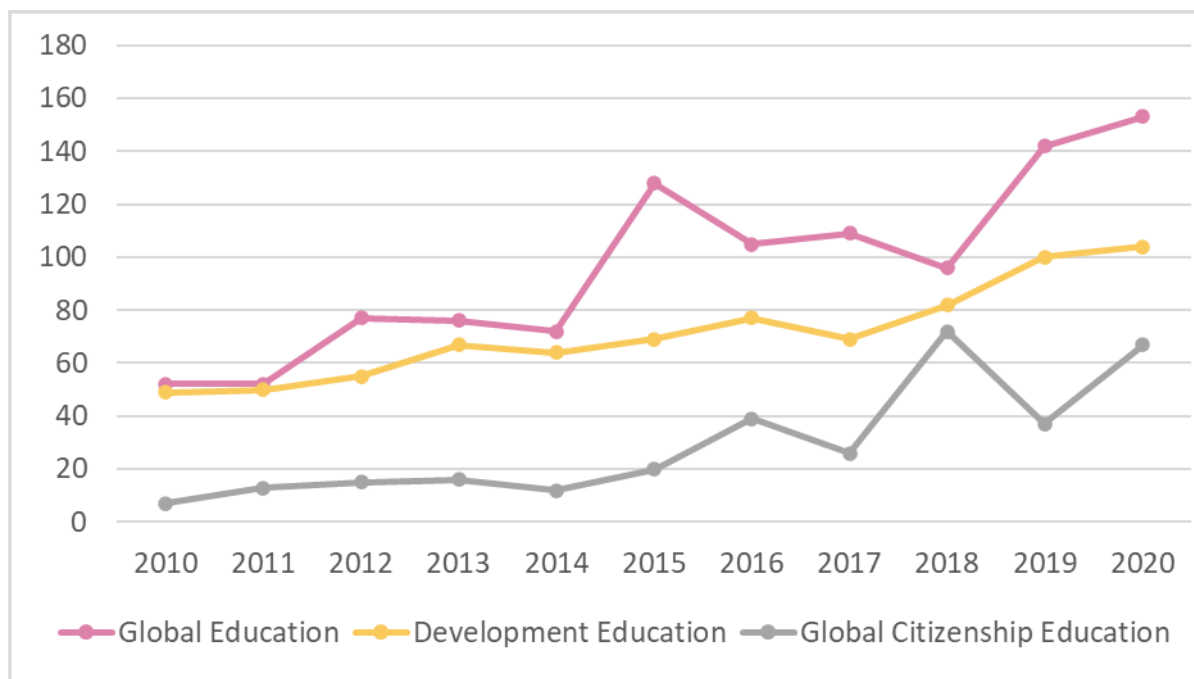


Fig. 2. Number of GE, GCE and DE articles indexed in Scopus (2010-2020)

A final trend identified, concerns the doctoral research listed as part of this edition. Although terms such as ‘global citizenship education’ and ‘global learning’ were used across doctoral theses, it was noted that these might have been interpreted and conceptualised within a wider spectrum than one explored in this edition. More specifically, doctoral theses from the US context seemed to take a broader spectrum of conceptualization of global citizenship than the ones from the UK.

Limitations

This edition mainly covers material published from January to December 2020 and only in the English language. Several publications which were not included in the previous Global Digest also appeared here.

The used key terms allowed us to identify a significant number of publications relevant to the field that were published in 2020. However, our list is not exhaustive due to time restrictions and the high volume of publications in the field.

Although the contributors aimed to including English publications reflecting a wide range of voices, having used the search engines identified above might have limited findings from the Global South.

Future editions of the Digest might want to reflect on a wider range of search databases, including regional ones to address this limitation.



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Policy related research

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International Volunteering, study visits & educational partnerships

Academic Journal Article

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GLOBAL EDUCATION DIGEST 2021

FRANÇAIS

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FRANÇAIS: INTRODUCTION

Cette revue de la littérature francophone sur la thématique de l'éducation à la citoyenneté mondiale a été réalisée en suivant cette méthodologie : la recherche de mots-clés dans des bases de données.

1. Mots-clés : mots-clés liés à l'éducation à la citoyenneté mondiale: 'éducation à la citoyenneté mondiale' ; 'éducation au développement' ; 'éducation à la citoyenneté et à la solidarité internationale', seuls ou combinés avec des mots-clés thématiques : 'éducation au développement durable' ; 'éducation interculturelle' ; 'éducation aux droits humains' ; 'éducation à la citoyenneté'.
2. Bases de données: (1) bases de données académiques nationales et internationales (DIAL, Archives ouvertes HAL, Portail des revues scientifiques marocaines, Sabinet African journals, Codesria) ; (2) Moteurs de recherche (Scopus, Web of Science, Jstor, Google Scholar, érudit, cairn, openedition) ; (3) Bases de données d'universités (theses.fr, DIAL, Portail national de signalement des thèses Algérie, Thèses Tunisie, Portail thèses Canada, Unige, Synthèse Haïti) ; (4) Bases de données de journaux francophones spécialisés en éducation (La pensée écologique, Revue internationale d'éducation de Sèvres, Administration et éducation, L'éducation en débats : analyse comparée, Revue française de pédagogie, Education et sociétés, Carrefours de l'éducation, Revue internationale des études du développement, Revue des sciences de l'éducation, Education et francophonie, Recherche en éducation, Education des adultes et développement) ; (5) Littérature grise des organisations institutionnelles, des ONG et des associations (UNESDOC, Agence française de Développement, ENABEL, Ritimo, ITECO, ACODEV, Coordination Sud).

La revue de la littérature est organisée par pays, en fonction de l'appartenance académique du (premier) auteur. Lorsque l'auteur ne travaille pas pour une organisation d'un pays francophone, mais écrit en français, nous avons considéré le lieu d'édition.

Pour ce rapport, nous nous sommes concentrées sur deux tâches spécifiques:

1. trouver davantage de publications non-européennes (en particulier de pays africains francophones). Pour ces pays, nous avons décidé d'élargir notre recherche en supposant que l'éducation à la citoyenneté mondiale peut y être pratiquée sans être nommée de la même manière. Néanmoins, lorsque nous avons trouvé des publications pertinentes portant davantage sur l'environnement, l'interculturalité ou les droits de l'homme, nous avons vérifié dans le résumé de la publication qu'elles incluaient bien une dimension internationale et d'autres concepts liés à l'éducation globale.
2. rechercher de la littérature grise pertinente.

Avec ces deux nouveaux focus, nous avons identifié 8 publications, publiées entre 2015 et 2019, qui n'étaient pas mentionnées dans les éditions précédentes du DIGEST. Pour 2020, nous avons identifié 14 publications francophones pertinentes. C'est moins que prévu, cela pourrait être dû au contexte de pandémie ou au fait que beaucoup de chercheuses et chercheurs francophones publient désormais en anglais.

Sur la base de la revue de la littérature francophone sur l'éducation à la citoyenneté mondiale, les tendances indiquent que :

1. Il existe des dizaines de mémoires de master en français sur l'éducation à la citoyenneté mondiale (non compris dans la revue). Cela semble indiquer que la thématique est en passe de se généraliser dans le monde académique francophone.
2. Nous trouvons plus de publications sur l'éducation au développement durable - incluant une dimension internationale - que sur l'éducation à la citoyenneté mondiale. Cela peut indiquer que l'Education au Développement Durable est considérée comme une catégorie générique pour toutes sortes d'éducatrices adjectivales (y compris l'éducation à la citoyenneté mondiale). Cela peut également être dû au fait que la littérature francophone aborde régulièrement l'éducation à la citoyenneté mondiale à travers des approches thématiques : commerce équitable, environnement, justice sociale, genre, droits de l'homme, interculturalité, migrations, genre, etc. ; ou à travers un



prisme pédagogique, qui se concentre sur les méthodes, les outils et les pédagogies (Freinet, Freire, Giroux, etc.) pour enseigner l'éducation à la citoyenneté mondiale dans les classes. Dans ce cas, l'appellation en soi peut être absente des articles alors que le contenu fait référence à ce que nous nommons l'éducation à la citoyenneté mondiale. De plus, il n'y a pas de consensus en français sur le terme à utiliser pour parler d'éducation à la citoyenneté mondiale. Selon les pays et les régions, on trouve : 'Education au Développement', 'Education à la citoyenneté mondiale', 'Education à la citoyenneté et à la solidarité internationale', 'Education à la citoyenneté mondiale et solidaire'.

3. Nous trouvons peu de publications francophones d'Afrique. Cela peut être dû : à notre manque d'accès aux bases de données locales ; au fait que l'éducation à la citoyenneté mondiale n'est pas un sujet très répandu en Afrique ; au fait que les chercheuses et chercheurs africains travaillant sur l'éducation à la citoyenneté mondiale publient en anglais ou sont affiliés à des universités occidentales ; ou parce que l'éducation à la citoyenneté mondiale est un concept eurocentré, et que les spécialistes africains travaillant sur des sujets connexes tels que la manière d'éduquer aux défis mondiaux, les inégalités, la justice sociale, la durabilité, etc. n'utilisent pas le terme 'éducation à la citoyenneté mondiale'.

INTRODUCTION: ENGLISH

This review of French-speaking literature on global learning and global citizenship education has been carried out following this methodology: keywords searches in databases.

1. Keywords : global education related keywords: 'éducation à la citoyenneté mondiale' ; 'éducation au développement' ; 'éducation à la citoyenneté et à la solidarité internationale', alone and combined with thematic keywords : 'éducation au développement durable' ; 'éducation interculturelle' ; 'éducation aux droits humains' ; 'éducation à la citoyenneté'.
2. databases: (1) International and national academic databases (DIAL, Archives ouvertes HAL, Portail des revues scientifiques marocaines, Sabinet African journals, Codesria) ; (2) Search engines (Scopus, Web of Science, Jstor, Google Scholar, érudit, cairn, openedition) ; (3) University database (theses.fr, DIAL, Portail national de signalement des thèses Algérie, Thèses Tunisie, Portail thèses Canada, Unige, Synthèse Haïti) ; (4) Major relevant French-speaking journal databases (La pensée écologique, Revue internationale d'éducation de Sèvres, Administration et éducation, L'éducation en débats : analyse comparée, Revue française de pédagogie, Education et sociétés, Carrefours de l'éducation, Revue internationale des études du développement, Revue des sciences de l'éducation, Education et francophonie, Recherche en éducation, Education des adultes et développement) ; (5) Grey literature from institutional organisations, NGOs and associations (UNESDOC, Agence française de Développement, ENABEL, Ritimo, ITECO, ACODEV, Coordination Sud).

The literature is organized by country, based on the academic membership of the (first) author. When the author doesn't work for a French speaking country organization, but writes in French, we considered the place of edition.

For this report, we focused on two specific tasks:

1. finding more non-European publications (especially from French-speaking African countries). For these countries, we decided to broaden our search by assuming that they may practice global education without naming it in the same way. Nevertheless, when we found relevant publications focusing more on the environment, interculturality or human rights, we checked in the abstract that they did include an international dimension and other concepts related to global education.
2. searching for consistent grey literature.

With this two new focuses, we identified 8 publications, published between 2015 and 2019, which were not mentioned in the previous DIGEST editions. For 2020, we identified 14 French-speaking relevant publications. It is less than expected, this could be due to the pandemic or because a lot of French-speaking researchers publish now in English.



Based on the French-speaking literature on GCE, trends indicate that:

1. There are dozens of master theses in French on GCE (not included in the review), suggesting that in the future, GCE will be better established as a field of research in French-speaking literature.
2. We find more publications on Education for Sustainable Development ('Education au développement durable') – including an international dimension- than on Global Citizenship Education ('Education à la citoyenneté mondiale'). This may indicate that ESD is considered as an umbrella for all kinds of adjectival educations (including GCE); this may also be due to the fact that French-speaking literature regularly addresses GCE through thematic approaches: fair trade, environment, social justice, gender, human rights, interculturality, migrations, gender, etc.; or through a pedagogical lens, which focusses on methods, tools and pedagogies (Freinet, Freire, Giroux, etc) to teach GCE in the classrooms. In that case, the term 'GCE' may be lacking from the papers while the content refer to what we call GCE. Furthermore, there is no consensus in French on what term must be used to talk of GCE: according to the country and the area, we find: 'Education au Développement', 'Education à la citoyenneté mondiale', 'Education à la citoyenneté et à la solidarité internationale', 'Education à la citoyenneté mondiale et solidaire'.
3. We don't find a lot of French-speaking publications from Africa. This may be due to: our lack of access to local database; the fact that GCE is not a widespread topic in Africa; the fact that African researchers working on GCE publish in English or are affiliated to western universities; or the fact that GCE is a Eurocentric concept, and that African researchers working on related topics such as how to educate to global challenges, inequalities, social justice, sustainability, etc, don't use the term 'GCE'.

FRENCH: REFERENCES

Policy related research

Academic Journal Article

Nguema Endamne, G. (2018). École et Citoyenneté au Gabon: le grand hiatus entre orientations officielles et contenus enseignés dans les salles de classe. *Recherches en éducation*, 31, 123-137. (France) <https://journals.openedition.org/ree/2602#quotation>

Book

Djimrassem, N. & Ndigmbayel, R. (2020). *Pour une éducation à la paix et au développement au Tchad*. L'Harmattan. (France)

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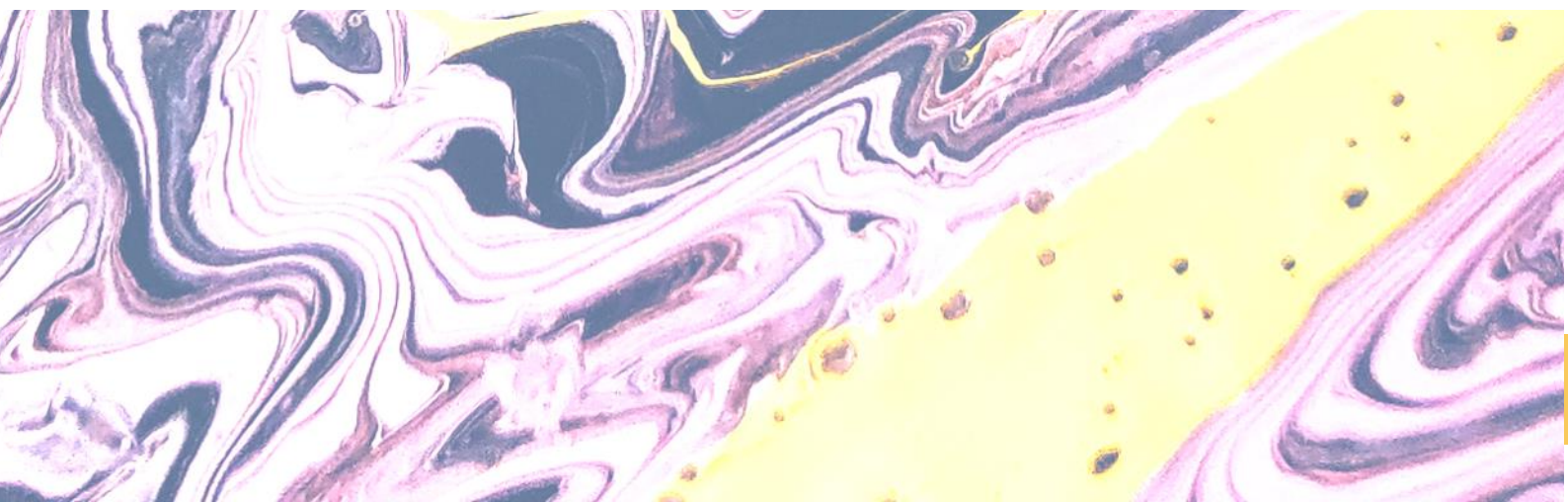
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GLOBAL EDUCATION DIGEST 2021

DEUTSCH

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EINFÜHRUNG: DEUTSCH

Der nachfolgende Literaturbericht enthält für Globales Lernen relevante Veröffentlichungen, die im Jahr 2020 veröffentlicht wurden, sowie Publikationen aus dem Jahr 2019, das in früheren Ausgaben des Digests nicht enthalten war. Literaturreports für das Globale Lernen werden in Deutschland seit den 1990er Jahren veröffentlicht; diese Geschichte und Tradition wurde bereits in der letzten Ausgabe des Digests in einem Überblick vorgestellt.

Charakteristika der bestehenden Datenbanken

Für das Globale Lernen im deutschsprachigen Raum sind zwei Datenbanken von hohem Interesse:

1. **FIS Bildung**: Dies ist die offizielle Datenbank zur Bildungsforschung, einschließlich Zeitschriften.

Die Datenbank enthält alle relevanten Publikationen (= Bücher, Buchkapitel, Zeitschriftenartikel), nicht aber die so genannte "graue Literatur" von NGOs oder staatlichen Stellen. Sie enthält auch die Datenbank des Comenius-Instituts. FIS Bildung arbeitet auch in englischer Sprache und bietet alle Informationen in Deutsch und Englisch.

Der Deutsche Bildungsindex bietet Nachweise zu allen Bereichen des Bildungswesens und enthält derzeit 986.582 Datensätze. Der Index weist Monographien, Beiträge zu Sammelwerken und Zeitschriftenaufsätze nach. Die meisten Artikel sind mit der Zeitschriftendatenbank (ZDB) verlinkt, die den Zeitschriftenbestand in deutschen Bibliotheken nachweist. Der Deutsche Bildungsindex wird viermal im Jahr aktualisiert (zuletzt am 21.07.2021). Dieser Informationsdienst wird vom „Fachinformations-System Bildung“ angeboten, an dem fast 30 Kooperationspartner aus Deutschland, Österreich und der Schweiz beteiligt sind. Die Koordinierungsstelle des Deutschen Bildungsindex befindet sich im Informationszentrum für Bildung am DIPF | Leibniz-Institut für Bildungsforschung und Bildungsinformation in Frankfurt. Soweit es sich um deutschsprachige Literatur handelt, sind diese Einträge besser qualitätsgeprüft als bei Scopus, Web of Science oder Google scholar. Die Einträge umfassen deutschsprachige Literatur aus Deutschland, Österreich, der Schweiz und deutschsprachigen Minderheiten in anderen Ländern (wie Belgien oder Brasilien).

Die Einträge können mit citavi, endnote, excel, refworks, zotero in verschiedene Formate exportiert werden.

Die Abstracts stehen unter deutschem Copyright.

2. ***EWIK Portal Globales Lernen = Eine Welt Internet Konferenz***

Diese Datenbank wird von Engagement Global/BMZ finanziert.

In dieser Datenbank wird die Literatur zum Globalen Lernen kommentiert, einschließlich der NGOs. Sie bietet eine Datenbank zu

- [Gedruckte didaktische Materialien zum Globalen Lernen](#)
- [Mediendatenbank zum Globalen Lernen für Filme in der kommunalen Schulausleihe, Videos und DVDs](#)
- [Datenbank über Literatur, die Globales Lernen reflektiert, erstellt vom Comenius Institut \(siehe oben\)](#)
- [Und die Datenbank zum Globalen Lernen in Europa](#)

Diese Datenbank enthält graue Literatur.



Ein Überblick über die Entwicklung der Literaturproduktion zum Globalen Lernen von 2015 bis 2020

FIS Bildung weist insgesamt 2998 Titel mit dem Stichwort "Globales Lernen", 533 Titel mit "Global Learning" (in englischer Sprache) und 2657 Einträge mit "Entwicklungsbezogene Bildung" aus. Die Datenbank enthält Publikationen auf Deutsch, Englisch, Französisch und Italienisch.

- Für 2015 finden wir 170 Einträge "Globales Lernen" und davon 25 auf Deutsch.
- Für 2016 finden wir 178 Einträge "Globales Lernen" und davon 34 auf Deutsch.
- Für 2017 finden wir 184 Einträge "Globales Lernen" und davon 35 auf Deutsch.
- Für 2018 finden wir 175 Einträge "Globales Lernen" und davon 25 auf Deutsch.
- Für 2019 finden wir 174 Einträge "Globales Lernen" und davon 42 auf Deutsch.
- Für 2020 finden wir 106 Einträge "Globales Lernen" und davon 21 auf Deutsch.

Insgesamt sind für den angegebenen Zeitraum 182 Veröffentlichungen in deutscher Sprache registriert. Die Anzahl der Einträge verändert sich auch rückwirkend im Vergleich zum letztjährigen Digest, da es immer wieder neue Einträge für die Vorjahre gibt, vor allem von Publikationen aus dem Ausland.

Etwas mehr Einträge gibt es bei "Entwicklungsbezogene Bildung" und "Eine Welt". Unter dem Stichwort "Globalisierung" würden deutlich mehr Einträge erscheinen.

In Deutschland werden Dissertationen, sofern sie nicht veröffentlicht werden, nicht registriert.

Da die Datenbanken in Deutsch und Englisch arbeiten, ist der Zugang leicht gegeben.

Methodik für die Recherche in diesem Digest

Für die Recherche wurden die Einträge zu "entwicklungspolitische Bildung", "globales Lernen" und "global citizenship education" in FIS Bildung und EWIK verwendet. Wie in den Jahren zuvor wurde erwogen, "Bildung für nachhaltige Entwicklung", "Menschenrechtsbildung/ Menschenrechtserziehung", "interkulturelle, transkulturelle und multikulturelle Bildung/Erziehung/Lernen", "staatsbürgerliche Bildung/ politische Bildung" sowie "Begegnungslernen, Bildung für internationale Verständigung, Austauschpädagogik" zu integrieren. Die Einbeziehung dieser Begriffe hätte jedoch die Ergebnisse verzehnfacht und zur Aufnahme von Publikationen geführt, die wir nicht als Beiträge zum Globalen Lernen oder zur entwicklungspolitischen Bildung angesehen hätten und denen der Bezug zur globalen sozialen Gerechtigkeit fehlt. In diesem Sinne hat unsere Suchstrategie möglicherweise einige potenziell interessante Literatur ausgeschlossen. Diese Entscheidung beruhte auch auf unserer Erfahrung, dass bei einer Fokussierung auf Aspekte globaler sozialer Gerechtigkeit die meiste relevante Literatur auch über die Suche nach "Globalem Lernen" auffindbar ist. Der zweite Grund für diese Entscheidung war, dass wir den Zugang, den FIS Bildung und EWIK nutzen, nicht verlassen wollten. Wir haben diese Datenbanken verwendet, da FIS Bildung die am besten ausgearbeitete Datenbank für den deutschsprachigen Kontext ist und eine breitere Sammlung als Scopus oder Web of science für deutsche Literatur hat. Da es sich bei FIS-Bildung um eine deutschsprachige Datenbank handelt, werden auch in Österreich und der Schweiz veröffentlichte Materialien und Literatur berücksichtigt.

Wir durchsuchten die zentrale Zeitschrift "Zeitschrift für internationale Bildungsforschung und Entwicklungspädagogik - ZEP" nach weiteren relevanten Artikeln.

Darüber hinaus haben wir relevante Dissertationen aus der Doktorandenliste der Zeitschrift für Pädagogik aufgenommen, die Promotionen aus Österreich und der Schweiz umfasst, soweit die Universitäten über ihre Arbeiten berichten.



In den Datenbanken der deutschsprachigen Gemeinschaft fällt auf, dass mehr Einträge in englischer als in deutscher Sprache zu finden sind. Dies führt zu einer paradoxen Situation: In vielen Fällen schreiben deutsche Wissenschaftlerinnen und Wissenschaftler auf Englisch, um in der englischsprachigen Welt Resonanz zu finden. Da sie jedoch in deutschen Zeitschriften oder bei deutschen Verlagen mit Sitz in Deutschland, der Schweiz oder Österreich publizieren, werden sie in englischsprachigen Datenbanken nicht aufgeführt. Wir haben uns in unserem Fall entschieden, sie nicht zu berücksichtigen, da die Veröffentlichungssprache das Kriterium für dieses Projekt war. Dennoch könnte unser Versuch, einen Überblick zu geben, einen verzerrten Eindruck vermitteln.

Limitationen

Im Vergleich zu den anderen Abschnitten in diesem Digest ist der Fokus der gesuchten Einträge eng gefasst, da sie sich auf entwicklungspolitische Bildung, globales Lernen und weltbürgerliche Bildung beziehen und Umweltaspekte der Bildung für nachhaltige Entwicklung und interkulturelles Lernen ausschließen. Dies kann zu einem irreführenden Verständnis der Situation führen. Darüber hinaus wurde graue Literatur relativ selten erfasst und kann daher unterschätzt werden. Zudem werden Dissertationen nicht erfasst, wenn diese nicht veröffentlicht oder von ihrer Universität in den Dissertationsüberblick der Zeitschrift für Pädagogik gemeldet wurden.

INTRODUCTION: ENGLISH

This section includes material relevant to global learning that has been published in 2020, as well as material from 2019 that was not included in previous editions. It is worth noting that Digests for Global Learning have a history in Germany. Please see an overview in the last issue of the Digest.

Characteristics of existing databases

For Global learning today, to databases are of high interest:

1. **FIS Bildung:** This is the official database on educational research, including journals

The database includes all relevant publications (= books, book chapters, journal articles) but not the so called "grey literature" of NGO's or government bodies. It contains the database of the Comenius-Institute. FIS Bildung also has an English interface and provides all information in German and English.

The German Education Index offers references concerning all the areas of education and currently contains 986.582 records. The index references monographs, contributions to collective works and journal articles. Most of the articles are linked to the database of journals (ZDB), which references the stock of journals in German libraries. The German Education Index is updated four times a year (last updated 21.07.2021). Fachinformations-System Bildung (German Education Index) provides this information service, involving nearly 30 co-operation partners from Germany, Austria and Switzerland.



The coordinating office of the German Education Index is situated in the Information Centre for Education at DIPF | Leibniz Institute for Research and Information in Education in Frankfurt. If German-language literature is targeted, these entries are better quality-checked than is the case with Scopus, Web of Science, or Google Scholar. The entries comprise German-speaking literature from Germany, Austria, Switzerland and German speaking minorities in other countries (as Belgium or Brazil).

The entries may be exported by citavi, endnote, excel, reworks, zotero in different formats.

The abstracts are under German copyright.

2. EWIK Portal Globales Lernen = Eine Welt Internet Konferenz [In English: One World Internet Conference Global Learning].

Engagement Global/BMZ finances this database.

These databases annotate literature on global learning including NGOs'. It offers a database on

- [Printed didactical tools for global learning](#)
- [Media database for global learning for movies in the municipal lending service for schools, videos and DVD](#)
- [Database on literature, which is reflecting Global Learning, done by the Comenius Institute \(see above\)](#)
- [And the database on Global Learning in Europe](#)

This database includes grey literature.

An overview on the production about Global Learning from 2015 to 2020

FIS Bildung shows all over 2998 titles with "Globales Lernen", 533 titles with "Global Learning" (in English) and 2657 entries with "Entwicklungsbezogene Bildung" [Development related education]. The Database contains publications in German, English, French and Italian.

- For 2015 we find 170 entries "Globales Lernen" and from these 25 in German
- For 2016 we find 178 entries "Globales Lernen" and from these 34 in German
- For 2017 we find 184 entries "Globales Lernen" and from these 35 in German
- For 2018 we find 175 entries "Globales Lernen" and from these 25 in German
- For 2019 we find 174 entries "Globales Lernen" and from these 42 in German
- For 2020 we find 106 entries "Globales Lernen" and from these 21 in German

In total, there are 182 publications in German language registered for the indicated period. The number of entries still changes retroactively compared to last year's Digest because there are continuously new entries for previous years, especially from publications abroad.

Some more entries appear when using "Entwicklungsbezogene Bildung" or "Eine Welt". With "globalization", many more entries would appear.

In Germany, doctoral theses are, unless they are published, not registered.



Methodology for the literature in this digest

For this digest the entries of “entwicklungspolitische Bildung” (development education), “globales Lernen” (global learning), and “global citizenship education” were used in FIS Bildung and EWIK. As the years before we considered integrating “Bildung für nachhaltige Entwicklung” (education for sustainable development), “Menschenrechtsbildung/ Menschenrechtserziehung” (human rights education), “interkulturelle, transkulturelle und multikulturelle Bildung/Erziehung/Lernen” (intercultural, transcultural, multicultural education, learning), “staatsbürgerliche Bildung/politische Bildung” (citizenship education), as well as “Begegnungslernen, Bildung für internationale Verständigung, Austauschpädagogik” (education for international understanding). However, including these terms would have increased the results tenfold and would have resulted in the inclusion of publications which we would not have considered as contributions to global learning or development education, and lacking links to global social justice. In this sense, our search strategy may have excluded some potentially interesting literature. This decision was also based on our experience that, when focusing on aspects of global social justice, most relevant literature would also be discoverable via searching “Global Learning”. The second reason for this decision was that we did not want to leave the access that FIS Education and EWIK use. We used these databases as FIS Bildung is the most elaborated database for the German speaking context, having a broader collection than Scopus or Web of science for German literature. Material and literature published in Austria and Switzerland are included, as FIS-Bildung is a German language based database.

We searched the key journal “Zeitschrift für internationale Bildungsforschung und Entwicklungspädagogik - ZEP” (Journal on international educational research and development education - ZEP) for any additional relevant articles.

We also added relevant theses listed in the PhD list of the ‘Zeitschrift für Pädagogik’ – which comprises PhDs from Austria and Switzerland to the extent that the universities report their work.

It is evident in the databases of the German speaking community that many more entries are found in English than in German. This leads to a paradoxical situation: in many cases, German academics write in English in order to create resonance in the English-speaking world. However, being published in German journals or by German publishers based in Germany, Switzerland or Austria, they may not be listed in English speaking databases. We decided in our case not to include them, as published language was the criteria for this project. However, due to this, our attempted overview might give a distorted impression.

Limitations

As described in detail above, the focus of the searched entries is narrow, including only material related to entwicklungspolitischer Bildung (development education), globalem Lernen (Global Learning), weltbürgerliche Bildung (global citizenship education), and excluding environmental aspects of education for sustainable development and intercultural learning. This needs to be kept in mind when assessing the results.

Grey literature was relatively rarely registered and therefore may be underestimated.

Restricted ability to include doctoral theses as in Germany, these are not registered unless they are published.



GERMAN: REFERENCES

Theoretical & conceptual publications

Academic Journal Article

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Bartz, G. (2020). Lokal lernen - Global denken. Zukunftsgewandtes Lernen am Spalatin-Gymnasium Altenburg. *Praxis Gemeindepädagogik* 73 (1), 20.

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Doctoral Theses

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Teacher education & training of trainers

Academic Journal Article

Goebel, T. (2020). "Kein Orchideenthema, sondern eine Haltung". *Welt des Kindes* 98 (5), 22–24.

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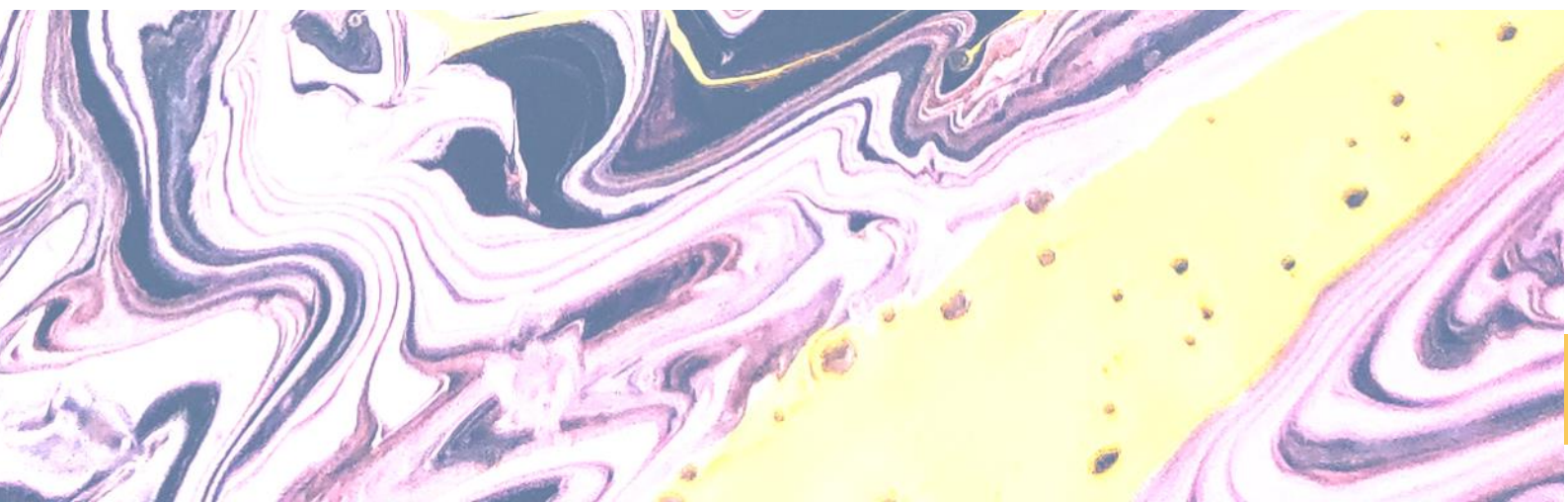
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GLOBAL EDUCATION DIGEST 2021

ITALIANO

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& **Carla Inguaggiato** (Università di Bologna)





ITALIANO: INTRODUZIONE

Metodologia

La sezione italiana del Multilingual Global Education Digest 2021 aggiorna l'edizione 2020 con una bibliografia ragionata di materiali accademici e di ricerca pubblicati nel 2020, rilevanti nel campo dell'Educazione Globale (GE). Ad eccezione di qualche pubblicazione che non è stata inclusa nella precedente edizione, nel 2020 la ricerca ha mostrato un rilevante incremento del materiale pubblicato.

Abbiamo incluso nella presente edizione 13 pubblicazioni del 2016, 2018 e nel 2019 che non erano stati inclusi nella precedente. Il 2020 ha evidenziato un notevolissimo aumento di materiali pubblicati (25). Trend confermato da pubblicazioni 2021 che saranno inserite nella prossima edizione del Digest. Oltre a questo sono stati individuati un numero notevolissimo di pubblicazioni lingua inglese (13) sia su riviste italiane che su riviste internazionali di autori affiliati a Università italiane.

Due sono gli elementi che possono aver condizionato l'editoria e la ricerca in Italia:

1. L'uscita e applicazione Legge 92, 2019 che reintroduce nelle scuole "l'educazione civica". Ciò ha favorito la proliferazione di articoli e riflessioni sul tema dell'educazione civica ma anche dell'educazione alla cittadinanza globale; inoltre sono stati pubblicati testi e manuali didattici ad uso delle scuole di ogni ordine e grado; questi ultimi non sono stati inseriti nella bibliografia perché non consistenti con le finalità accademiche. In alcuni casi, dato lo spessore e la rilevanza delle parti introduttive di tali manuali e l'autorevolezza dei curatori, essi sono risultati riferimenti per gli studi successivi.
2. Nel 2020 il Pontefice Jorge M. Bergoglio prima con il Global Compact on Education, poi con l'Enciclica "Fratelli Tutti" ha sollecitato la riflessione sul tema della cittadinanza globale facendovi direttamente riferimento. Sia per consistenza concettuale sia per l'interesse accademico che tali documenti hanno suscitato, essi sono inclusi in bibliografia nella loro versione in lingua italiana. Sono altresì incluse le pubblicazioni accademiche generate da tali documenti.

È evidente che entrambi i fenomeni sono radicati nel graduale sviluppo dei dibattiti e studi internazionali e nella riflessione generata dall'emergenza pandemica e climatica. Si assiste indubbiamente in Italia ad incremento straordinario dell'attenzione educativa sulle tematiche di educazione globale.

Oltre al crescente numero di pubblicazioni in italiano si è osservato un aumento vistoso (in relazione alle passate edizioni) di articoli scritti in lingua inglese su riviste italiane e da autori italiani, che sono stati inseriti nella sezione in lingua inglese.

Termini utilizzati

In italiano "educazione globale" è termine utilizzato in passato soprattutto in relazione al concetto di cittadinanza, nel fiorire di materiali di ricerca di questo ultimo anno, si nota invece la presenza di articoli accademici che utilizzano il termine Educazione Globale in accostamento ai sotto-temi elencati. La ricerca ha dunque utilizzato ECG o EG, oppure EG in accostamento a questi temi:

- educazione planetaria;
- educazione allo sviluppo;
- educazione alla sostenibilità;
- educazione ai diritti umani;
- educazione interculturale.



Solo alcuni testi fanno riferimento alla presenza dell'educazione alla cittadinanza globale come inclusa all'interno del Sustainable Development Goals 4.7 Quality education.

Gli studi e le ricerca nel campo dell'Educazione alla cittadinanza globale sembrano muoversi in Italia verso l'intersezione tra i dibattiti concettuali e teorici in pedagogia generale, l'evoluzione dell'educazione allo sviluppo sostenibile. Il numero di pubblicazioni identificate in totale e' di circa 40 documenti con grande incremento in questo ultimo anno. Il numero di pubblicazioni indicate dal 2019 è necessario per il tempo necessario per il processo di pubblicazione.

Motori e canali di ricerca

Le pubblicazioni individuate nel periodo 2019-2020 sono state identificate attraverso una ricerca bibliografica sistematica utilizzando una combinazione delle parole chiave sopra indicate nei principali canali e archivi.

Motori di ricerca:

- Google Scholar, Google Books, Google, Amazon, IBS

Cataloghi:

- Scopus
- Sistema Bibliotecario Nazionale (Catalog of National Library): <https://opac.sbn.it/opacsbn/opac/iccu/free.jsp>
- Biblioteca Nazionale Firenze: <https://www.bncf.firenze.sbn.it/>
- Biblioteca Nazionale di Roma: <http://www.bnrm.beniculturali.it/>
- Catalogo Italiano dei Periodici: <https://acnpsearch.unibo.it/>
- Banche dati per tesi dottorato
- PubbliTesi <http://www.pubblitesi.it/>

Ricerca su open access:

- [Roar - Registry of Open Access Repositories](#)
- [OpenDOAR - Directory of Open Access Repositories](#)
- [Open AIRE](#)
- [ACNP - Catalogo italiano dei periodici](#)
- [DOAJ - Directory of Open Access Journals](#)
- [DRJI - Directory of Research Journals Indexing](#)
- [EBSCO Delivery Service](#)
- [ERIH PLUS - European Reference Index for the Human e Social Sciences](#)
- [ESSPER - Associazione ESSPER periodici italiani di economia, scienze sociali e storia](#)
- [EuroPub - Directory of Academic and Scientific Journals](#)
- [JournalTOCs – Journal Tables of Contents](#)
- [MIAR - Information Matrix for the Analysis of Journals](#)
- [OCLC Worldcat - The World's Largest Library Catalog](#)
- [ROAD - Directory of Open Access scholarly resources](#)

Strategie

L'analisi dei riferimenti bibliografici contenuti nei testi identificati ha permesso di risalire a nuovi materiali. Possiamo considerare questo approccio come una tecnica di "snowballing". Si sono inoltre utilizzati motori di ricerca di tipo commerciale (Amazon, IBS, ecc.) per poter controllare eventuali uscite molto recenti, non segnalate da motori tradizionali accademici.



Sintesi dei dati

Nel 2020 la ricerca ha permesso di rilevare un totale di 25 pubblicazioni comprendenti: 9 articoli scientifici, 13 monografie, 1 capitolo di libro e 2 report.

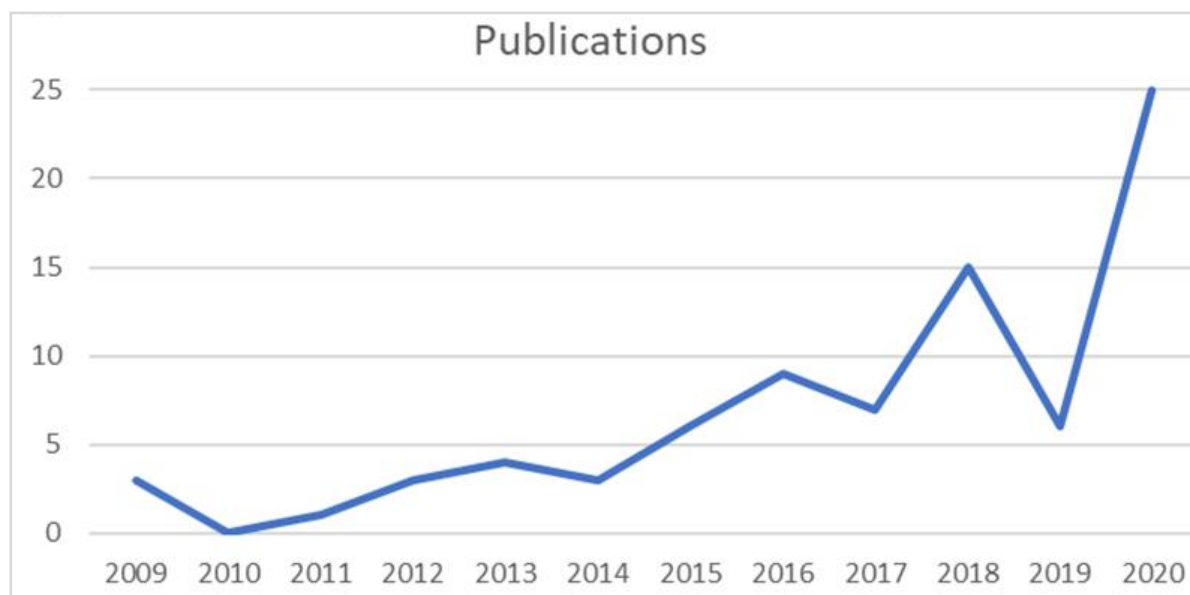


Figura 1. Distribuzione delle pubblicazioni sulla ECG 2003-2020

Limitazioni

La maggioranza delle pubblicazioni si distribuisce tra monografie e articoli (22). Come evidenziato nella precedente edizione, sono di difficile reperimento i capitoli di libri (1) e i rapporti di ricerca (2), tuttavia la percentuale di libri individuate è proporzionalmente incrementata.

Nella precedente decade era presente una differenza tra le pubblicazioni in italiano e in altre lingue, attualmente questa differenza, si sta assottigliando.

È necessario indicare le seguenti limitazioni:

1. Non esiste un database complessivo per le pubblicazioni scientifiche in italiano.
2. Sono stati scelti solo materiali che utilizzavano "educazione globale" o "educazione alla cittadinanza globale" o che utilizzavano i sotto-temi (elencati nella sezione p.1) in combinazione con "educazione globale" o "educazione alla cittadinanza globale". Questa scelta ha portato ad escludere molte pubblicazioni che non si occupavano strettamente di questi termini ombrello. È importante notare che abbiamo osservato un fiorire di termini e concetti che potrebbero corrispondere allo stesso campo, come istruzione nell'Agenda 2030 e educazione sostenibile, però attualmente non abbiamo selezionato tra le pubblicazioni rilevanti.
3. Abbiamo riscontrato una limitata capacità di includere tesi di dottorato, poiché in Italia non sono registrate in una banca dati nazionale.
4. Abbiamo incontrato difficoltà anche a reperire i capitoli, pur se pertinenti, di testi complessivi.
5. Le banche dati ufficiali rilevano le pubblicazioni con una certa lentezza, per sopperire a questa mancanza abbiamo fatto ampio ricorso a motori di ricerca commerciali.



6. Le pubblicazioni in lingua inglese hanno il pregio di dare maggiore visibilità in campo internazionale, per questo molte tesi di dottorato di università italiane sono in lingua inglese. Tuttavia non contribuiscono alla discussione nazionale tra i pratici perché questi tendono a non accedere a questa letteratura.

Annotazioni sulla ricerca

Non sono stati articoli o monografie come quelle di seguito riportate poiché per le seguenti ragioni: a) sono focalizzate esclusivamente sul discorso della sostenibilità, b) analizzano temi relazionati con GCE ma non direttamente non GCE; c) perché presenti solo su siti web e non riviste scientifiche.

- Giacobello, M. L. (2019). Per un'educazione alla solidarietà: Dalla bioetica globale all'etica della complessità. *Medicina E Morale*, 68(2), 181-196.
- Mortari, L. (2020) *Educazione ecologica*. Bari-Roma: Laterza
- Lelli, C. , Parricchi, M. Bocchi, B. (2020). *Abitare la sostenibilità: riflessioni e percorsi di educazione alla natura*. [Bergamo] Zeroseiup
- Mincu, M., & Steiner-Khamsi, G. (2020). *Sistemi scolastici nel mondo globale: educazione comparata e politiche educative*. Milano Mondadori Università.
- Limone, Paola (2020) *Ambienti e processi di apprendimento per la cittadinanza attiva PM Edizioni* P. 197-202
- Moody, Z., Losa, S., & Rinaldi, S. (2020). Education for rights, citizenship and interculturalism: setting up a dialogue. *Swiss Journal of Educational Research*, 42(1), 1–21. <https://doi.org/10.24452/sjer.42.1.1>
- Alessio Surian, (2020), *Il contributo della Strategia italiana per l'Educazione alla Cittadinanza Globale Blog di scuola democratica*

Si segnala inoltre l'opportunità di pensare se in futuro indicare in modo specifico la categoria dell'Educazione degli adulti, sempre più presente, e segnalare riviste con special issue su GCE.

INTRODUCTION: ENGLISH

Methodology

The Italian section of multilingual Global Education Digest 2021, updates the 2020 edition with a reasoned bibliography of academic and research materials published in 2020, relevant in the field of Global Education (GE).

We have also included 13 publications from 2016, 2018 and 2019 that were not included in previous editions. In 2020 there was a high increase in the number of publications found (25), a trend that looks to continue in 2021. We identified a notable number of publications in English (13), both in Italian journal articles and authors affiliated to Italian Universities.

There are two phenomena that might have determined the increasing of attention on GCE and GE topics:

1. The issuing and enforcement of 'Law 92' (2019), which reintroduces "civic education" into schools. This has fostered a proliferation of articles and reflections on the theme of civic education, but also on global citizenship education; in addition, texts and teaching manuals have been published for the



use of schools of all levels; the latter have not been included in the bibliography because they are not within the Digest's scope. In some cases, given the fullness and relevance of the introductory parts of these manuals, and the high profiles of the curators, they have been found to be cited in subsequent studies.

2. In 2020, Pope Jorge M. Bergoglio, first with the 'Global Compact on Education', then with the Encyclical "Fratelli Tutti", urged reflection on the theme of global citizenship, referring to it explicitly. Both in conceptual consistency and in the academic interest that these documents have aroused, they are included in the bibliography in their Italian version. Academic publications generated by such documents are also included.

It is quite evident that both phenomena are rooted in the gradual development of international debates and studies, as well as in the mood of reflection generated by the pandemic and climatic emergency. In Italy there is an extraordinary increase in educational attention to Agenda 2030 global interconnection issues.

Terms

In Italian, "global education", if literally translated, is a term used in the past decade especially in relation to the concept of citizenship. In the flourishing of research materials of the last year, it is possible to observe the presence of academic articles that also use the term Global Education in combination with the listed sub-themes:

- 'educazione planetaria' (planetary education);
- 'educazione allo sviluppo' (development education);
- 'educazione allo sviluppo sostenibile' (sustainable development education);
- 'educazione ai diritti umani' (human rights education);
- 'educazione interculturale' (intercultural education).

The current research focused on Global Citizenship Education or Global Education. However, we considered the above listed terms only when linked with the sub-themes.

Search engines and databases

Search engines:

- Google Scholar, Google Books, Google, Amazon, IBS

Libraries and scientific database/repositories:

- Scopus
- Sistema Bibliotecario Nazionale (Catalogue of National Library): <https://opac.sbn.it/opacsbn/opac/iccu/free.jsp>
- Biblioteca Nazionale Firenze: <https://www.bncf.firenze.sbn.it/>
- Biblioteca Nazionale di Roma: <http://www.bncrm.beniculturali.it/>
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- [ESSPER - Associazione ESSPER periodici italiani di economia, scienze sociali e storia](#)
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- [OCLC Worldcat - The World's Largest Library Catalog](#)
- [ROAD - Directory of Open Access scholarly resources](#)

Research strategies

The “snowballing” approach has been adopted in relation to some texts where bibliographical references have been analyzed to identify new possible materials. Searches were also made of commercial sites (Amazon, IBS, etc.) to check for any recent publications that were not reported by traditional academic repositories.

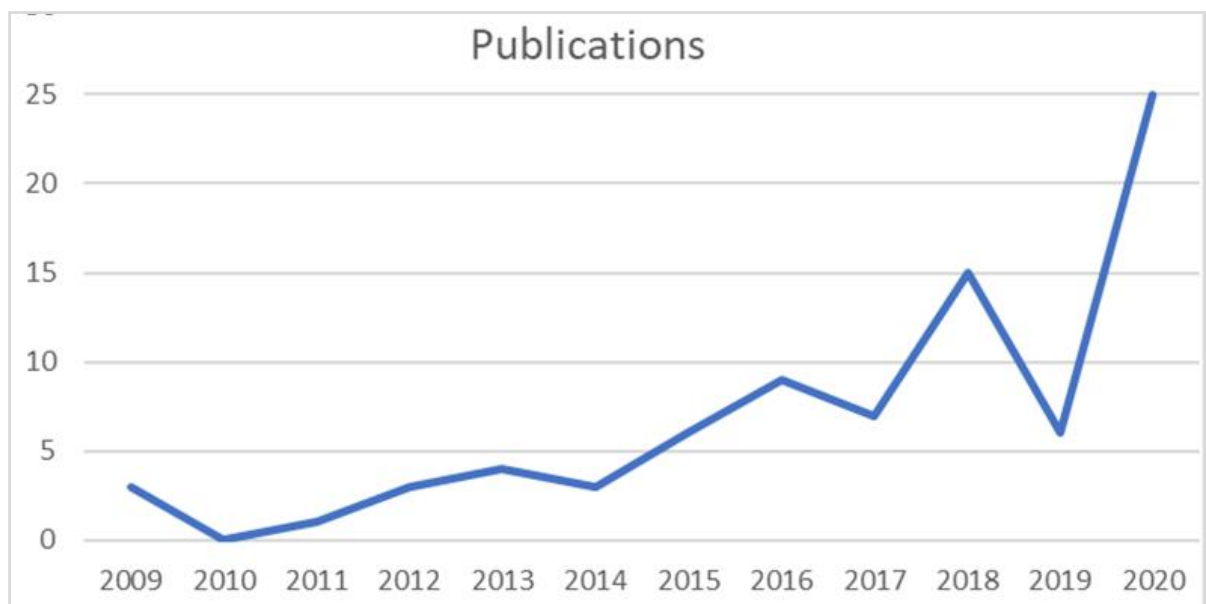


Figure 1. GCE publications 2003-2020

In 2020 the research allowed us to identify a total of 25 publications including: 9 scientific articles, 13 books, 1 book chapter and 2 reports.

Limitations

The vast majority of publications are either books or journal articles (22). As highlighted in the previous edition, it is difficult to identify single chapters (1) and reports (2), however the percentage of books has significantly increased.



In the previous decade the comparison of the international relevance of the topic and the few occurrences in Italian language showed a gap in discourse evolution, currently the research may reveal that Italian debate, with its characteristics and peculiarity, is getting to eliminate this gap. It is still necessary to underline some limitations:

1. In Italy there is not a national database for research publications
2. We selected only materials that used the term "global education" or "global citizenship education" or the subthemes (indicated in the section "terms" p.1) in combination with "global education" or "global citizenship education". This choice made us exclude publications that did not strictly relate with these umbrella terms. It is important to notice that there is a flourishing of terms and concepts, which can relate to the same field, such as education in Agenda 2030 and sustainable education, which we have excluded from our selection of relevant publications.
3. We found restricted ability to include doctoral theses, as in Italy, are not registered in a national database.
4. We have had some difficulties in finding the chapters, even if relevant, of books.
5. Official library repositories upload publications with a certain slowness, to overcome this limitation we have used commercial research engines.
6. Publications in English language have the advantage to get more international visibility, for this reason many of PhD thesis from Italian universities are in English. However, English publications do not contribute to national discussion among practitioners, as they tend not access to this literature.

Research notes

The following articles and monographs were not included in the Digest for the following reasons: a) focusing on sustainable development; b) GCE related topics but not to GCE specifically; c) they were published just on web site and non-academic journals.

- Giacobello, M. L. (2019). Per un'educazione alla solidarietà: Dalla bioetica globale all'etica della complessità. *Medicina E Morale*, 68(2), 181-196.
- Mortari, L. (2020) *Educazione ecologica*. Bari-Roma: Laterza
- Lelli, C. , Parricchi, M. Bocchi, B. (2020). *Abitare la sostenibilità: riflessioni e percorsi di educazione alla natura*. [Bergamo] Zeroseiup
- Mincu, M. , & Steiner-Khamsi, G. (2020). *Sistemi scolastici nel mondo globale: educazione comparata e politiche educative*. Milano Mondadori Università.
- Limone, Paola (2020) *Ambienti e processi di apprendimento per la cittadinanza attiva* PM Edizioni P. 197-202
- Moody, Z., Losa, S., & Rinaldi, S. (2020). Education for rights, citizenship and interculturalism: setting up a dialogue. *Swiss Journal of Educational Research*, 42(1), 1–21. <https://doi.org/10.24452/sjer.42.1.1>
- Alessio Surian, (2020), *Il contributo della Strategia italiana per l'Educazione alla Cittadinanza Globale* Blog di scuola democratica

Future editions should perhaps include the category of Adult Education as it is more and more evident. We would also endeavour to indicate journals with a special issue on GCE.



ITALIAN: REFERENCES

Policy related research

Academic Journal Article

Capobianco M.V. (2018). Educare alla cittadinanza globale in tempi di neoliberalismo. Riflessioni critiche sulle politiche educative in campo europeo. *Riflessioni critiche sulle politiche educative in campo europeo, Lifelong Lifewide Learning*, 14(32), 34-50. <https://doi.org/10.19241/lll.v15i32.124>

Surian, A. (2020). I recenti orientamenti sull'Educazione alla Cittadinanza Globale: riflessioni e spunti per la rilettura dei piani di studio delle istituzioni scolastiche, *Recent developments in Global Citizenship Education: reflections and suggestions on revising formal education curricula*, 11, 117-135. https://www.research.unipd.it/handle/11577/3335705#_YR_5JN_RbSE

Book

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Report

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Theoretical & conceptual publications

Academic Journal Article

Capobianco M.V. (2018). Educare alla cittadinanza globale in tempi di neoliberalismo. Riflessioni critiche sulle politiche educative in campo europeo. *Riflessioni critiche sulle politiche educative in campo europeo, Lifelong Lifewide Learning*, 14(32), 34-50. <https://doi.org/10.19241/lll.v15i32.124>

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Book

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Formal Education

Academic Journal Article

Catone, M.C. & Crescenzo, N. (2018). Educare alla cittadinanza globale: le esperienze del Programma Erasmus+ / Youth in Action, *Culture e Studi del Sociale*. 3(1), 31-43. <http://elea.unisa.it:8080/xmlui/handle/10556/2920>

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Book

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Book

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Teacher education & training of trainers

Academic Journal Article

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Higher education research

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Ruffinato, P. & Llanos, M.O. (2020). We are, We share, We care: generazioni a confronto per il patto educativo globale. *Orientamenti pedagogici: rivista internazionale di scienze dell'educazione*. 67(4), 45-55. <https://dialnet.unirioja.es/servlet/articulo?codigo=7674824>

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Book Chapter

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International Volunteering, study visits & educational partnerships

Academic Journal Article

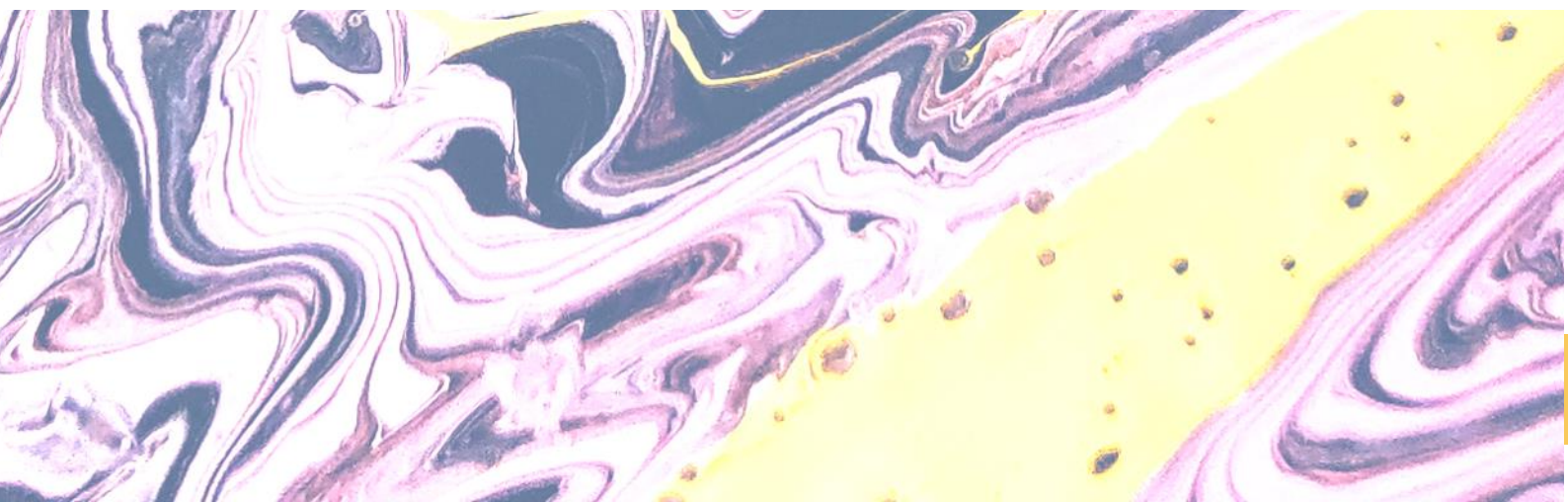
Catone, M.C. & Crescenzo, N. (2018). Educare alla cittadinanza globale: le esperienze del Programma Erasmus+ / Youth in Action, Culture e Studi del Sociale, 3(1) 31-43. <http://elea.unisa.it:8080/xmlui/handle/10556/2920>



GLOBAL EDUCATION DIGEST 2021

POLSKI

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(University of Warsaw)





POLSKI: WSTĘP

W niniejszym rozdziale przedstawiono wyniki kwerendy bibliograficznej dotyczącej literatury akademickiej z zakresu edukacji globalnej opublikowanej w języku polskim w latach 2015-2020.

Metodologia

Wyszukiwanie zostało przeprowadzone przy użyciu następujących słów kluczowych: "edukacja globalna" i "globalna edukacja obywatelska" (wraz z ich wariantami fleksyjnymi np. "edukacji globalnej"). Ponadto, by zapewnić maksymalną wiarygodność wyników, terminy "edukacja" i "globalna" wraz z ich wariantami fleksyjnymi zostały połączone za pomocą operatorów logicznych.

Rozważaliśmy włączenie do kwerendy terminu "edukacja dla zrównoważonego rozwoju", jednak po konsultacjach w środowisku akademickim i pozarządowym zdecydowaliśmy się go pominąć. Zrezygnowaliśmy również z uwzględnienia terminu "edukacja rozwojowa".

Wybór słów kluczowych jest uzasadniony kilkoma argumentami:

1. Podobnie jak w niektórych innych krajach, w Polsce edukacja dla zrównoważonego rozwoju ma swoje odrębne korzenie, historię i tradycję stosowania tego terminu, który odnosi się głównie do edukacji ekologicznej, środowiskowej. Choć edukacja globalna i edukacja dla zrównoważonego rozwoju są ze sobą do pewnego stopnia powiązane, a ich pola znaczeniowe częściowo się nakładają, to jednak te dwa obszary stanowią odrębne tereny badawcze.
2. Termin "edukacja rozwojowa", choć popularny i rozpowszechniony wśród organizacji pozarządowych w latach 90-tych, nigdy nie zyskał większego uznania w środowisku pedagogów i pedagogów akademickich. Wynika to przede wszystkim z jego wieloznaczności i silnych skojarzeń z problematyką rozwoju dziecka.
3. Podczas tzw. międzysektorowego procesu dotyczącego edukacji globalnej, który miał miejsce w 2011 roku, główni interesariusze (Ministerstwo Spraw Zagranicznych, Ministerstwo Edukacji Narodowej oraz Grupa Zagranica, która jest polską platformą organizacji pozarządowych zajmujących się edukacją globalną i pomocą rozwojową) opracowali wspólną definicję edukacji globalnej i zgodzili się na używanie terminu "edukacja globalna" jako terminu parasolowego (Grupa Zagranica 2011). Od tego czasu dotychczasowy termin "edukacja rozwojowa", często pojawiający się w publikacjach organizacji pozarządowych, był stopniowo zastępowany przez "edukację globalną" lub, szczególnie ostatnio, "globalną edukację obywatelską".

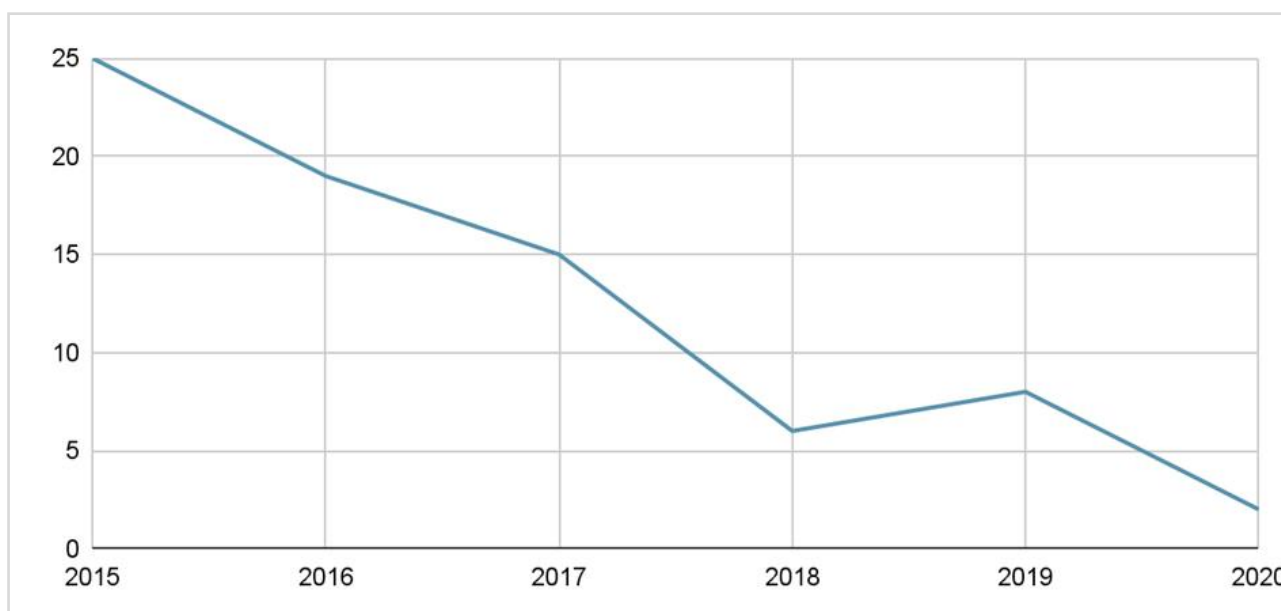
Oprócz międzynarodowych baz danych uzgodnionych przez zespół przygotowujący "Multilingual Global Education Digest 2021" postanowiliśmy włączyć do poszukiwań inne źródła informacji istotne w kontekście polskim, takie jak katalogi najważniejszych bibliotek lub przydatne bazy danych. W rezultacie, przeszukałyśmy następujące źródła:

1. międzynarodowe akademickie bazy danych: Scopus, Web of Science, EBSCO, ProQuest, JSTOR, również kwerendę w Google Scholar;
2. baza Central and Eastern European Online Library (CEEOL);
3. katalogi i bibliografie Biblioteki Narodowej (www.bn.org.pl). Należy podkreślić, że główny katalog BN indeksuje zawartość wybranych czasopism naukowych i prac zbiorowych. Nie tylko ułatwiło to wyszukiwanie, ale także przyczyniło się do większej kompletności wyników;
4. repozytoria prac dyplomowych 15 uczelni publicznych (te dostępne online);
5. multiwyszukiwarka Biblioteki Uniwersytetu Warszawskiego, umożliwiającą zintegrowane przeszukiwanie e-zasobów i katalogu Bibliotek UW;
6. dodatkowo dokonaliśmy również systematycznego przeglądu czasopisma naukowego powiązanego tematycznie z edukacją globalną: "Studies in Global Ethics and Global Education".

Wyniki

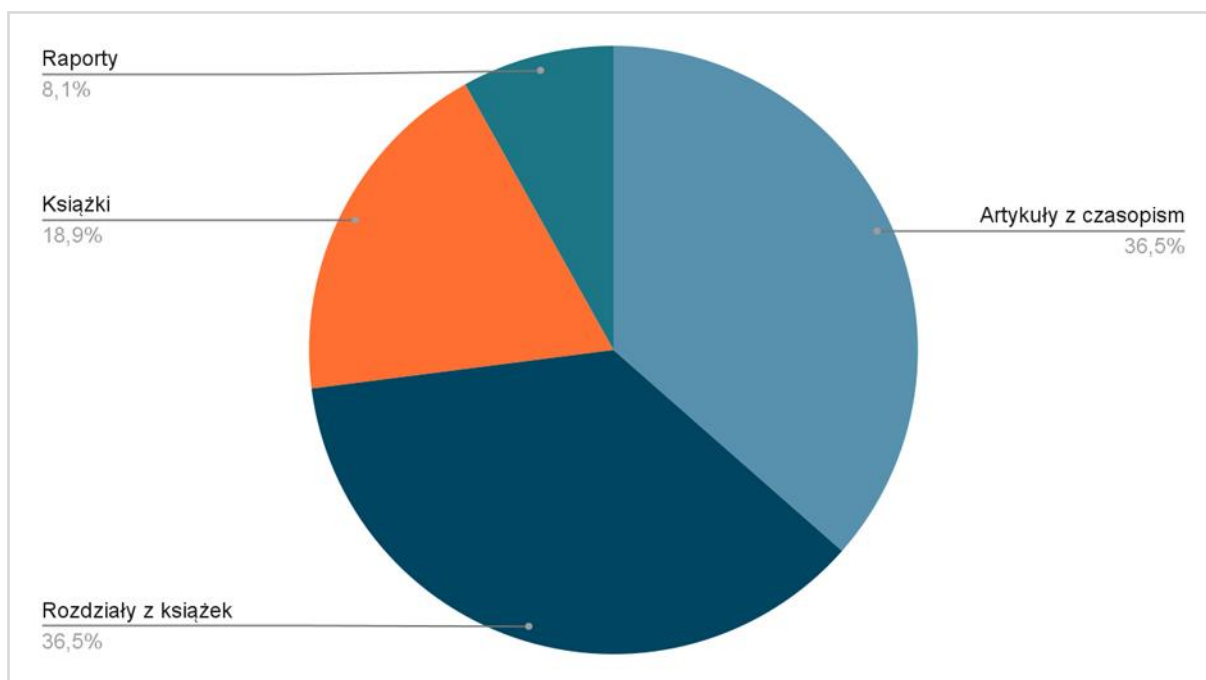
W sumie zidentyfikowaliśmy 74 dokumenty i 1 numer specjalny czasopisma naukowego. Poniżej przedstawiamy krótką analizę wyników pod względem: roku publikacji, typu źródła, głównego tematu oraz liczby publikacji przypadających na jednego autora.

Jeśli chodzi o rok publikacji, nasza analiza wskazała dość niepożądany trend: prawie $\frac{1}{3}$ dokumentów została opublikowana w roku 2015 ($n=25$), a kolejna $\frac{1}{4}$ - w 2016. W kolejnych latach liczba publikacji stopniowo malała, by w 2020 roku osiągnąć zaledwie 2 (rys. 1.). Istnieje kilka możliwych wyjaśnień tego stanu rzeczy. Po pierwsze, może to wynikać z rosnącej liczby publikacji w języku angielskim, co jest efektem reform systemu nauki. Po drugie, część pracowników i pracowniczek naukowych prawdopodobnie przeniosła swoje zainteresowania badawcze na inne pokrewne tematy, takie jak zmiany klimatu czy migracje i uchodźstwo, w mniejszym stopniu zajmując się edukacją globalną. Po trzecie, od zmiany rządu, która nastąpiła w 2015 roku, nie ma sprzyjających warunków dla rozwoju edukacji globalnej (w zakresie jej finansowania, priorytetyzacji czy promocji).



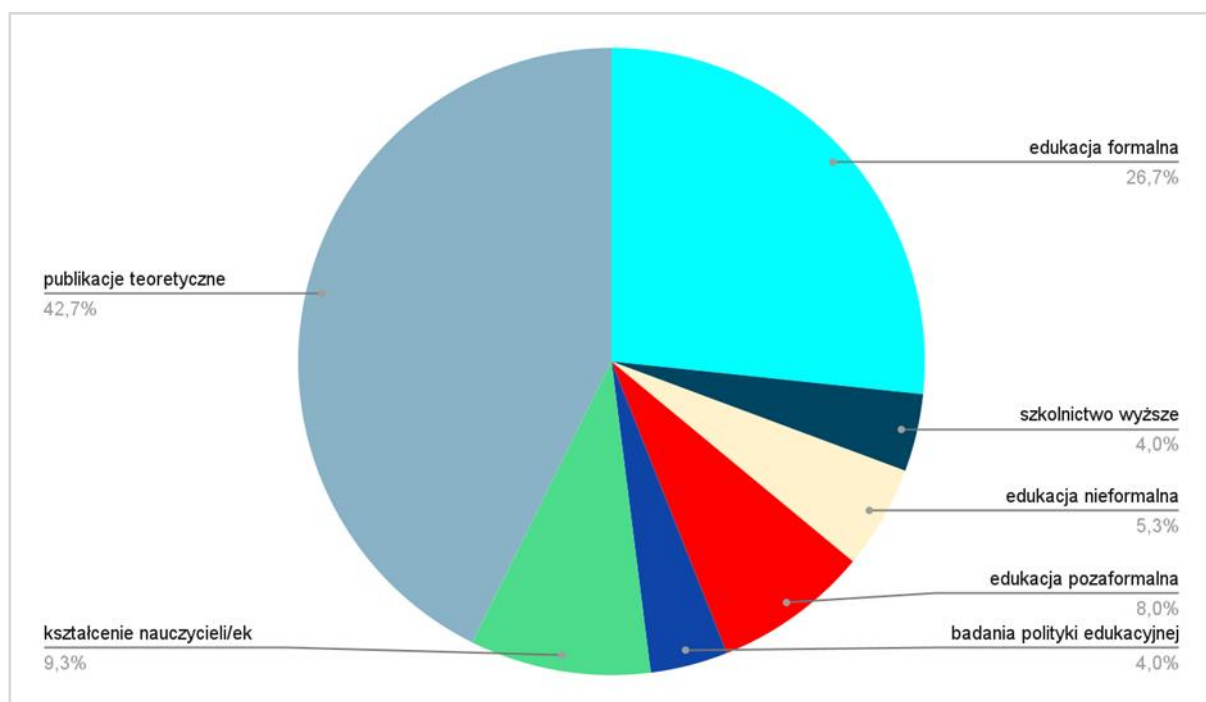
Rys. 1. Liczba publikacji z zakresu edukacji globalnej w języku polskim według roku wydania.

Pod względem źródła, w którym dokumenty zostały opublikowane, to istnieje swego rodzaju "zrównowazona przewaga" artykułów z czasopism naukowych ($n=27$) i rozdziałów w pracach zbiorowych ($n=27$). Na drugim miejscu znajdują się książki ($n=14$). Najrzadziej pojawiają się raporty ($n=6$). Choć kwerenda nie przyniosła żadnych wyników dotyczących prac doktorskich, znalazłyśmy 3 prace magisterskie i licencjackie ukończone w danym przedziale czasowym. To raczej niewielkie zainteresowanie problematyką edukacji globalnej wśród studentów i studentek może być konsekwencją braku edukacji globalnej w programach nauczania na poziomie uniwersyteckim.



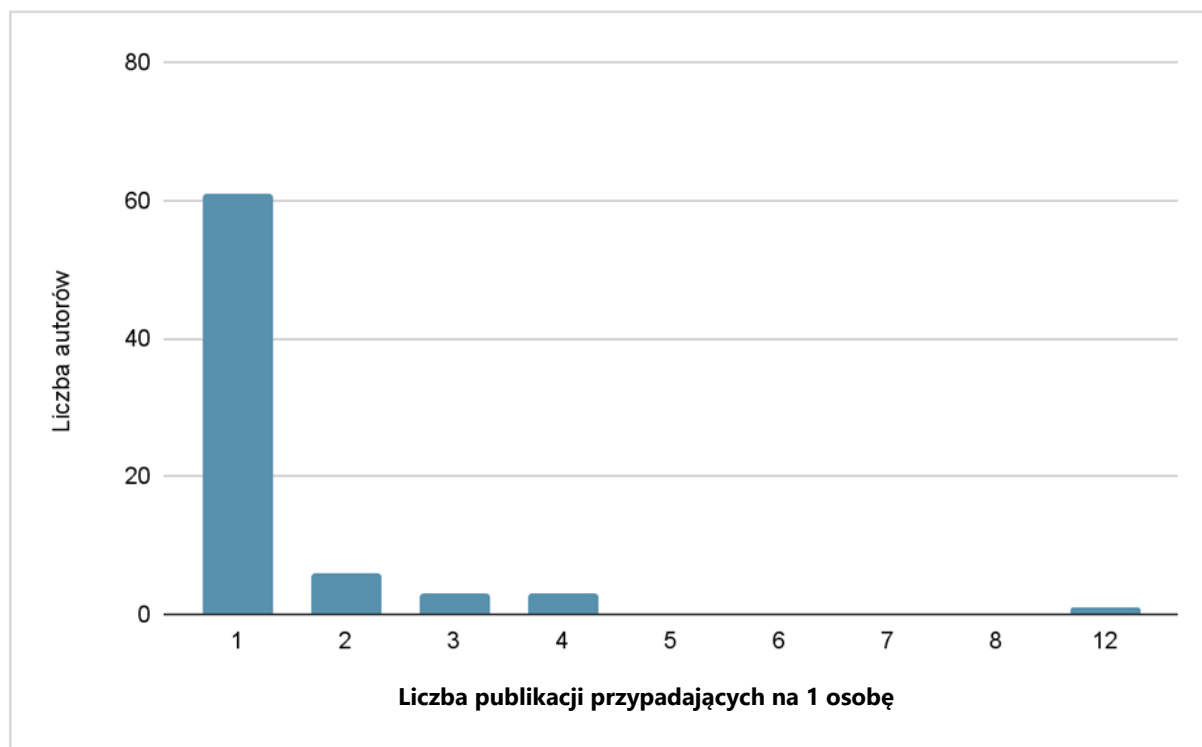
Rys. 2. Publikacje dotyczące edukacji globalnej w języku polskim według typu źródła.

Jeśli chodzi o główny temat, zdecydowana większość publikacji koncentrowała się na problemach teoretycznych i koncepcyjnych (n=32). Drugim najpopularniejszym tematem była edukacja formalna (n=20). Pozostałe tematy pojawiały się znacznie rzadziej (rys. 3). Warto jednak zaznaczyć, że większość artykułów przybrała formę eseju, w którym autorzy prezentują swoje opinie, przemyślenia czy rekomendacje dotyczące edukacji globalnej. Zauważalny jest brak artykułów naukowych prezentujących wyniki przeprowadzonych badań. Dokumenty oparte na badaniach to w większości raporty i analizy organizacji pozarządowych. Pozwala to wnioskować, że edukacja globalna jest nadal jeszcze raczej polem rozważań teoretycznych niż obszarem badań empirycznych.



Rys. 3. Publikacje dotyczące edukacji globalnej w języku polskim według głównego tematu.

Na koniec, jeśli chodzi o liczbę publikacji przypadających na jednego autora lub autorkę, to widać, że nadal nie możemy mówić o powstaniu znaczących ośrodków zajmujących się badaniami nad edukacją globalną. Dane liczbowe ujawniają, że zdecydowana większość autorów lub autorek napisała tylko jedną publikację związaną z edukacją globalną. Tylko nieliczni akademicy i academiczki uczynili z edukacji globalnej swój główny przedmiot zainteresowania (rys. 4).



Rys. 4. Liczba publikacji z zakresu edukacji globalnej przypadających na 1 autora/autorkę.

Ograniczenia

- Mimo że Biblioteka Narodowa gromadzi wszystkie książki wydane w Polsce i stara się katalogować również wszystkie rozdziały z prac zbiorowych, to nadal nie można mieć całkowitej pewności co do kompletności wyników wyszukiwania.
- Nie istnieje ogólnopolska baza danych ani repozytorium prac doktorskich. Mogło się więc zdarzyć, że nie znalazłyśmy żadnej rozprawy, mimo że została ona napisana i obroniona.
- Ze względu na ograniczenia czasowe nie byliśmy w stanie zweryfikować naszej hipotezy o przesunięciu zainteresowania akademików i academiczek na inne obszary badań, podobne, ale jednak odrębne, takie jak edukacja o zmianach klimatu, migracjach i uchodźctwie, edukacja antydyskryminacyjna itp.



INTRODUCTION: ENGLISH

This section presents the results of a bibliographic search for academic literature on global education published in Polish for the period 2015–2020.

Methodology

The search was performed using the following keywords: “edukacja globalna” (global education) and its inflectional variants, “globalna edukacja obywatelska” (global citizenship education). Moreover, to ensure the results liability, the terms “edukacja” (education) and “globalna” (global), together with their inflectional variants, were combined through Boolean operators.

We considered searching for the term “edukacja dla zrównoważonego rozwoju” (education for sustainable development, ESD), however, after consulting this term with academic and NGO experts in the field, we decided not to include it into the searching process. We also resigned from including the term “edukacja rozwojowa” (development education).

Our choice of keywords is justified by several claims:

1. Like in some other countries, in Poland ESD has its own separate roots, history and tradition of usage of the term which relates mostly to the ecological, environmental education; although there are some significant interlinkages and overlaps between GE and ESD, these two areas are separate fields of research.
2. Although popular and common among the NGOs in the 90., the term “edukacja rozwojowa” (development education) has never gained greater recognition within the academics interested in educational studies. It is due to its ambiguity and strong associations with a child’s development.
3. During the so-called multistakeholder process on global education, taking place in 2011, the main stakeholders (the Ministry of Foreign Affairs, Ministry of Education and Grupa Zagranica, which is the Polish platform of NGOs) developed the common definition of global education and agreed to use the term “global education” as an umbrella term (Grupa Zagranica 2011). Since then, the previous term “edukacja rozwojowa”, common in NGOs publications, was gradually replaced by “edukacja globalna” or, especially recently, “globalna edukacja obywatelska” (global citizenship education).

In addition to the international databases agreed by the GE Digest team, we decided to include in the search other sources of information relevant in the Polish context, such as the catalogues of the main general and university libraries or useful databases. As a result, we searched the following sources:

1. international academic databases: Scopus, Web of Science, EBSCO, ProQuest, JSTOR, we also conducted a search on Google Scholar;
2. Central and Eastern European Online Library database (CEEOL);
3. catalogues and bibliographies of the National Library of Poland (www.bn.org.pl/en). It should be highlighted that the main catalogue indexes the content of selected academic journals and edited books. This not only made the search easier, but also contributed to the completeness of the results;
4. thesis repositories of 15 public universities (those available online);
5. the University of Warsaw Library multi-search engine, enabling integrated search of e-resources and UW Libraries catalogue;
6. in addition, we also conducted a systematic review of the academic journal relating to the field of global education: “Studies in Global Ethics and Global Education”.

Results

Overall, we identified 74 documents and 1 special issue of an academic journal. Below, we provide a brief analysis of the results in terms of: publication year, source type, main theme and number of publications per author.

In terms of publication year, the analysis shows a rather undesirable trend: almost $\frac{1}{3}$ of the documents were published in 2015 ($n=25$), and another $\frac{1}{4}$ - in 2016. In the following years, the number of publications gradually decreased to reach only 2 in 2020 (Fig. 1.). There are several possible explanations for this. First, it may be due to the increasing numbers of publications in English, which is a result of the reforms of the science system. Second, some academics have probably shifted their research interests into some specific topics like climate change or migrations and refugees, dealing with global education to a lesser extent. Third, since the change of government that took place in 2015, there haven't been favorable conditions for development of global education (in terms of financing, prioritising or promoting it).

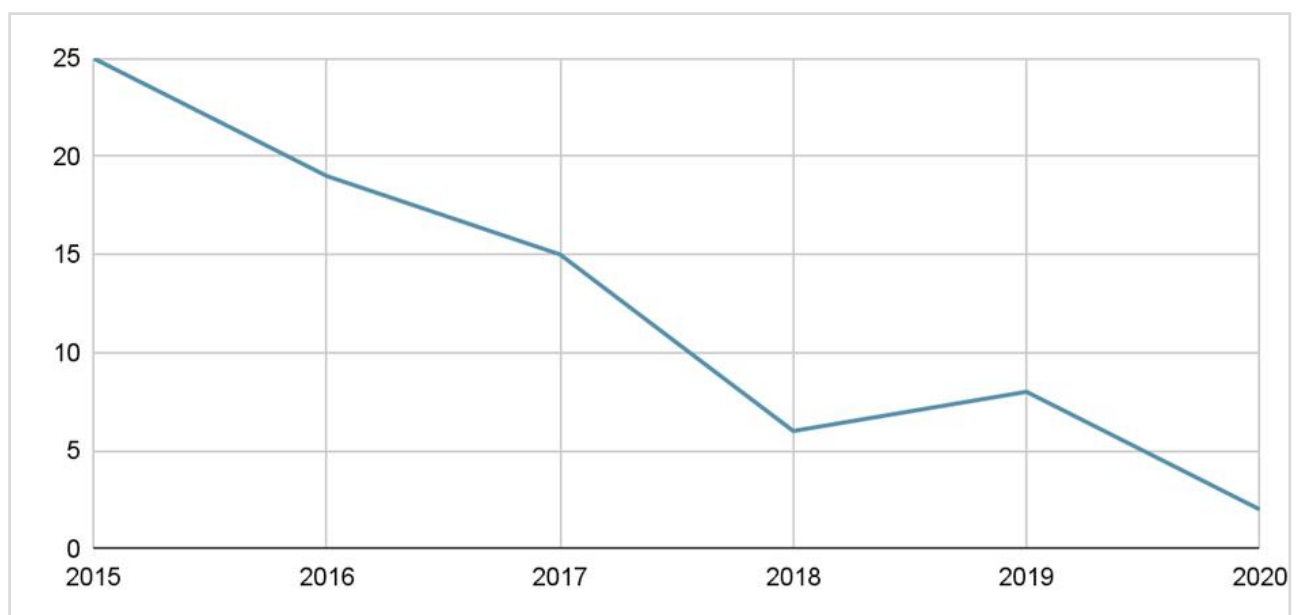


Fig. 1. Number of Global Education publications in Polish by year of publication.

Regarding the source type, there is a kind of “balanced predominance” of academic journal articles ($n=27$) and book chapters ($n=27$). They are followed by books ($n=14$). The least frequent are reports ($n=6$). Although the search did not return any results regarding doctoral dissertations, we found 3 M.A. and B.A. theses finished in a given timeframe. This rather little interest in the issues of global education among students may be a consequence of the absence of GE in the curricula at the university level.

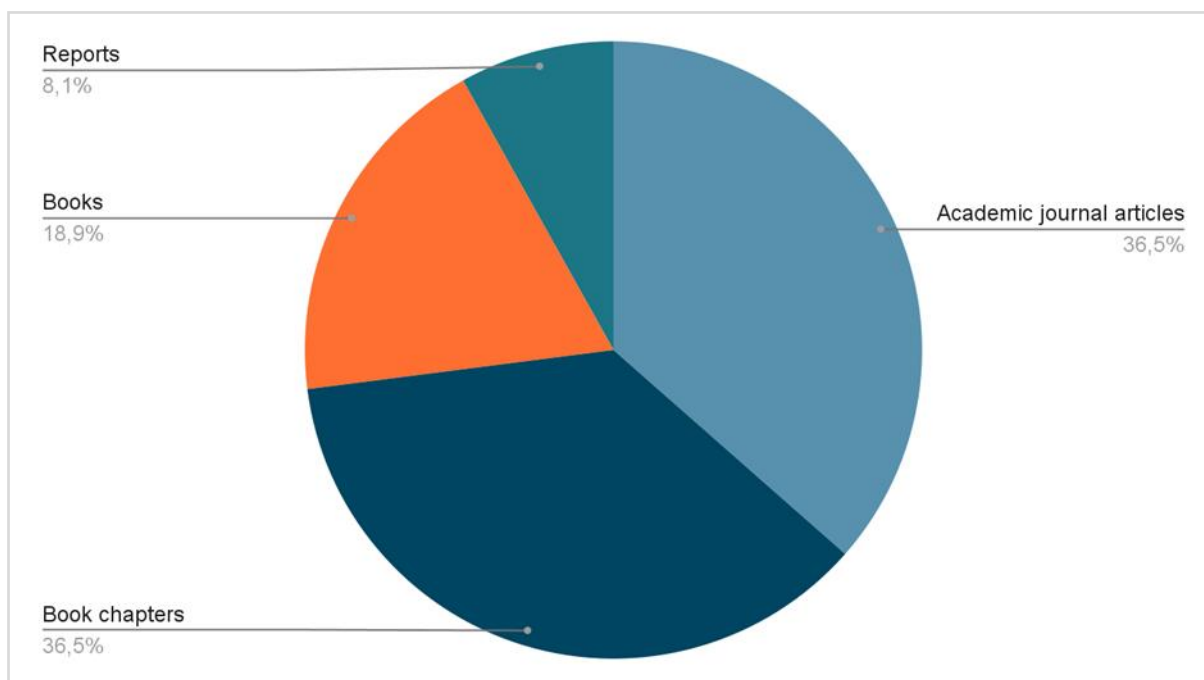


Fig. 2. Global Education publications in Polish by source type.

In terms of the document's main theme, the vast majority of publications focus on theoretical and conceptual problems (n=32). The second most popular theme is formal education (n=20). Other themes are much less frequent (fig. 3). But it is worth mentioning that the majority of the articles are in an essay form which present authors' opinions, considerations or recommendations on global education. There is a noticeable lack of academic articles that present results of a research conducted. The research-based documents are mostly reports and analysis done by NGOs. It lets us draw a conclusion that global education is yet more of a theoretical consideration rather than an academic research area.

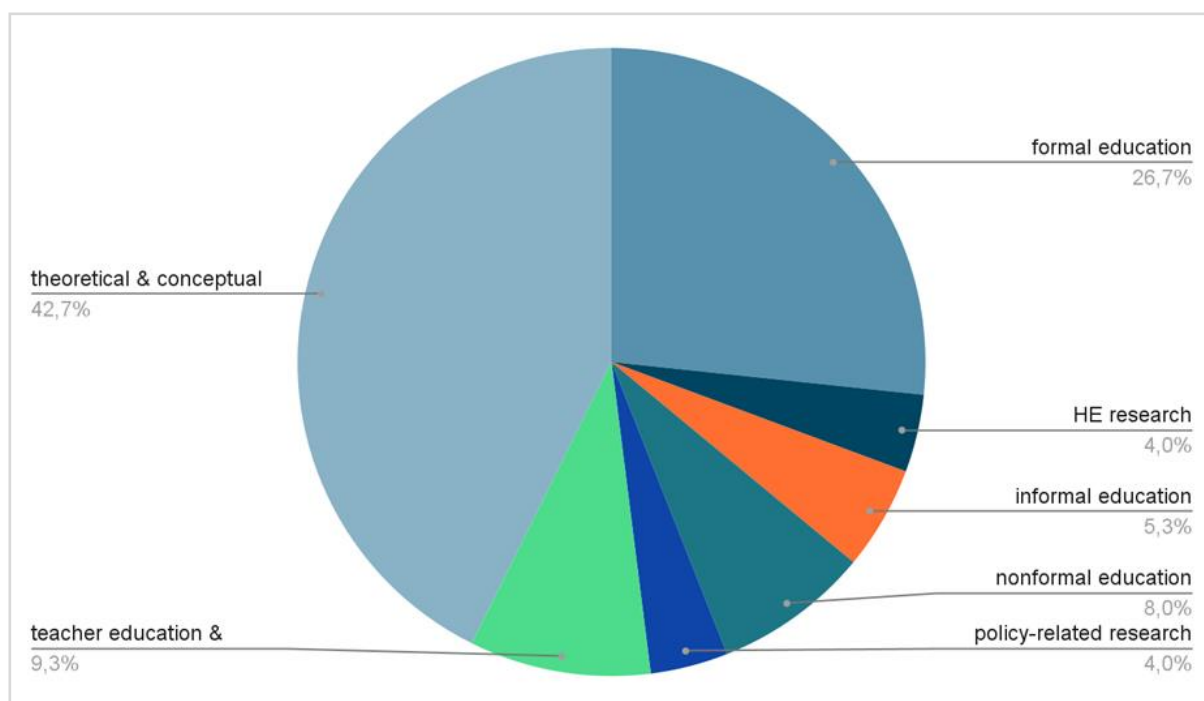


Fig. 3. Global Education publications in Polish by main theme.



Lastly, with regard to the number of publications per author, it is apparent that we still cannot talk about the emergence of significant centers dealing with global education research. Figures reveal that the vast majority of authors wrote only one paper related to global education. Only a handful of academics have made global education their primary concern (fig. 4).

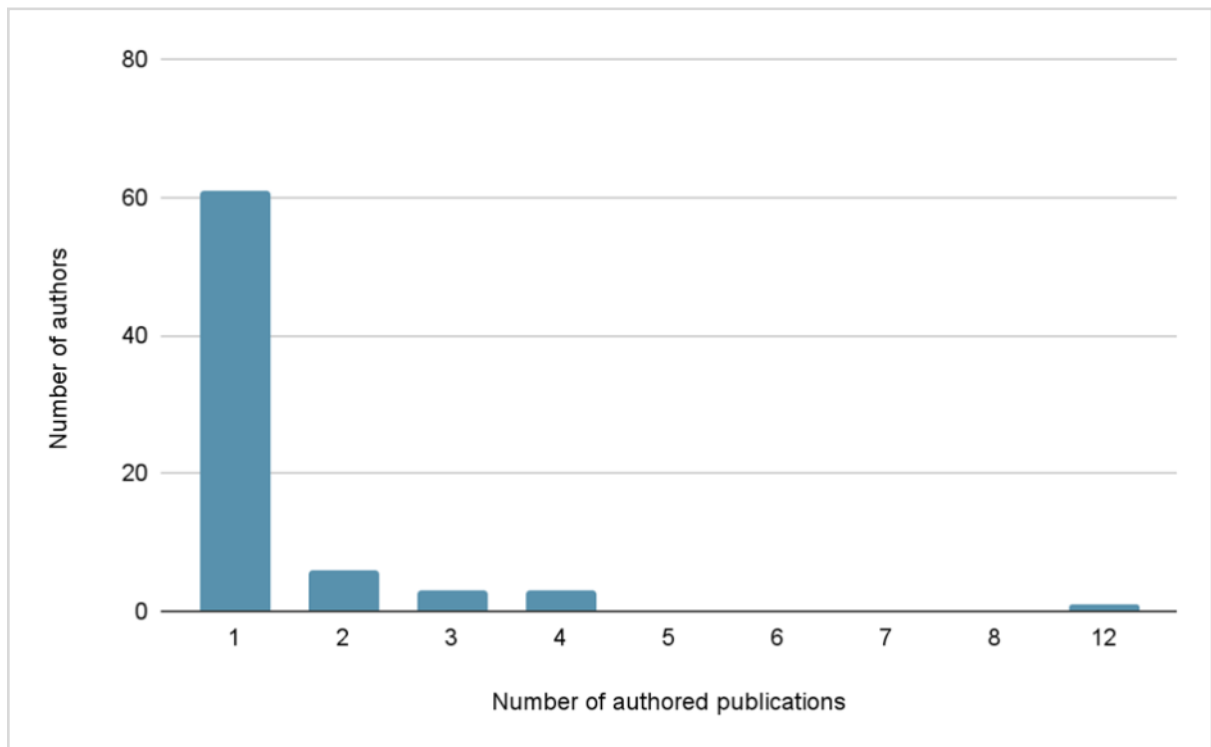


Fig. 4. Number of Global Education publications per author.

Limitations

- Although the National Library of Poland collects all books published in Poland and attempts to catalogue all the book chapters as well, it is still hardly possible to identify all relevant literature.
- There is no nationwide database or repository of doctoral dissertations. So it may happen that we have not found any thesis, even though one has been written and defended.
- Due to the time restraints, we were not able to verify our hypothesis of shifting the academics' interest to other areas, similar, but yet separate like climate change education, migrations and refugees and anti-discriminatory education etc.



POLISH: REFERENCES

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Academic Journal Article

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Report

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Theoretical & conceptual publications

Academic Journal Article

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Book Chapter

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Formal Education

Academic Journal Article

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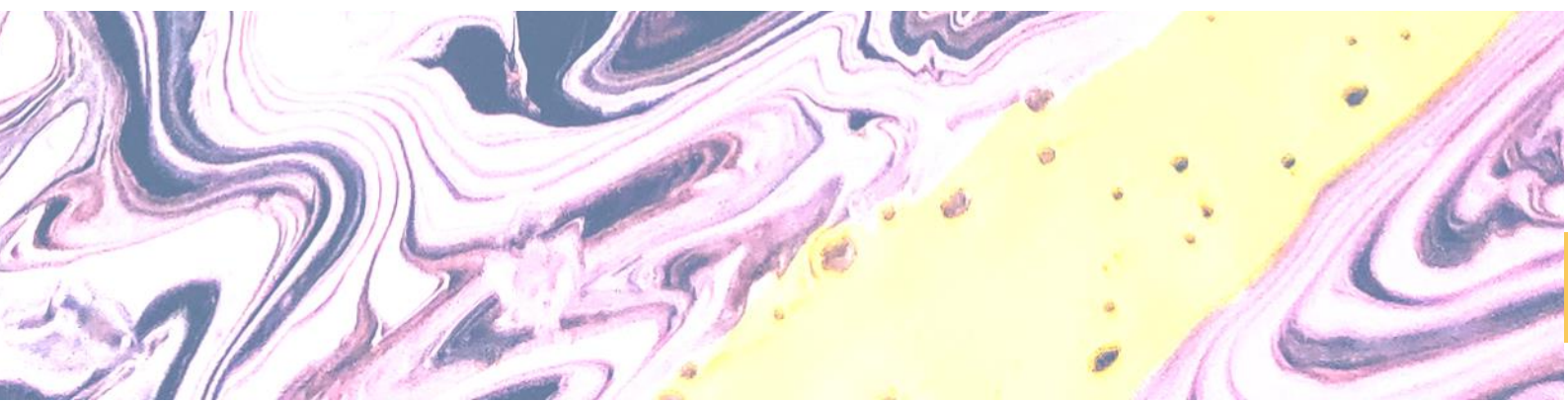
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GLOBAL EDUCATION DIGEST 2021

PORTUGUÊS

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PORTUGUÊS: INTRODUÇÃO

Enquadramento geral

Para fazer face a uma das limitações identificadas na anterior edição desta pesquisa em língua portuguesa – a impossibilidade de aceder de forma aprofundada à produção científica existente em contexto brasileiro – estabeleceu-se um contacto com especialistas brasileiras e brasileiros de forma a criar uma equipa que abrangesse as duas realidades. O primeiro passo dado foi a realização de uma “Roda de Conversa”¹ com um investigador e três investigadoras associadas à rede ANGEL. A partir desse encontro foi identificada uma equipa responsável pela pesquisa no Brasil. Apesar de as equipas dos dois países trabalharem de forma articulada e, portanto, de as referências cobrirem as duas áreas geográficas (Brasil e Portugal), considera-se que, dadas as profundas diferenças marcadas pelos contextos, é mais indicado apresentar os dois processos e respetivas reflexões de forma separada.

Contexto brasileiro

História de um tema

A cidadania no Brasil tem longa e conturbada história. De abril de 1964 a março de 1985 foi instaurada uma ditadura militar com o pretexto de impedir o avanço do comunismo no país. Garantias individuais e sociais foram restringidas e um dos constitutivos da ideia de cidadania, o direito ao voto, foi suprimido. O nacionalismo e o pensamento militar autoritário eram impostos em todas as esferas, incluindo no currículo escolar. Em 1988, os direitos políticos foram restabelecidos quando, na nova Constituição Federal conhecida como “Constituição Cidadã”, a cidadania aparece como princípio fundamental.

A ideia de uma cidadania global começou a insinuar-se no universo político, económico e educacional quando, em 1992, o Rio de Janeiro sediou a Conferência das Nações Unidas para o Meio Ambiente e Desenvolvimento, conhecida como Eco-92, Rio-92 ou Cúpula da Terra. Esta conferência, que tinha como lema “pensar globalmente, agir localmente”, viria a traduzir-se na assinatura da Agenda 21, marcando a forma como a humanidade encara sua relação com o planeta.

Motivado pela Rio-92, o Ministério da Educação lançou os Parâmetros Curriculares Nacionais (PCN-MEC, 1997), iniciativa muito aplaudida, pois tornou o conceito de cidadania ainda mais inclusivo ao trazerem uma visão transversal/interdisciplinar/transdisciplinar do conhecimento e onde temas como direitos humanos, interculturalismo, globalização, sustentabilidade são discutidos. Incluir os temas transversais na prática pedagógica era agora um desafio, apesar do interesse crescente de académicos e estudantes em projetos transdisciplinares relacionados com os desafios globais, e em temáticas como aquecimento global, energia renovável, lixo nuclear, crise ecológica, consumismo, Amazônia, reciclagem, fome, entre outros.

Numa tentativa de criar pontes com centros de estudo na Europa, decorreram intercâmbios, leituras e estudos, tentando “importar” o conceito de Educação Global ou Cidadania Global para o contexto brasileiro. No entanto, percebeu-se que os termos cidadania global e educação global não eram bem aceites. A alegação era que Cidadania Global estava muito associada à globalização económica, má distribuição da riqueza mundial, aos países do G7 e à divisão Norte Global e Sul Global. Além disso, as questões ambientais tornaram-se preocupação profunda devido à dificuldade de equilibrar desenvolvimento com a preservação da natureza. O Planeta surge como tópico obrigatório nas esferas

1. Este evento decorreu no dia 6 de julho de 2021, em formato online, sob o título “Educação para a Cidadania Global: visões e vozes do contexto brasileiro”.



política, científica e educacional. Na universidade a *planetaridade* adicionou a Ecologia de Saberes (Boaventura de Sousa Santos) ao se constatar que nenhuma proposta educacional seria completa sem o estudo das culturas indígenas e africanas, componentes constitutivos da identidade brasileira.

Surge, assim, o conceito de *Cidadania Planetária* como a defesa radical de todas as formas de vida no planeta, inclusive dos povos indígenas e afrodescendentes, com seus saberes e tradições, aliados ao conhecimento originado de cientistas nos laboratórios, universidades e instituições de pesquisa. É um conceito em permanente evolução, uma vez que seus principais componentes são produtos da relação dialética ser humano-mundo. Sua natureza é epistemológica e política porque, ao incluir os indígenas e os afrodescendentes, esboça uma reação à imposição do conhecimento ocidental como único válido e digno de consideração. O conhecimento científico tradicional continua ocupando posição fundamental no currículo universitário e escolar, mas agora divide espaço com o conhecimento e a cultura dos indígenas e afrodescendentes. Em suma, *Cidadania Planetária* surge como uma evolução e uma contextualização da Cidadania Global.

No conjunto de termos que definem *Cidadania Planetária* são incluídos sustentabilidade, interculturalismo e direitos humanos. A sustentabilidade traz discussões sobre mudanças climáticas, energias renováveis, lixo tóxico, poluição, consumismo, Amazônia. O interculturalismo implica para os povos indígenas o respeito e preservação da terra, a liberdade de executar seus rituais religiosos e místicos, onde se relacionam com os seres sobrenaturais; para os afrodescendentes, já tão distantes de suas terras de origem, significa a inclusão numa sociedade onde usufruam de plenos direitos. A Ciência e os cientistas têm a oportunidade de enriquecer sua seara epistemológica tradicional, aprendendo com os povos indígenas sobre seus milenares métodos de sobrevivência em total harmonia com a natureza.

A pesquisa para o Global Education Digest

Na pesquisa, consideramos publicações no período temporal 2015-2020. Consultamos títulos, temas principais, palavras-chave e resumos usando como termos de pesquisa “Educação para a Cidadania Global”, “Cidadão global”, “Aprendizagem global”, “Cidadania Planetária” e “Educação para a Cidadania Planetária”. Como afirmado acima, conscientes de que seria impossível excluir Sustentabilidade, Direitos Humanos e Interculturalismo na articulação da Cidadania Planetária, se incluiu “Educação para o Desenvolvimento Sustentável”, “Educação para os Direitos Humanos” e “Educação Intercultural”.

Nas bases de dados consultadas podemos encontrar algumas mais gerais e internacionais e outras mais específicas do contexto brasileiro: Academia.edu; Directory of Open Access Journals (DOAJ); Google Acadêmico (Google Scholar); Researchgate; Scielo; Ebsco; Vlex; RT Online; BDTD_IBICT; [CAPES](#); e a Biblioteca da Universidade de Fortaleza (UNIFOR).

As publicações compiladas para o contexto brasileiro são as seguintes: artigos acadêmicos publicados em periódicos científicos (n=63), livros (n=1), e capítulos de livro (n=3). Em termos de produção em pós-graduação, dissertações de mestrado (MA degree) (n=7) e teses de doutorado (PhD degree) na temática principal (n=5). A identificação de temas segue a seguinte ordem decrescente: Publicação teórica e conceitual (n=41); Educação Formal (n=12); Pesquisa em Educação Superior (n=12); Pesquisa em Políticas (n=6); Formação de Professores (n=5); Educação informal ou não-formal (n=3)

Em termos temporais, os artigos seguem a seguinte ordem cronológica: 2015 (n=5); 2016 (n=18); 2017 (n=11); 2018 (n=13); 2019 (n=12); 2020 (n=15). Observe-se que há um expressivo aumento no número de publicações após a Conferência Internacional Saberes para uma Cidadania Planetária, ocorrida em Fortaleza, Ceará, em maio de 2016, que teve como Presidente de Honra o sociólogo e filósofo francês Dr. Edgar Morin. Foram mais de 40 conferencistas internacionais e nacionais e 185 trabalhos foram apresentados. O intuito era refletir e construir conhecimentos que contribuam para a criação e disseminação de projetos, programas, organizações, políticas e ações individuais ou grupais de caráter econômico, tecnológico, social, cultural e educativo que iluminem a emergência de uma Civilização Planetária.

Os artigos em periódicos científicos são mais numerosos nessa análise. Atribui-se essa preponderância ao fato que os órgãos de avaliação dos cursos da pós-graduação brasileira dão maior crédito aos artigos



científicos, havendo direta correlação entre financiamento de projetos e número de artigos publicados.

É de referir que, embora em inglês e publicados fora do Brasil, outros artigos e capítulos de livros foram escritos por brasileiros sobre o tema da Cidadania Planetária no Brasil. Tal deve-se ao fato de que as organizações de fomento à pesquisa encorajam os pesquisadores e pesquisadoras a publicarem em Inglês, pois isso dá maior projeção aos trabalhos e estimula a troca de ideias com pesquisadores de outros países.

Contexto português

A compilação de publicações do contexto português continua o trabalho realizado anteriormente, centrando-se apenas no ano de 2020.

No que respeita à pesquisa em base de dados, foram consultadas:

- a) bases de dados académicas internacionais (SCOPUS, EBSCO, ERIC, Web of Science), complementadas com a busca por palavras-chave relevantes no Google Scholar PT;
- b) bases de dados académicas ibero-americanas (SciELO, Redalyc e Dialnet);
- c) repositórios oficiais de ciência de Portugal (RCAAP e RENATES)²; e, finalmente,
- d) revistas científicas na área da educação editadas em Portugal (*Sinergias – Diálogos Educativos para a Transformação Social*, *Indagatio Didactica*, *Saber & Educar*, *Educação, Sociedade & Culturas*, *Revista Portuguesa de Educação* e *Revista Lusófona de Educação*).

A pesquisa contemplou, para os vários casos, três termos considerados significativos, tendo em conta a situação atual e evolução histórica da área no contexto em análise, a saber: “educação para a cidadania global”, “educação para o desenvolvimento” e “educação global”. O termo “educação para a cidadania global” foi considerado isoladamente, enquanto que os restantes termos foram usados de modo combinado com a expressão “cidadania global”, através dos operadores booleanos³ sempre que aplicável (ex. “educação para o desenvolvimento” e “cidadania global”). Esta opção foi considerada indispensável dado que, em língua portuguesa, “educação para o desenvolvimento” e “educação global” podem adquirir sentidos distintos daquele a que se pretendia aceder.

Algumas limitações prendem-se com: i) a impossibilidade de, devido a constrangimentos temporais, realizar a consulta às fontes dos documentos identificados (pesquisa de “bola de neve”); ii) a dificuldade de identificar todos os trabalhos publicados dentro desta área por uma possível indexação indevida, uma vez que estamos perante um campo académico ainda pouco estabelecido em Portugal; iii) por fim, e embora se reconheça o avanço de poder incluir publicações em língua portuguesa do contexto brasileiro, não se pode ignorar a importância de considerar futuramente outros países de expressão portuguesa.

No global, foram identificados 28 documentos que aqui analisamos brevemente quanto à distribuição temporal, tipo de fonte e tema principal.

Em termos temporais, é de referir que dos 28 documentos válidos, foi decidido integrar 3 textos (um livro, um capítulo de livro e um relatório) publicados em 2019 que não tinham sido incluídos na edição anterior do Global Education Digest. Quando analisado o tipo de fonte, percebe-se um predomínio, em igual número, de artigos em revistas académicas e de livros (n=10), seguido de capítulos de livro (n=5) e de relatórios (n=3). Os livros identificados resultam, na maior parte dos casos, de projetos de intervenção educativa, consistindo em orientações para a prática e propostas pedagógico-didáticas. Apenas uma pequena parte é baseada em investigação ou assume uma natureza teórico-conceptual. Os relatórios referem-se, essencialmente, a policy reports relacionados com a implementação e avaliação da Estratégia Nacional de Educação para o Desenvolvimento 2018-2022, em Portugal. No período analisado não foram publicadas teses de doutoramento sobre a temática em contexto português.

2. O RCAAP agrega a produção científica de repositórios de ensino superior português e brasileiro. O RENATES inclui teses de doutoramento e dissertações de mestrado concluídas ou em curso em Portugal. Inclui, também, teses de doutoramento que, embora realizadas noutros países, são reconhecidas em Portugal.

3. Estes operadores permitem especificar o âmbito da pesquisa, de acordo com o que se pretende (ex. conjugar ou excluir termos).



Relativamente à temática base abordada, a maioria das publicações incide na educação formal (n=10), na formação de professores/as e de formadores/as (n=8) e em investigação sobre política educativa (n=4). As temáticas menos presentes relacionam-se com relatos de experiências no ensino não-formal (n=2), com publicações de natureza teórico-conceptual (n=2), e com investigação centrada no ensino superior (n=1) e na educação informal (n=1).

Em linha com a tendência registada no Digest anterior, o espaço preferencial de investigação sobre educação para a cidadania global continua a ser o da educação formal, sobretudo em articulação com trabalhos desenvolvidos no âmbito de cursos de formação inicial de professores/as e educadores/as. Isso é visível também no número relevante de dissertações de mestrado publicadas em 2020 (n=10), que embora não constando como tipo de documento na pesquisa global para as várias línguas, em Portugal continuam a merecer destaque. Merece-nos, ainda, salientar a integração desta temática em diversos eventos científicos quer realizados no âmbito da formação de professores, quer no âmbito da educação em geral, o que indica um crescente interesse nesta área em Portugal⁴. Todavia, carecem ainda estudos de natureza teórica que permitam criar bases mais sólidas para o avanço na conceptualização do campo, o que se poderá relacionar também com a inexistência de teses de doutoramento nesta área. Finalmente, importa referir que, apesar de o conceito de educação para o desenvolvimento ser agora frequentemente utilizado em conjunção com o de cidadania global, este continua a ser relevante, sobretudo do ponto de vista político.

INTRODUCTION: ENGLISH

Background

One of the limitations identified in the previous edition of the Global Education Digest, in what concerns publications in the Portuguese language, was the impossibility of in-depth access to the existing scientific production in the Brazilian context. In order to address this limitation, contact was established with Brazilian specialists in order to build a team that encompassed the two contextual realities. The first step was to carry out a “Roundtable”⁵ with four researchers associated with the ANGEL network. From this meeting, a team responsible for the research in Brazil was identified. Although the teams from both countries worked in an articulated manner and the references cover the two geographical areas (Brazil and Portugal), we consider that, given the profound differences between the two contexts, it is more appropriate to present the two processes and respective reflections in two separate sections.

Brazilian context

Story behind a theme

Citizenship in Brazil has a long and troubled history. From April 1964 to March 1985, a military dictatorship was installed with the pretext of preventing the advance of communism in the country. Individual and social guarantees were restricted, and one of the constituents of citizenship, the right to vote, was suppressed. Nationalism and authoritarian military thinking were imposed in all spheres, including in the school curriculum. In 1988, political rights were re-established when, in the new Federal Constitution known as the “Citizen Constitution”, citizenship appeared as a fundamental principle.

4. Nomeadamente, o INCITE – International Conference on Teacher Education, realizado desde 2016. As atas destes eventos podem ser consultadas em <http://incte.ipb.pt/#filter=arquivo.pt>.

5. This event took place online on the 6th of July 2021 under the title “Global Citizenship Education: visions and voices from the Brazilian context”.



The idea of a “global” citizenship started to be included in the political, economic and educational universe when, in 1992, Rio de Janeiro hosted the United Nations Conference on Environment and Development, known as Eco-92, Rio-92 or Earth Summit. This conference, whose motto was “think globally, act locally”, would lead to the signature of the Agenda 21, a document containing a political commitment to promote sustainable development as a new standard on a global scale.

Motivated by Rio-92, the Ministry of Education launched the National Curriculum Parameters (PCN-MEC, 1997), a highly applauded initiative for making the theme of citizenship even more inclusive by bringing a transversal/interdisciplinary/ transdisciplinary view of knowledge and where themes such as human rights, interculturalism, globalization, sustainability are discussed. Including cross-curricular themes in pedagogical practice was now a challenge, despite the growing interest of academics and students in transdisciplinary projects related to global challenges, and in themes such as global warming, renewable energy, nuclear waste, ecological crisis, consumerism, Amazon, recycling, hunger, among others.

In an attempt to build bridges with study centers in Europe, exchanges and research was carried out, trying to “import” the concept of Global Education or Global Citizenship into the Brazilian context. Yet, we realized that the terms global citizenship and global education were not well accepted. The claim was that Global Citizenship was closely associated with economic globalization, poor distribution of world wealth, the G7 and the Global North and Global South divide. In addition, environmental issues have become a deep concern due to our own difficulty in balancing development with the preservation of nature. The Planet, therefore, appears as a mandatory topic in the political, scientific and educational spheres. At the university, the Ecology of Knowledge (Boaventura de Sousa Santos) was added to planetarity, when we found that no educational proposal would be complete without the study of indigenous and African cultures, constitutive components of Brazilian identity.

Thus, the concept of Planetary Citizenship emerges as the radical defense of all forms of life on the planet, including indigenous and Afro-descendant peoples, with their knowledge and traditions, combined with the knowledge originated from scientists in their laboratories, universities and research institutions. It is a concept in permanent evolution, since its main components are products of a dialectical relationship between man and world. Its nature is epistemological and political because, by including indigenous people and Afro-descendants, it outlines a reaction to the imposition of Western knowledge as the only valid and worthy of consideration. Traditional scientific knowledge continues to occupy a fundamental place in the university and school curriculum, but now it shares space with the knowledge and culture of indigenous peoples and Afro-descendants. In short, Planetary Citizenship appears as an evolution and contextualization of Global Citizenship.

In the set of terms that define Planetary Citizenship we include sustainability, interculturalism and human rights. Sustainability brings discussions about climate change, renewable energy, toxic waste, pollution, consumerism, and Amazon. Interculturalism implies, for indigenous peoples, the respect and preservation of the land, the freedom to perform their religious and mystical rituals where they relate to supernatural beings; for Afro-descendants, already so far from their homelands, it means inclusion in society where they can enjoy unrestricted rights. Science and scientists have the opportunity of enriching their traditional epistemological area by learning from indigenous peoples about their millenary ways of survival in total harmony with nature.

Research for the Global Education Digest

In our research, we looked at titles, main themes, keywords and abstracts using as search terms “Educação para a Cidadania Global” (Global Citizenship Education), “Cidadão Global” (Global Citizen), “Aprendizagem Global” (Global Learning); “Cidadania Planetária” (Planetary Citizenship) and “Educação para a Cidadania Planetária” (Education for Planetary Citizenship). As we stated above, aware that it would be impossible to exclude Sustainability, Human Rights and Interculturalism in the articulation of Planetary Citizenship, we decided to include also the following terms “Educação para o Desenvolvimento Sustentável” (Education for Sustainable Development), “Educação para os Direitos Humanos” (Education for Human Rights) and “Educação Intercultural” (Intercultural Education).



In the consulted databases we can find some more general and international ones and others more specific to the Brazilian context: Academia.edu; Directory of Open Access Journals (DOAJ); Google Scholar; Researchgate; Scielo; Ebsco; Vlex; RT Online; BDTD_IBICT; [CAPES](#); and the Library of the University of Fortaleza (UNIFOR).

The publications compiled in the Portuguese language for the Brazilian context are as follows: academic articles published in scientific journals (n=63), books (n=1), and book chapters (n=3). In terms of postgraduate production, master's dissertations (MA degree) (n=7) and doctoral theses (PhD degree) in the main theme (n=5). The identification of themes follows the following descending order: Theoretical and conceptual publications (n=41); Formal Education (n=12); Research in Higher Education (n=12); Policy Research (n=6); Teacher Education (n=5); Informal or non-formal education (n=3).

In temporal terms, the articles follow the following chronological order: 2015 (n=5); 2016 (n=18); 2017 (n=11); 2018 (n=13); 2019 (n=12); 2020 (n=15). It should be noted that there is a significant increase in the number of publications after the International Knowledge Conference for a Planetary Citizenship, held in Fortaleza, Ceará, in May 2016, which had the French sociologist and philosopher Dr. Edgar Morin as Honorary President. There were more than 40 international and national lecturers and 185 papers were presented. The aim was to reflect and build knowledge that contributes to the creation and dissemination of projects, programs, organizations, policies and individual or group actions of an economic, technological, social, cultural and educational character that illuminate the emergence of a Planetary Civilization.

Articles in scientific journals are more numerous in this analysis. This preponderance is attributed to the fact that the evaluation agencies of Brazilian graduate courses give more credit to scientific articles, establishing a direct correlation between project financing and the number of published articles.

It should be noted that, although in English and published outside Brazil, other articles and book chapters were written by Brazilians on the theme of Planetary Citizenship in Brazil. This is due to the fact that research funding organizations encourage researchers to publish in English, as this gives greater projection to the work and encourages the exchange of ideas with researchers from other countries.

Portuguese context

The compilation of publications in the Portuguese context continues the work carried out in the previous edition of the Digest, focusing only on the texts published in 2020.

In what concerns database research, the following were consulted:

- international academic databases (SCOPUS, EBSCO, ERIC, Web of Science), complemented with a search for relevant keywords in Google Scholar PT;
- Latin-American academic databases (SciELO, Redalyc and Dialnet);
- official science repositories in Portugal (RCAAP and RENATES)⁶; and, finally,
- scientific journals in the field of education edited in Portugal (namely, *Sinergias – Diálogos Educativos para a Transformação Social*, *Indagatio Didactica*, *Saber & Educar*, *Educação*, *Sociedade & Culturas*, *Revista Portuguesa de Educação* and *Revista Lusófona de Educação*).

Research was carried out according to three terms, which were considered significant to cover the current situation and the historical evolution of the field in the context under analysis. These terms were: “educação para a cidadania global” (global citizenship education), “educação para o desenvolvimento” (development education) and “educação global” (global education). The term “educação para a cidadania global” was considered in isolation, while the remaining terms were used in combination with the expression “cidadania global” (global citizenship) through Boolean operators⁷, whenever applicable (e.g., “educação para o desenvolvimento” AND “cidadania global”). This option was considered

6. RCAAP – Repositórios Científicos de Acesso Aberto de Portugal brings together the open access scientific production of Portuguese and Brazilian higher education repositories. RENATES – Registo Nacional de Teses e Dissertações, do Ministério da Ciência, Tecnologia e Ensino Superior is the official record database for thesis and dissertations. It includes doctoral and master's theses completed or in progress in Portugal. RENATES also includes doctoral theses that, although developed in other countries, are recognized in Portugal.

7. These operators make it possible to specify the scope of the search according to one's intentions (e.g., to conjugate or exclude terms).



indispensable given that, in Portugal, “educação para o desenvolvimento” and “educação global” may acquire meanings different from the ones intended for this research.

There were some limitations to this research, namely: i) the impossibility, due to time constraints, of consulting the reference list of the documents that were identified (“snowball” sampling); ii) the difficulty of identifying all the documents published in this area due to a potential incorrect indexation, since we are dealing with an academic field that is still not well established in Portugal; and iii) finally, and although we have to acknowledge the progress of being able to include publications in Portuguese from the Brazilian context, the relevance of considering other Portuguese-speaking countries in the future cannot be ignored.

Overall, 28 documents were identified, which are briefly analysed here in terms of date, source type, and main theme. In terms of date, it is worth highlighting that out of the 28 valid documents, we decided to integrate three texts (a book, a book chapter and a report) published in 2019, which had not been included in the previous edition of the Global Education Digest. When analysing the source type, there was a similar predominance of articles in academic journals and books (n=10), followed by book chapters (n=5) and reports (n=3). The books that were identified are often the result of educational intervention projects, consisting of guidelines for practice and pedagogical proposals. Only a small number of books are based on research or assume a theoretical-conceptual nature. The reports essentially refer to policy reports related to the implementation and evaluation of the National Strategy for Development Education 2018-2022, in Portugal. During the period analysed, no doctoral theses were published on the subject in the Portuguese context.

In terms of the main themes addressed, most publications focus on formal education contexts (n=10), followed by texts on teacher education and training of trainers (n=8), and on research related to education policy (n=4). The least present themes are related to reports of experiences in non-formal education (n=2), to publications of a theoretical-conceptual nature (n=2), and to research focused on higher education (n=1) and informal education (n= 1).

In line with the trend registered in the previous Digest, formal education remains the preferential space for research on global citizenship education in Portugal, especially in conjunction with work developed within the scope of pre-service teacher education courses. This is also visible in the relevant number of master's dissertations published in 2020 (n=10), which, although not included as a document type to be considered in this multilingual Digest, continues to deserve attention in Portugal. Another relevant trend is the integration of this theme in several scientific events⁹, whether held within the scope of teacher education, or within the scope of education in general, which indicates a growing interest in this area in Portugal. However, there is still a lack of theoretical studies that permit building strong foundations for advancing the conceptualization of the field, which may also be related to the lack of doctoral theses in this area. Finally, it should be noted that, although the concept of “development education” is now often used in conjunction with “global citizenship”, it continues to be relevant, above all from a political point of view.

9. Namely, INCTE – International Conference on Teacher Education. The proceedings of these events can be consulted in <http://incte.ipb.pt/#filter=arquivo.pt>.



PORTUGUESE: REFERENCES

Policy related research

Academic Journal Article

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International Volunteering, study visits & educational partnerships

Academic Journal Article

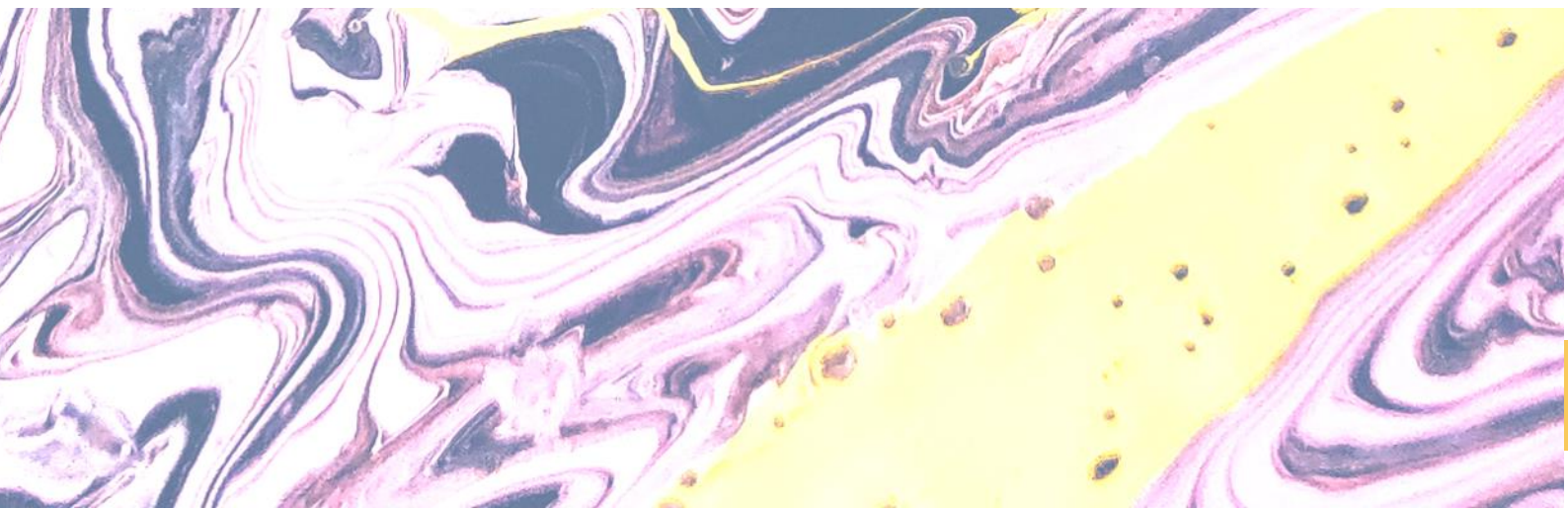
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GLOBAL EDUCATION DIGEST 2021

ESPAÑOL

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ESPAÑOL: INTRODUCCIÓN

En este apartado¹ se presenta el resultado de la búsqueda bibliográfica sobre literatura en español en el año 2020 a partir de los cinco términos que se han considerado fundamentales para rastrear el campo: Educación para el Desarrollo (ED), Educación para la Ciudadanía Global (ECG), Educación para la Justicia Social Global (JS), Educación para el Desarrollo Sostenible (EDS) y Educación para la Transformación Social (ETS). También se han realizado búsquedas combinando estos cinco términos con algunas dimensiones de la Educación para el Desarrollo como Educación para los Derechos Humanos, Educación y Derechos Humanos (DDHH) y Educación Intercultural (INTERC). La adopción de un enfoque amplio para esta búsqueda bibliográfica responde a la propia definición de Global Education de la Declaración de Maastrich (2002), así como a las definiciones comúnmente acordadas en la literatura española “La Educación para el Desarrollo debe ser una educación activa, abierta a la participación, que forme personas autónomas comprometidas con la sociedad y desarrolle las conciencias críticas de los estudiantes. Los Derechos Humanos, las interrelaciones existentes entre los países Norte-Sur, las problemáticas relacionadas con el desarrollo local y global, el Desarrollo Sostenible, el Desarrollo Humano, la solidaridad, la justicia social, la equidad, la cooperación y las injusticias son temas que se trabajan desde la Educación para el Desarrollo” (Santamaría-Cárdaba, 2020, 10). En dicha búsqueda se ha tenido en cuenta, tanto el área geográfica de España como de América Latina. De hecho, la mayoría de las publicaciones aquí recogidas sobre Educación en Derechos humanos provienen del ámbito Latinoamericano.

Con relación al procedimiento seguido, para la búsqueda se han utilizado los siguientes instrumentos: (a) bases de datos nacionales: Dialnet, Redined, la base de datos TESEO (tesis doctorales); (b) buscadores: Google Académico, el Metabuscador de la Universidad de Cantabria y el Buscador del CSIC y (c) bases de datos internacionales: Scopus, Web of Science y Scielo.

En segundo lugar, se ha realizado una búsqueda más específica de tesis doctorales y de libros utilizando, además de las bases de datos ya señaladas, bases de datos específicas de diferentes universidades españolas.

En tercer lugar, se ha realizado una búsqueda de fuentes específicas en el buscador de Hegoa (Instituto Vasco dedicado al estudio e investigación de los problemas del desarrollo humano y la cooperación internacional), en el repositorio de CEIPAZ-Fundación Cultura de Paz (Universidad Autónoma de Madrid) y en el Instituto de Desarrollo-Fundación Etea-Universidad Loyola, las tres instituciones más importantes que en España se dedican al estudio del campo.

En cuarto lugar y a través de la base de datos Dialnet, se ha hecho una búsqueda de la producción científica de las cuatro autoras españolas más significativas en el campo: Alejandra Boni Aristizábal (Universidad Politécnica de Valencia), Gema Celorio Díaz (Hegoa-Universidad del País Vasco), Manuela Mesa Peinado (directora de CEIPAZ- Fundación Cultura de Paz de la Universidad Autónoma de Madrid) y M. Luz Ortega Carpio (Instituto de Desarrollo de la Universidad Loyola). También se ha realizado una búsqueda específica de las producciones de los dos grupos emergentes de investigación en Educación para la Ciudadanía Global, el coordinado por Renée DePalma Úngaro (Universidad de La Coruña) y el vinculado a la Universidad de Zaragoza, a través de las publicaciones colectivas de Belén Dieste Gracia.

En quinto lugar, se ha hecho una revisión sistemática de las siete revistas especializadas o más afines al campo en España: *Revista de Educación Ambiental y Sostenibilidad* (REAYs, Universidad de Cádiz); *Revista Iberoamericana de Estudios de Desarrollo* (Universidad de Zaragoza); *Revista Española de Desarrollo y Cooperación* (REDC, Universidad Complutense de Madrid); E-DHC. *Quaderns Electrònics sobre El Desenvolupament Humà i La Cooperació/Cuadernos Electrónicos sobre el Desarrollo Humano y la Cooperación* (Universidad de Valencia); *Hariak. Recreando la educación emancipadora* (Hegoa), *Revista iberoamericana de aprendizaje servicio: Solidaridad, ciudadanía y educación* (RIDAS, Universidad de Barcelona) y la *Revista Internacional de Educación para la Justicia Social* (Cátedra UNESCO en Educación para la Justicia Social de la Universidad Autónoma de Madrid en colaboración la Red Iberoamericana de Investigación sobre Cambio y Eficacia Escolar -RINACE-).

1. Este trabajo se ha realizado en el marco del proyecto I+D+i titulado *Semilleros de compromiso cívico en jóvenes. Investigando la ciudadanía global en escenarios presenciales y virtuales* (Proyecto PID2020-114478RB-C21 financiado por MCIN/AEI/10.13039/501100011033). Título del proyecto coordinado *Investigando nuevos escenarios socioeducativos para la construcción de la ciudadanía global en el siglo XXI*, IP Adelina Calvo-Salvador.

Se constata la desaparición definitiva de la *Revista internacional de Investigación en Educación Global y para el Desarrollo* (FERE-CECA/ CEAAL: Consejo de Educación Popular de América Latina) que estuvo activa durante el período 2011-2017.

Finalmente, se han contrastado los principales hallazgos de esta búsqueda con Aquilina Fueyo Gutiérrez de la Universidad de Oviedo y Gema Celorio Díaz de Hegoa-Universidad del País Vasco, dos reconocidas especialistas en este campo.

Resultados

En consonancia con la discusión académica que existe en España sobre las generaciones de Educación para el Desarrollo (Mesa, 2011; Calvo, 2017), este término, aunque todavía significativo en el campo, ha ido progresivamente dejando espacio a la entrada de otros como Educación para la Ciudadanía Global, Educación para el Desarrollo Sostenible y Educación para la Transformación Social. Durante el 2020, Educación para el Desarrollo Sostenible y Educación para la Ciudadanía Global son los términos más utilizados si tenemos en cuenta la cantidad de publicaciones encontradas bajo estos términos. El análisis de las producciones también pone de manifiesto una incipiente presencia de términos como Educación para la Transformación Social, lo que parece indicar que la comunidad de prácticos e investigadores subrayan la necesidad de que su trabajo impacte de forma directa en la realidad, tanto en sus entornos más cercanos como a nivel más global. De hecho, hay autores que señalan que esta sería una de las características de la la Educación para el Desarrollo de sexta generación, una educación que busca la transformación social (Santamaría-Cárdaba, 2020).

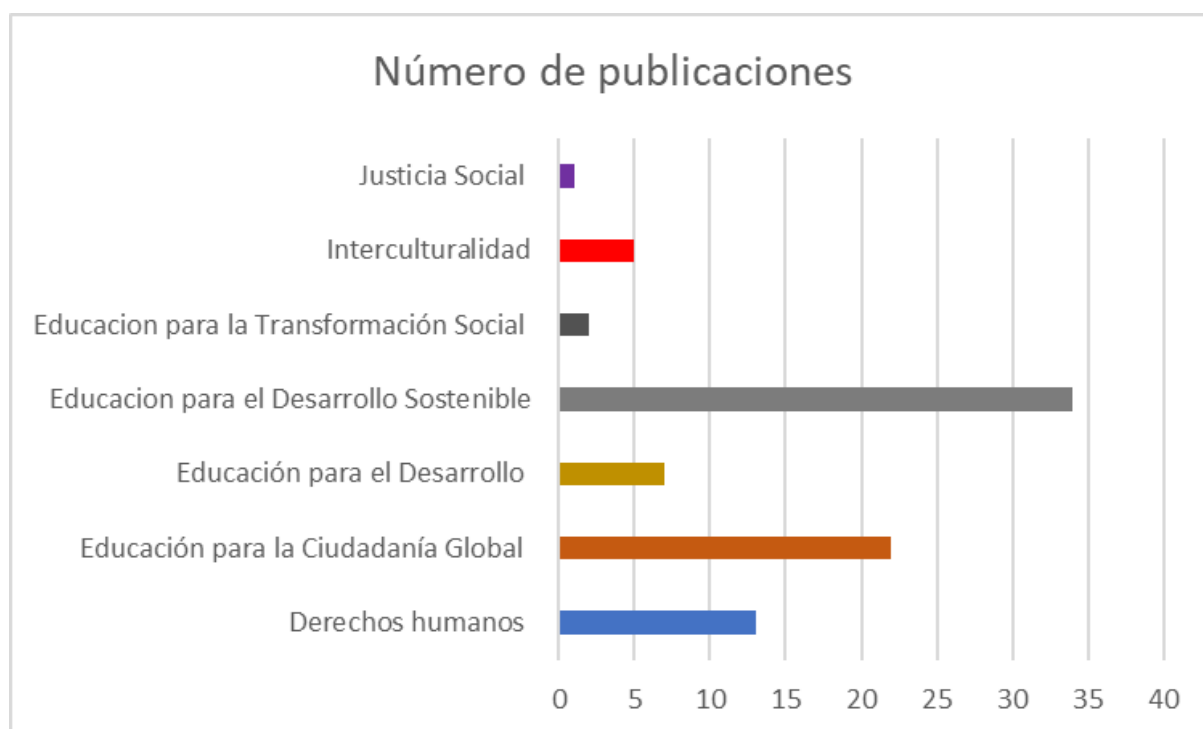


Fig: Número total de elementos identificados con cada término de búsqueda

Si tenemos en cuenta el número total de producciones, es evidente que el principal espacio de intercambio y discusión académica son las revistas científicas. Seguramente la preferencia por esta forma de comunicación científica se encuentre relacionada con aspectos como el uso de índices de impacto destinados a evaluar la calidad de las revistas o el desarrollo de políticas de educación superior orientadas



a controlar y mejorar la calidad y el acceso de los profesionales a través de la creación de agencias externas de evaluación de los sistemas universitarios.

El análisis de los tópicos identificados en las publicaciones evidencia que hay una interesante variabilidad temática y que se combinan documentos con una orientación más teórica con el desarrollo de investigaciones en diferentes niveles del sistema educativo. Al mismo tiempo, destaca este año la escasa presencia de trabajos sobre voluntariado internacional, viajes de estudio y asociacionismo, así como las escasas aportaciones en el campo de la educación informal (lo que incluiría el trabajo con jóvenes, medios de comunicación y trabajo comunitario). También es llamativa la ausencia de tesis doctorales y la escasa presencia de informes sobre políticas. La menor presencia de este tipo de trabajos estaría relacionada con los recortes presupuestarios que desde hace años viene sufriendo el ámbito de la Cooperación al Desarrollo y con ello, la Educación para el Desarrollo, a la menor tradición en el país (si lo comparamos con el entorno europeo) de programas de voluntariado y asociacionismo en el campo, con una clara ausencia de apoyo económico por parte de las administraciones públicas y a la ausencia del enfoque de Educación para la Ciudadanía Global en la legislación educativa reciente. Pese a todo, existen motivos para la esperanza dado que la reciente nueva ley educativa (LOMLOE, 2020) es más sensible al campo de la Educación para la Ciudadanía Global, al señalar la importancia de trabajar la Agenda de los Objetivos de Desarrollo Sostenible a lo largo de toda la educación obligatoria, la introducción de un enfoque de Derechos de Infancia en la etapa de la Educación Infantil y la introducción del término Ciudadanía Mundial promovido por la UNESCO. Si las actuales administraciones educativas consiguen desarrollar el marco curricular al amparo de esta ley, se prevé un aumento de las publicaciones y trabajos en este terreno en España.

La búsqueda realizada ha permitido localizar varios libros y monográficos en revistas, buena parte de ellos alentados por la reflexión sobre la Agenda de los Objetivos de Desarrollo Sostenible. Entre las revistas, destacan los siguientes monográficos:

- Profesorado. Revista de Curriculum y Formación del Profesorado. Vol. 24, n. 3. Los objetivos de desarrollo sostenible. Aportes desde la investigación educativa comprometida.
- Comillas Journal of International Relations. N. 19. Los desafíos de la Agenda 203: educación y ciudadanía global.
- Revista Educar. Vol. 56, n. 2. Educación para el desarrollo.

Y entre los libros destacan:

- Boni, A., Belda-Miguel, S y Calabuig, C. (2020). Educación para la ciudadanía global crítica. Madrid, Síntesis.
- Merma, G. (2020). Experiencias de integración de los Objetivos de Desarrollo Sostenible (ODS) en el diseño curricular universitario. Barcelona, Graó.
- Díaz-Salazar, P. R. (Coord.) (2020). Ciudadanía global en el siglo XXI. Educar para que otro mundo sea posible. Madrid, SM.

Limitaciones

Aunque el equipo español ha hecho un esfuerzo por intentar ampliar la literatura en español de países de América Latina, es necesario realizar búsquedas más específicas de las que ofrece la base de datos Scielo, a través del estudio de la literatura generada por los académicos y prácticos más relevantes en esos países. Al mismo tiempo, es necesaria una reflexión más amplia sobre los términos de búsqueda, dado que en estos territorios pueden estar usándose otros términos más relevantes en consonancia con la historia, el contexto y las problemáticas del país (p.e. enfoques decoloniales, pedagogías feministas, educación popular, etc.), pudiéndose incluso considerar los enfoques/términos Educación para el Desarrollo o Educación para la Ciudadanía Global como términos excesivamente occidentalizados.



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Agradecimientos

Este trabajo no hubiera sido posible sin la generosa contribución de Ángela Saiz Silió (BUC-Biblioteca de la Universidad de Cantabria), Aquilina Fueyo Gutiérrez (Universidad de Oviedo) y Gema Celorio Díaz (Hegoa-Universidad del País Vasco).

INTRODUCTION: ENGLISH

Methodology

This section¹ presents the results of the bibliographic search of literature in Spanish in the year 2020 based on the five terms that were considered fundamental for exploring the field: Development Education (DE), Global Citizenship Education (GCE), Education for Global Social Justice (SJ), Education for Sustainable Development (ESD) and Education for Social Transformation (STE). Searches were also carried out combining these five terms with some dimensions of Development Education such as Education for Human Rights, Education and Human Rights (HHRR) and Intercultural Education (INTERC). The adoption of a broad approach for this bibliographic search is in keeping with the very definition of Global Education in the Maastricht Declaration (2002), as well as the commonly agreed definition in Spanish literature: “Development Education must be an active education, open to participation, which creates autonomous people committed to society and develops students’ critical consciousness. Human Rights, the existing interrelations between North-South countries, the problematic relationship between local and global development, Sustainable Development, Human Development, solidarity, social justice, equity, cooperation and injustice are all issues that are addressed in Development Education” (Santamaría-Cárdana, 2020, 10). This search took into account both the geographical areas of Spain and Latin America. In fact, most of the publications included here on Human Rights Education are from Latin America.

With regard to the procedure followed, the following instruments were used: (a) national databases: Dialnet, Redined and the TESEO (doctoral theses); (b) national search engine: the CSIC search engine, Academic Google, the meta-search engine of the University of Cantabria and (c) international databases: Scopus, Web of Science and Scielo.

1. This study has been carried out within the framework of the R+D+i project entitled *Hotbeds of civic engagement in young people. Researching global citizenship in face-to-face and virtual settings* (Reference PID2020-114478RB-C21 financed by MCIN/AEI/10.13039/501100011033). Title of the coordinated project: *Researching new socio-educational scenarios for the construction of global citizenship in the 21st century*, IP Adelina Calvo-Salvador.



Secondly, a more focused search of doctoral theses and books was carried out using specific databases from different Spanish universities, in addition to those mentioned above.

Thirdly, a search of specific sources was carried out in the search engines of the three most important institutions in Spain dedicated to the study of the field: Hegoa (Basque Institute dedicated to the study and research of the problems of Human Development and International Cooperation), the archives of the CEIPAZ-Culture of Peace Foundation (Autonomous University of Madrid) and the Development Institute-Etea Foundation (University of Loyola).

Fourthly, using the Dialnet database, a search was carried out of the scientific works of the four most significant Spanish female authors in the field: Alejandra Boni Aristizábal (Polytechnic University of Valencia), Gema Celorio Díaz (Hegoa-University of the Basque Country), Manuela Mesa Peinado (director of CEIPAZ-Culture of Peace Foundation at the Autonomous University of Madrid) and M. Luz Ortega Carpio (Development Institute at the University of Loyola). A specific search was also carried out of the output of the two emerging research groups in Global Citizenship Education, the one coordinated by Renée DePalma Úngaro (University of A Coruña) and the one linked to the University of Zaragoza, through the collective publications of Belén Dieste Gracia.

Fifthly, a systematic review was carried out of seven journals specialising in or closely related to the field in Spain: *The Journal of Environmental Education and Sustainability* (REAYs, University of Cadiz); *The Iberoamerican Journal of Development Studies* (University of Zaragoza); *The Spanish Journal of Development and Cooperation* (REDC, Complutense University of Madrid); *E-DHC. Electronic Notebooks on Human Development and Cooperation* (University of Valencia); *Hariak: Recreating Emancipatory Education* (Hegoa); *The Iberoamerican Journal of Service Learning: Solidarity, Citizenship and Education* (RIDAS, University of Barcelona) and *The International Journal of Education for Social Justice* (UNESCO Chair in Education for Social Justice at the Autonomous University of Madrid in collaboration with the Iberoamerican Network of Research on Change and School Effectiveness -RINACE-).

The permanent disappearance was noted of the *International Journal of Global Education and Development Research* (FERE-CECA/ CEAAL: The Council for Popular Education in Latin America) which was active during the period 2011-2017.

Finally the main findings of this research have been verified by Aquilina Fueyo Gutiérrez from the University of Oviedo and Gema Celorio Díaz from Hegoa-University of the Basque Country, two recognised specialists in this field.

Results

In line with the academic discussion in Spain on the generations of Development Education (Mesa, 2011; Calvo, 2017), this term, although still significant in the field, has progressively given way to others such as Global Citizenship Education, Education for Sustainable Development and Education for Social Transformation. During 2020 Education for Sustainable Development and Education for Global Citizenship were the most commonly used terms, taking into account the number of publications found under these terms. The analysis of the publications also reveals an incipient presence of terms such as Education for Social Transformation, which seems to indicate that the community of practitioners or researchers recognise the need for their work to have a direct impact on reality, both on their immediate surroundings and at a more global level. Indeed, there are authors who point out that this should be one of the characteristics of sixth generation Development Education, an education that seeks social transformation (Santamaría-Cárdana, 2020).

Taking into account the total number of publications, it is clear that the main space for academic exchange and discussion is provided by scientific journals. The preference for this form of scientific communication is related to aspects such as the use of impact indices aimed at evaluating the quality of the journals or the development of higher education policies focused on controlling and improving quality and professional access through the creation of external agencies for the evaluation of university systems.

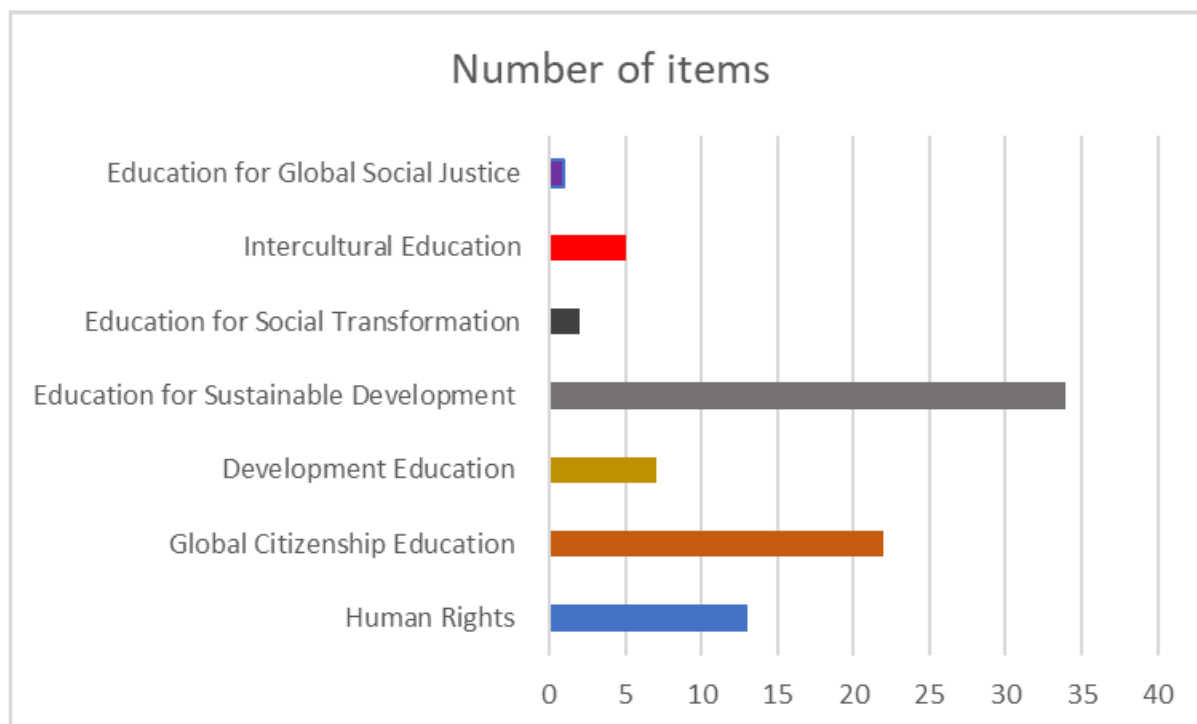


Figure: Total number of items identified using each search term

The analysis of the topics identified in the publications shows that there is an interesting thematic variability and that documents with a more theoretical focus are combined with the development of research at different levels of the education system. At the same time, it has been noted that this year there are very few papers on International Volunteering, study visits and educational partnerships and Informal education (including youth work, media and community work). The absence of Doctoral Theses in the field and the scarce presence of Policy Reports is also striking. The reduced presence of this type of work is related to the budget cuts that the field of Development Cooperation and Development Education have been suffering for years, less tradition in Spain (compared to Europe) of volunteer programmes and educational partnerships, exacerbated by a clear lack of financial support from public administrations and the absence of the Global Education approach in recent Educational legislation. However, there are grounds for hope as the new recent education law (LOMLOE, 2020) is more sensitive to the field of Global Education, highlighting the importance of working on the Sustainable Development Goals Agenda throughout compulsory education, the introduction of a Children's Rights approach in Infant Education and the introduction of the term World Citizenship promoted by UNESCO. If the current education authorities succeed in developing the curricular framework under this law, an increase in publications and studies in this field is expected in Spain.

The search carried out led to the identification of several books and monographs in journals, many of which have been encouraged by reflection on the Sustainable Development Goals Agenda. Among the journals, the following monographs particularly stand out:

- *Teachers. Journal of Curriculum and Teacher Training*. Vol. 24, n. 3. Sustainable Development Goals. Contributions from engaged educational research.
- *Comillas Journal of International Relations*. N. 19. The challenges of Agenda 2030: Education and Global Citizenship.
- *Educate Journal*. Vol. 56, n. 2. Development Education.

The following books also stand out:

- Boni, A., Belda-Miguel, S y Calabuig, C. (2020). *Critical Global Citizenship Education*. Madrid, Synthesis.
- Merma, G. (2020). *Experiences of integrating Sustainable Development Goals (SDGs) in university curricular design*. Barcelona, Graó.
- Díaz-Salazar, P. R. (Coord.) (2020). *Global Citizenship in the 21st century. Educating to make a different world possible*. Madrid, SM.



Limitations

Although the Spanish team has made an effort to expand the literature in Spanish from Latin-American countries, it has been necessary to carry out more specific searches than those offered by the Scielo database through the study of literature generated by the most relevant academics and practitioners in those countries. At the same time, a broader reflection on the search terms is required, given that in these territories other more relevant terms may be used in line with the country's history, context and problems (e.g. decolonial approaches, feminist pedagogies, popular education, etc.). Development Education or Global Citizen Education could even be considered as excessively Westernised terms.

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Acknowledgements

This work would not have been possible without the generous contributions from Ángela Saiz Silió (BUC-Library of the University of Cantabria), Aquilina Fueyo Gutiérrez (University of Oviedo) and Gema Celorio Díaz (Hegoa-University of the Basque Country).



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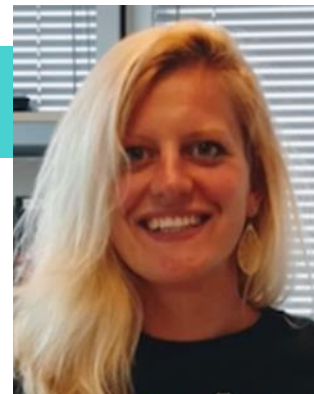
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CONTRIBUTORS

Dutch

Maayke de Vries is a PhD student at the UCL Institute of Education, London. Her PhD research focusses on Global Citizenship Education and the practice of transformative learning. Maayke combines her PhD studies with working as a social science teacher at an international school in the Netherlands.

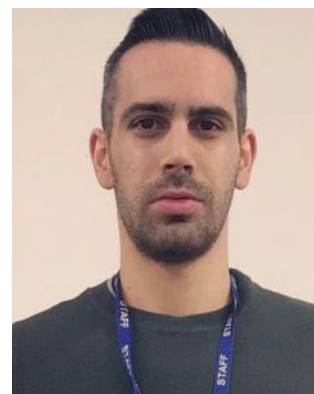


English

Natalya Hanley is an early career researcher who completed her PhD in the area of Global Citizenship Education at UCL, Institute of Education. Her research interests include but are not limited to the following areas: Empathy pedagogy, Global Citizenship Education, global perspectives within formal and non-formal education in post-soviet and Central Asian countries. Previously, she worked in the NGO sector as an educational development manager, educator and recently as a researcher. She developed and ran educational development projects, including Life-Experience and Global Citizenship Education.



Giannis S. Efthymiou is a Lecturer in Education at Brunel University London, where he is involved with primary initial teacher education. Prior to joining higher education, Giannis worked as a primary school teacher and leader in schools in London. He is completing his doctoral research in global learning at the UCL Institute of Education.



Anielka Pieniążek Malgorzata is a PhD researcher at the UCL Institute of Education in London. Anielka's research interests are focused around global issues, critical global (citizenship) education and decolonisation of knowledge. She is examining the educational perspectives and concepts from the Kenyan and South African academia and their contributions to the international debates. Anielka is also involved in bringing equality, diversity and inclusion into the football industry via her role as a Bursaries and Scholarships Manager at University Campus of Football Business.



French

Cécile Giraud is a Global Citizenship Education Expert at ENABEL (the Belgian development agency) and an associate researcher at the Université catholique de Louvain (Belgium). She received a master's degree in philosophy and in development studies and a PhD in political sciences from the Université catholique de Louvain. She works on citizenship and globalisation, and on rural development in Central Africa.





Virginie Vanh  e is a project officer for international cooperation, migrations issues and humanitarian affairs. She holds a master's degree in development and international cooperation from the Institut d'  tudes Politiques de Lille (France). She has worked on global education programmes in the North of France and in Wallonia, with a focus on raising awareness on international solidarity and the challenges of migration.



German

Annette Scheunpflug holds the chair of Foundations in Education at the Otto-Friedrich-University of Bamberg in Germany and is an elected member of the Bavarian Academy of Science. She has a broad international teaching and research experience in Europe, the US, Japan and several African countries. Her research covers aspects of educational quality, Anthropology of Education and Global Education. She is member of the editorial board of the Zeitschrift f  r Erziehungswissenschaft and the International Journal of Development Education and Global Learning, as well as the ANGEL board.



Susanne Timm works as a senior researcher at the Otto-Friedrich University of Bamberg in Germany. Her research fields are Education and Diversity, Global learning, teacher education and comparative education.



Italian

International Research Centre of Global Citizenship Education

[The International Research Centre of GCED](#) was established in 2017 at the University of Bologna. Headed by Professor Massimiliano Tarozzi, it is the first centre focused on GCE in Italy. It aims to facilitate the exchange of academic staff and students as well as non-academic institutions such as NGOs. It carries out studies and empirical research, organises conferences, courses, seminars and workshops, and provides teacher training and consulting.

Carla Inguaggiato is a post-doc researcher at the University of Bologna. She has a PhD in Local Development and Global Dynamics from the University of Trento. She has worked for 10 years at the interface of several disciplines such as political science, geography, development economics and anthropology, education. She was worked in Mozambique, Brazil, Argentina, US, Switzerland and Italy. She has been analysing contexts that are the crossroad between different belief systems: Brazilian agrarian reform, policy forest governance in Argentina, integration of Global Citizenship Education into European and North America policies. She has a strong expertise in mixed methods and she uses both content analysis and social network analysis.



Raffaella Faggioli is a primary school teacher and researcher. Presently a PhD student at University of Bologna, she is project officer at the International Research Centre on Global Citizenship Education. Holds a Philosophy Degree acquired at the same University and a Masters Degree in Quality Research Methodologies in Education at University of Trento. Studying and practising phenomenological pedagogical approach in teaching. One of her main concerns, both in research and in her profession as a teacher, is Global Citizenship Education, and embodied learning.





Polish

Magdalena Kuleta-Hulboj has a PhD in Pedagogy from the University of Warsaw (Poland). A researcher and lecturer with 15+ experience in teaching courses on undergraduate and postgraduate levels, she has authored and co-edited 3 monographs on global and intercultural education and published over 20 articles in peer-reviewed journals and 10 chapters in edited books, in Poland and internationally.



Dobrawa Aleksiak is a PhD student at the Doctoral School of Social Sciences, University of Warsaw. Her doctoral research focuses on comparative studies of global education in Poland and Portugal. Her research interests focus on educational policy, in particular global education, teachers' experiences and comparative studies of education systems. She also has experience in the non-formal sector as an educator and project coordinator, and has worked in non-governmental organizations in Poland and Portugal.



Portuguese

Sinergias ED is a project led by the Centre for African Studies of the University of Porto and FGS – Gonalo da Silveira Foundation since 2013, and co-funded by Camoes – Institute for Cooperation and Language, I.P. and the University of Porto. Its main goals are to promote the quality of Development Education (DE) intervention in Portugal through activities aiming at the creation and dissemination of knowledge about DE, and to strengthen the link between research and action in this field. Currently in its fourth edition (2020-2023), the project has evolved into a community of researchers and practitioners/activists who share knowledge, findings, practices and concerns in the field of DE and global citizenship education. The project is also responsible for the publication of the scientific journal *Sinergias – educational dialogues for social change*. The *Portuguese Digest* is a collective work conducted within the *Sinergias ED* community.



La Salete Coelho (Coordinator) has started a PhD at the Polytechnic University of Valencia (Spain). She has a degree in History, with specialization in education, a Master of Arts in History of Education, and a Master of Arts in Social Economics. Recently, she has received the title of Expert in Teachers' Education and Educational Sciences, in the field of Global Citizenship Education. She has experience as trainer and consultant in Development Cooperation projects, in Portugal, Mozambique and Guinea-Bissau. Currently she is working on Development Education as a researcher and as a trainer in several national and European projects, at the Polytechnic Institute of Viana do Castelo and at the Centre for African Studies of the University of Oporto. She is a member of the Editorial Board of the journal *Sinergias – educational dialogues for social change* and of the ANGEL Advisory Board.





[Dalila P. Coelho](#) is a postdoctoral researcher in Educational Sciences at the University of Porto, where she is a full member of CIIE - Centre for Research and Intervention in Education. She has a background in educational sciences and international development and works in higher education since 2005. Her research addresses global citizenship education discourses and practices. She integrated the team responsible for the external evaluation (2015-2017) of ENED, the national public policy in global citizenship and development education. Her PhD thesis analysed global education practitioners' discourses and her current work addresses global citizenship education in Portuguese academia. Other research interests include international education and global development, post/decolonialism and education, social responsibility, and civic and political participation. She is an active member of the global education networks Sinergias ED, ANGEL, and Transnationalisation and Education.



Joana Costa is a project officer at *Sinergias ED: Consolidating the Dialogue Between Research and Action in Development Education in Portugal* and at the project *Support to the Planning, Monitoring and Evaluation of the National Strategy for Development Education 2018-2022 and to the Capacity building of the entities involved*. She holds a degree in Social Work, has experience in Development Education, in the Portuguese context, and in Development Cooperation, in the African context.



[Mónica Lourenço](#) is a Researcher at the Research Centre for Didactics and Technology in the Education of Trainers (CIDTFF) of the University of Aveiro, Portugal, and a member of the Sinergias ED community and ANGEL network. She has a PhD in Didactics and Teacher Education and over 15 years of experience teaching and supervising degree, master's and PhD students in the areas of language didactics and early years education. She has published extensively on early language learning, plurilingualism, internationalization of the curriculum and global citizenship. She is co-author of the book *Teacher Education Policy and Practice in Europe: Challenges and Opportunities for the Future* (Routledge, 2018). Currently, she is conducting a project on the transformative potential of a "third space" (situated between the university, the schools and the community) in the education of teachers for global citizenship.



[Francisco P. Silva](#) is a PhD student with a research grant from Science and Technology Foundation at Research Centre for Didactics and Technology in the Education of Trainers (CIDTFF), Department of Education and Psychology, University of Aveiro. He is a member of the Laboratory for Language Education (LabELing), where he is developing his research on Global Citizenship Education. He completed his Master's Degree in Pre-school Education and Elementary Teaching in 2017 by the University of Aveiro and has recently been working in the areas of Global Citizenship Education and Intercomprehension. With some published research in the scope of the aforementioned domains, he seeks to continue his research on Global Citizenship Education in early years. Other research interests include intercultural education, cultural and language diversity, curriculum and sustainability.





Silvia Elisabeth Miranda de Moraes graduated in Anglo-Germanic Letters at the Federal University of Ceará (UFC), has a Master's Degree in Speech Communication, University of Illinois, USA, a PhD in Education (Curriculum), University of Campinas, SP. She carried out a post-doctoral research at the Faculty of Education, University of São Paulo. She is currently a Professor at the Graduate School of Education at UFC, working in the Education, Curriculum and Teaching research line. In 2013-2014, she held a Senior Internship, with funding from the Coordination for the Improvement of Higher Education Personnel (CAPES) at the Development Education Research Center (DERC), Institute of Education (IOE), University of London, where she developed the study Global Citizenship as an inter/transdisciplinary theme in the university curriculum. Her current research project is entitled Planetary Citizenship and Ecology of Knowledge: interdisciplinarity, transdisciplinarity and internationalization in the curriculum of Brazilian Higher Education.



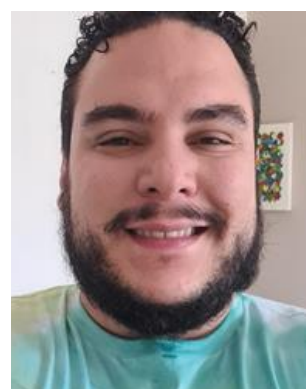
Lara Söldon Braga Holanda is a Master's student in the Education Curriculum and Teaching line of research in the Graduate Program in Education at the Federal University of Ceará and a specialist in Clinical and Institutional Psychopedagogy from the State University of Ceará. She graduated in Pedagogy from the Federal University of Ceará and currently works as a pedagogue in Technical in Educational Affairs at the Technical-Pedagogical Coordination of the Federal Institute of Education, Science and Technology of Ceará (IFCE), campus Horizonte. She worked in Basic Education, Professional Education and Youth and Adult Education.



Perpétua Socorro Lopes Sampaio graduated in Pedagogy from the State University of Vale do Acaraú (2005), has a degree in History from the State University of Vale do Acaraú (2009), a Specialization course in History Teaching Methodologies from the State University of Ceará-UECE (2011). She collaborates in the extension project Continuing Education of Teachers in Youth and Adult Education: challenges and propositions for teaching practice, at the State University of Ceará. She was a collaborating teacher of the extension project Young people in the countryside: who are they and what do they want? She has experience in the field of History, Local History, Interdisciplinarity, Decolonial Pedagogy, Textbook, and History teaching.



Robson Campanerut da Silva has a degree in Social Sciences (Fluminense Federal University - UFF), has a specialization course in Long-distance Learning (EaD-UFF), in Environmental Education (Federal Institute of Education, Science and Technology of Rio Grande do Norte - IFRN), and a Master's degree in Anthropology (UFF). He is currently part of the Education Curriculum and Teaching research line of the Graduate Program in Education at the Federal University of Ceará. As a coordinator of the Humanities and Educational Technologies Laboratory (LABHUTE), he works with the theme of Human Sciences in a symmetrical perspective of Science, Technology and Society (STS).





Spanish

Adelina Calvo-Salvador has a PhD in Pedagogy from the University of Oviedo (Spain). She works as a Researcher and Senior Lecturer in the Department of Education of the University of Cantabria (Spain). She is a member of ANGEL network. Among her research interests are the analysis of the processes of social inclusion and exclusion, gender and education, student voice, and school improvement in a qualitative paradigm. Her most recent research interests and publications are related to Global Citizenship Education and Global Learning. She is currently the lead researcher of the project entitled *Hotbeds of civic engagement in young people. Researching global citizenship in face-to-face and virtual settings* (Reference PID2020-114478RB-C21), financed by the State Research Agency in its call for research proposals focused on societal challenges.



Carlos Rodríguez-Hoyos has a PhD in Pedagogy from the University of Oviedo (Spain). He works as a Researcher and Senior Lecturer in the Department of Education of the University of Cantabria (Spain). His lines of research include: the analysis of e-learning from a teaching perspective, ICTs and the dynamics of educational and social inclusion and exclusion. He has worked on research projects aimed at reducing the digital divide such as the European ECO Project: E-Learning, Communication and Open Data. He has taken part in several national and international conferences, and has published articles and books related with his research interests. He is currently the Academic Director for Students in the University of Cantabria.





About the ANGEL network

In recent years the debate on global education and learning has gained momentum in the international and European educational and political spheres, becoming prominent in government, civil society, academic and educational discourses.

In this context, ANGEL was launched in 2017 to forge a European community of researchers and scholars in the field of GE, who, despite the existing important cooperation and personal links, do not benefit from a structural framework of support across Europe.

The network has been established in close cooperation between Global Education Network of Europe (GENE) and the Development Education Research Centre (DERC) at the UCL Institute of Education, and built on previous collaborations between these organisations as well the University of Bamberg, the University of Oulu, and others. This was in response to the need to establish and reinforce existing relationships among scholars and academic institutions working in global education and related areas. It also aims to form a pool of experts which can become a resource for policymakers in search of strong research grounding for policy development, and to establish a network among early stage researchers, Doctoral students and Post-Doctoral researchers, who are currently engaged in research in fields related to Global Education.

The network has grown quickly, with more than 650 members in more than 75 different countries as of September 2021. Several large and successful conferences have been held, and a number of publications produced. For more details, please visit our website www.angel-network.net

Advisory Board

ANGEL has an advisory board that meets on a regular basis, with members drawn from the founding partner organisations as well as key leaders from within the GE research world.

- Douglas Bourn (Chair)
- Massimiliano Tarozzi (Coordinator)
- Elina Lehtomäki (University of Oulu)
- Annette Scheunpflug (University of Bamberg)
- Liam Wegimont (GENE)
- Ana Larcher (GENE liaison)
- La Salete Coelho (University of Porto & Polytechnic of Viana do Castelo)
- Magdalena Kuleta-Hulboj (University of Warsaw)

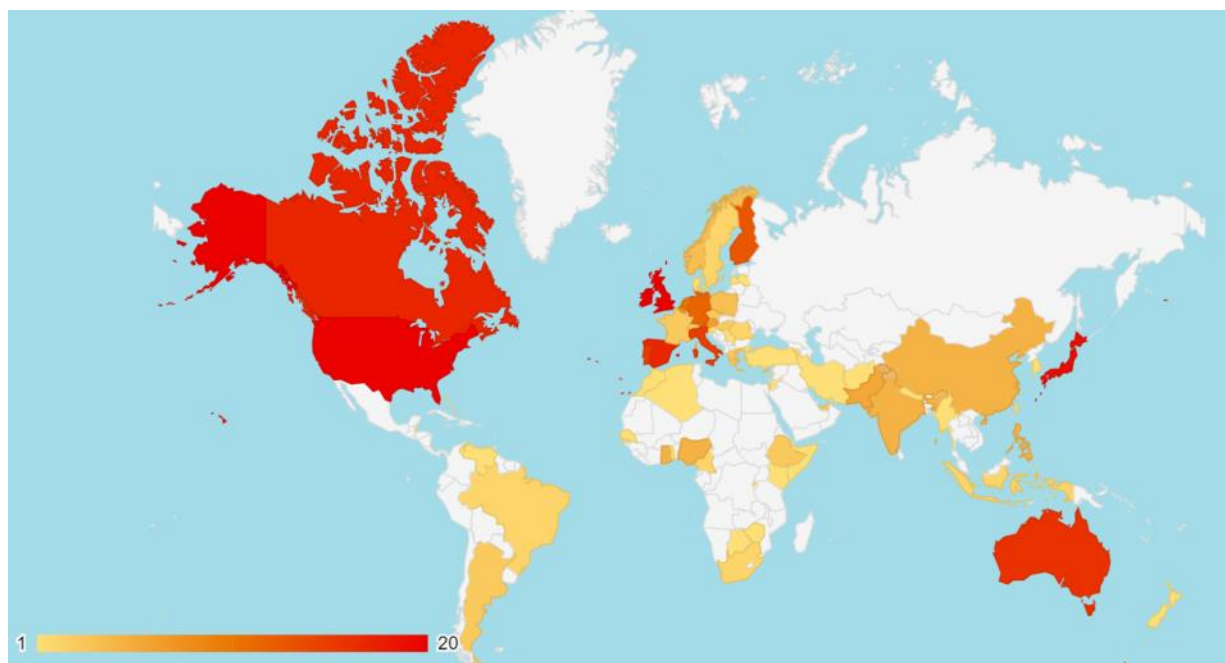


Figure: Member distribution



ACADEMIC NETWORK ON GLOBAL EDUCATION AND LEARNING MEMBERSHIP



WHO WE ARE

We are the world forum for academics and researchers in the fields of Global Education, Global Citizenship Education, Development Education and Education for Sustainable Development.

WHY JOIN?

Connect with members in 70 countries
Regular member newsletters
Access networking events & conferences
Share your news on the ANGEL website
Become part of our expert groups and be listed on our member directory

SPECIALIST

For experts in Global Education who have produced a range of publications and are established as researchers in this field.

ASSOCIATE

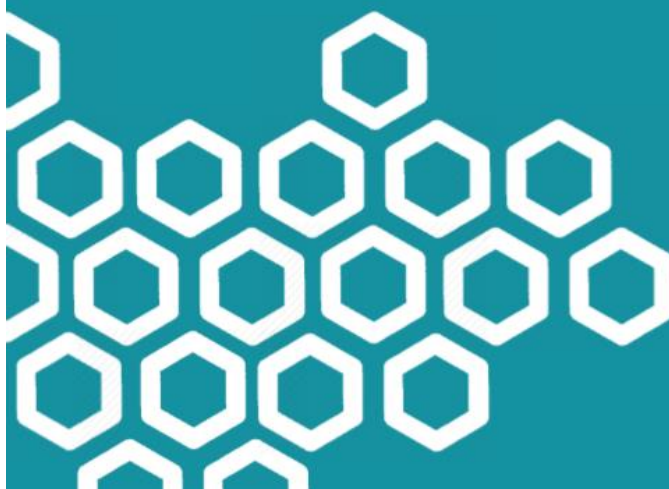
For policy makers, civil society representatives, NGO workers, school staff - and non-specialist researchers.

EARLY CAREER

For Doctoral and Post-Doctoral students who are interested in research in fields related to Global Education.

info@angel-network.net

www.angel-network.net



The Multilingual Global Education Digest is a bibliography of recent published academic and research material, in Dutch, English, French, German, Italian, Polish, Portuguese and Spanish, which is relevant to the field of global education. This digest has been compiled by an international team of contributors, and coordinated by the Development Education Research Centre (DERC). The project is conducted on behalf of Global Education Network Europe (GENE) in the framework of ANGEL (Academic Network on Global Education & Learning) activities.

The **UCL Institute of Education (IOE)** is a renowned centre for research and teaching in education and social science. Founded in 1902, the Institute currently has more than 8,000 students and 800 staff. The **Development Education Research Centre (DERC)** is a research centre within the Institute that acts as the hub for knowledge generation, new thinking and quality output on development education, global learning and global citizenship.

GENE (Global Education Network Europe) is the European network of Ministries, Agencies and other national bodies responsible for support, funding and policy-making in the field of Global Education. Started in 2001 with 6 national structures from 6 countries, GENE now has grown to include over 50 Ministries, Agencies and other national bodies, from over 25 countries. This year GENE celebrates its 20th anniversary.

The **Academic Network on Global Education & Learning (ANGEL)** network is the most comprehensive network of Global Learning professionals, with members in more than 70 countries. ANGEL facilitates the sharing of research and news, organises networking and conferences, and aims to form a pool of experts which can become a resource for policymakers in search of strong research grounding for policy development.

