Koiné
Collana di Studi e Ricerche nelle Scienze umane e sociali

MULTILINGUAL GLOBAL EDUCATION DIGEST 2022

A cura di Carla Inguaggiato

ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA
DIPARTIMENTO DI
SCIENZE PER LA QUALITÀ DELLA VITA

Koiné

Collana di Studi e Ricerche nelle Scienze umane e sociali

Direzione scientifica:
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a cura di Carla Inguaggiato

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What is the ‘Global Education Digest’?

Wat is de 'Global Education Digest'?

De vijfde editie van de Global Education Digest is opnieuw een beredeneerde bibliografie bestaande uit wetenschappelijke literatuur over Global Education. Deze editie bevat de volgende talen: Engels, Frans, Duits, Italiaans, Portugees, Spaans, Pools, Roemeens, Fins, en Nederlands.

Het project is onder leiding van Professor Massimiliano Tarozzi and Dr Carla Inguaggiato (UNESCO Chair in Global Citizenship Education in Higher Education, University of Bologna) met behulp van Kester Muller (Development Education Research Centre, IOE, UCL's Faculty of Education & Society), 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 fifth 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, Finnish, French, German, Italian, Polish, Portuguese, Slovakian, and Spanish.

This project has been coordinated by Professor Massimiliano Tarozzi and Dr Carla Inguaggiato (UNESCO Chair in Global Citizenship Education in Higher Education, University of Bologna) and Kester Muller (Development Education Research Centre, IOE, UCL's Faculty of Education & Society), 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.

Mikä on 'Global Education Digest'?

Tämä Global Education Digest -julkaisun viides painos tarjoaa kootun kirjallisuuslistan globaalikasvatuksellisista akateemisista ja muista tutkimusjulkaisuista. Globaalikasvatus määritellään Maastrichtin globaalikasvatuksen julistuksen (2002) mukaisesti.

Tämä monikielinen painos kattaa äskettäin julkaistut materiaalit englanniksi, hollanniksi, suomeksi, ranskaksi, saksaksi, italiaksi, puolaksi, portugaliksi, slovakiksi ja espanjaksi. Projektia ovat koordinoineet professori Massimiliano Tarozzi ja tohtori Carla Inguaggiato (UNESCO Chair in Global Citizenship Education in Higher Education, Bolognan yliopisto) sekä Kester Muller (Development Education Research Centre, IOE, UCL's Faculty of Education & Society) Global Education Network Europen puolesta ANGEL-verkoston toiminnan puitteissa. ANGEL (Academic Network on Global Education & Learning) on globaalikasvatuksen tutkijoiden akateeminen verkosto.

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

La cinquième 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, finlandais, français, allemand, italien, polonais, portugais, slovaque, et espagnol.

Ce Digest a été compilé par le UNESCO Chair in Global Citizenship Education in Higher Education, University of Bologna et le Development Education Research Centre, IOE, UCL's Faculty of Education & Society, 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 fünften 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, finnisch, französisch, deutsche, italienische, polnisch, portugiesische, slowakisch, und spanische Sprachraum abgedeckt.

Dieser Überblick wurde durch das UNESCO Chair in Global Citizenship Education in Higher Education, University of Bologna und das Development Education Research Centre, IOE, UCL’s Faculty of Education & Society, 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 quinta 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, finlandese, tedesco, italiano, polacco, portoghese, slovacco, e spagnolo.

Il lavoro è prodotto dal UNESCO Chair in Global Citizenship Education in Higher Education, University of Bologna e dal Development Education Research Centre, IOE, UCL’s Faculty of Education & Society, 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 piąte już, wielojęzyczne wydanie obejmuje teksty, które zostały ostatnio opublikowane w języku angielskim, holenderskim, fińskim francuskim, niemieckim, włoskim, polskim, portugalskim, słowackim, i hiszpańskim.

Projekt jest koordynowany przez Professor Massimiliano Tarozzi & Dr Carla Inguaggiato (UNESCO Chair in Global Citizenship Education in Higher Education, University of Bologna) przy wsparciu Kestera Mullera z Development Education Research Centre, IOE, UCL's Faculty of Education & Society, 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 quinta 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, finlandês, francês, alemão, italiano, polonês, português, eslovaca, e espanhol.

O projeto foi coordenado pelo Professor Massimiliano Tarozzi and Dr Carla Inguaggiato (UNESCO Chair in Global Citizenship Education in Higher Education, University of Bologna) com o apoio de Kester Muller (Development Education Research Centre, IOE, UCL's Faculty of Education & Society) 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.

Čo je „Global Education Digest“?

Piate vydanie Global Education Digest poskytuje bibliografický zoznam akademických a výskumných materiálov relevantných pre oblasť globálneho vzdelávania tak, ako je definované v Maastrichtskej deklarácii o globálnom vzdelávaní (2002). Toto viacjazyčné vydanie obsahuje materiály, ktoré boli nedávno publikované v angličtine, holandčine, francúzštine, nemčine, taliančine, poľštine, portugalčine, španielčine a slovenčine.

Tento projekt koordinovali Professor Massimiliano Tarozzi & Dr Carla Inguaggiato (UNESCO Chair in Global Citizenship Education in Higher Education, University of Bologna) a Kester Muller (Development Development Education Research Centre, IOE, UCL's Faculty of Education & Society) v mene Global Education Network Europe, v rámci činnosti platformy ANGEL. ANGEL (Academic Network on Global Education & Learning) je akademická sieť výskumníkov a akademikov v oblasti globálneho vzdelávania.

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

Esta quinta 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, finlandés, francés, alemán, italiano, polaco, portugués, eslovaco y español.

El Digest ha sido compilado por el UNESCO Chair in Global Citizenship Education in Higher Education, University of Bologna y por el Development Education Research Centre, IOE, UCL's Faculty of Education & Society 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.

General introduction

Global Education Digest 2022 Development Education Research Centre

This fifth edition of the ANGEL's Global Education Digest, developed by the Development Education Research Centre and UNESCO Chair in GCED in Higher Education at the University of Bologna, provides a reasoned multilingual bibliography of academic and research materials that are relevant to the field of global education. The Digest is a collection of 10 chapters, one for each language, that follow the structure of previous editions.

Aims of the Digest project

The Digest publications are cooperative projects, with contributors drawn from amongst the ANGEL network's growing membership. It aims to achieve several goals simultaneously:

- Provide a comprehensive picture of the relevant literature published in Global Education (GE) in widely spoken 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 enhance and develop the ANGEL community, strengthening the network of researchers working in Europe on Global Citizenship Education (GCE).

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.

What's new in the 2022 edition?

Compared to the last edition, the 2022 edition has a number of new features:

- It features 2 new languages: Slovak and Finnish
- It provides more materials published outside of European countries. In addition to the already established approaches of the Portuguese and French contributor teams, this addition incorporates new contributors linked to Spanish-speaking countries in Latin America
- It adds a new category of publication items: grey literature. It consists of texts that are not academic publications nor policy reports. These publications are relevant for academics to understand the state of GE implementation, and for practitioners constitute useful work materials

The general introduction features analysis of the DIGEST GEL project dataset, a new online resource that collates the information collected for the 5 digest editions. This open-access resource will soon be available online.

Languages included

- Dutch
- English
- French
- Finnish
- German
- Italian
- Polish
- Portuguese
- Slovak
- Spanish

The publication includes material published in these languages, irrespective of the nationality of the authors or the publishers.

Structure of each linguistic chapter

Each chapter is organized in two sections: an introduction and a list of publications. The introduction explains the methodology, and presents and interprets the publications identified in terms of trends and patterns. The list of publication is organized into eight sections, depending on the subject they refer to, namely:

- 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

Each subject is organized by typology of publications (i.e. Academic journal articles, Book, Book chapter, Reports, Grey literature). For a few publications that bridged two topics, the reference is included in both sections.

Timescales

The contributor teams for the new languages were asked to identify material published between 2015-2021. For the languages already included in the last edition, this new edition covers material published in 2021 only—although in some cases older material is included if it was omitted from previous editions. Further details can be found in each of language-specific introduction section.

Sources searched and typology of publications included

Each team of contributors worked autonomously, and with slightly varying approaches that reflect differing local and linguistic characteristics. However, all teams were following common recommendations, which were initially outlined by the research coordination project team from the University of Bologna, and then discussed and finalized by all contributors collectively, including a process of peer-review:

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, Eric, WorldCat Discovery), plus relevant regional databases.
   - 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 key academic journals that are not necessarily indexed in international databases: International Journal of Development Education and Global Learning:
   - Policy & Practice-A Development Education Review:
   - ZEP - Journal for International Educational Research and Development Education
3. Special issues of relevant national academic journals have been 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. Direct consultation with experts in the field, and 'snowball sampling', were also conducted by some teams.

As a general rule, contributor teams only included publications whose tit-

les, abstracts and keywords refer to global education and related terms. See the below section for more information.

Unfortunately, some countries lack a comprehensive repository of PhD dissertations, therefore the search is more complex, however all teams have adopted a combination of research strategies that can allow to overcome this limitation.

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 Global Education publishing world, but simply to provide a service and resource to researchers.

Terminology & search methodology

The term Global Education is a very broad term. 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 Pease and Conflicts Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.

ANGEL network and Global Education Network Europe (GENE) have used this definition of Global Education for almost 20 years and it is widely recognised and available in multiple languages. It served 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. Towards the end of the completion of this year's project, a renewed 'Declaration on Global Education to 2050' was presented and widely adopted, providing a refined and updated definition that will guide future Digest projects. See the explainer

box overleaf.

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.

What is the 'Dublin Declaration'?

In Dublin in November 2022, after a long participatory process initiated by GENE in June 2021, the 'Declaration on Global Education to 2050' has been presented. It represents a strategy framework for improving and increasing global education in Europe to 2050.

In this Digest, we could not take into account the new definition and the advanced conceptualization provided by this declaration, as the Digest 2022 collaborative work started before the declaration was been issued. However, ANGEL is aware that this declaration is a major milestone for the entire community of practitioners and researchers in global education and learning. ANGEL is proud to have contributed through bringing a research perspective to the Declaration development process, especially by providing the developments in Global Education and Learning over the last 20 years. In the future editions of the Digest we will refer to the more comprehensive and updated definition included in the "Dublin Declaration" as a intersectional umbrella term.

"Global Education is education that enables people to reflect critically on the world and their place in it; to open their eyes, hearts and minds to the reality of the world at local and global level. It empowers people to understand, imagine, hope and act to bring about a world of social and climate justice, peace, solidarity, equity and equality, planetary sustainability, and international understanding. It involves respect for human rights and diversity, inclusion, and a decent life for all, now and into the future.

Global Education encompasses a broad range of educational provision: formal, non-formal and informal; life-long and life-wide. We consider it essential to the transformative power of, and the transformation of, education".

Global Education Digest 2022 Development Education Research Centre

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 the English team for the current Digest edition, in order to identify relevant publications, identified a list keywords to use in the research strategies described above.

The main keywords:

- "global education"
- "global citizenship education",
- "global learning"
- "development education"

Along with related terms, often used for similar purposes e.g.:

- "global mindedness education"
- "global social justice education"

We intentionally decided not to utilise the term "education for sustainable development" on its own - which is nowadays an extremely popular term. Generally, it is only included where it has been 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 suggest 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.

Overall trends in the Digest 2015-2021: Data analysis

In previous years we have provided some analysis using online datasets such as Google Scholar, Web of Science and Scopus. This year we use the data collected over the course of the 5 editions of the Global Education Digest, which are now organized in a single dataset - the DIGEST GEL project dataset, which will soon be freely available online. This dataset is the base for the analysis presented in this section. We focus our analysis on the period 2015-2021 as all 10 linguistic teams conducted systematic search in this timespan. Table 1 illustrates the publications collected organized by language and year. The Finnish team started the search for publications from 2017. In most languages, the number of publications is increasing, especially in English over the last year. Figure 1 highlights also the presence of four languages that are clearly prominent

	2015	2016	2017	2018	2019	2020	2021	total
Dutch	3	7	6	6	4	5	18	49
English	159	138	149	368	227	269	469	1779
Finnish			20	11	20	25	28	104
French	18	7	23	13	12	16	19	108
German	19	21	19	21	37	38	49	204
Italian	5	8	8	12	9	25	18	86
Polish	23	19	16	9	10	4	14	95
Portuguese	18	29	16	30	24	39	77	233
Slovak	3	5	3	1	6	1	1	20
Spanish	115	119	108	114	99	85	91	732
Total	363	353	368	585	448	507	784	3410

Figure1: Global Education Digest 2015-2021. Items included overall by language and year.

Figure 2 suggests that the trend highlighted in previous editions continues: the number of publications on the theme of global education and related issues is growing

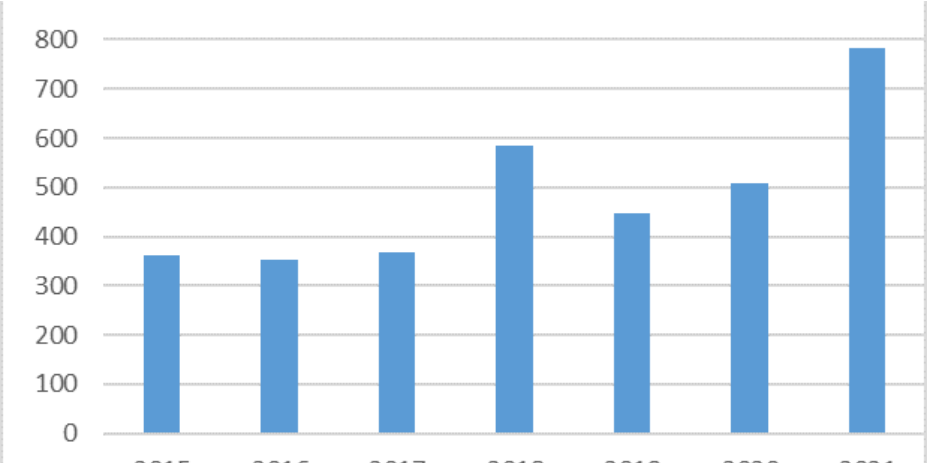

Figure 2: Global Education Digest 2015-2021. Items included by year

Asymmetries in GE publishing

Figure 3 highlights that most publications are in English (52%), underlining the prominence of English as the lingua franca of science, followed by Spanish (21%) and Portuguese (6%). This result reflects the global distribution of languages: Spanish is among the most spoken languages in the world. However, if we only read English literature, we were unaware of half of the relevant scientific production on Global Education. This data strengthens once more the scientific contribution of the Digest project - it allows other languages to gain visibility to broader public.

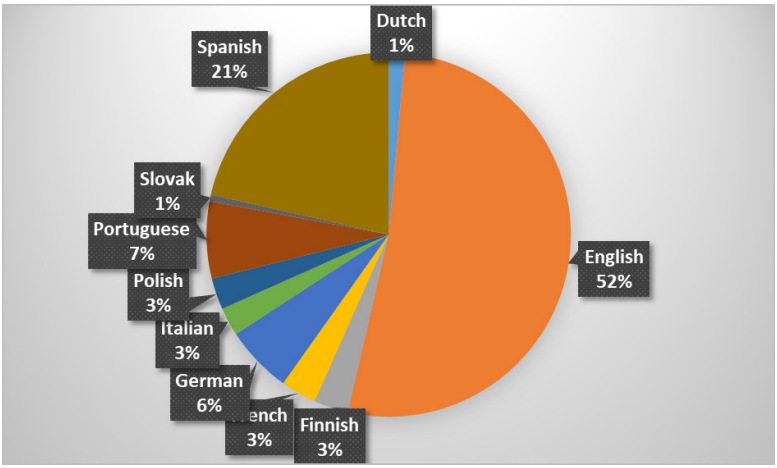

Figure 3: Publications by language

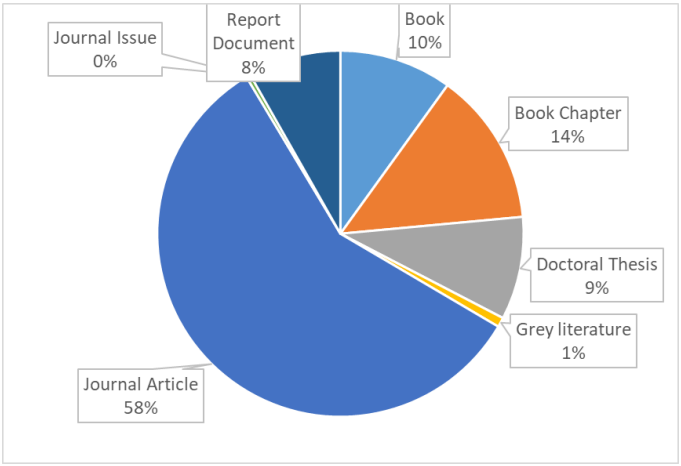

Figure 4: Type of publication

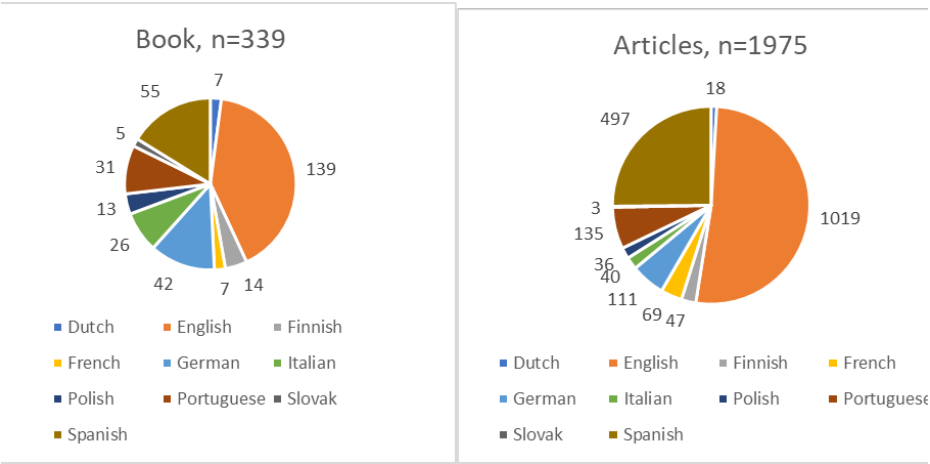

Figure 5: Distribution of languages—Books and Articles

Figure 4 show the distribution of the various defined publications type: article is the most widespread (58%) followed by book chapter (14%). This result is in line with what is expected within an academic publication system.

Figure 5 shows a breakdown of the publication language of all books and articles. We can observe that in most languages, except English and Spanish, a lower percentage of articles are published versus books. As an example, German accounts for 5% of the total number of articles, but 12% of books.

Tracking English terminology

Figure 6 shows the relevant terms present in the titles of all publications in English in the DIGEST GEL project dataset. As English covers more than half of all publications, this analysis is a proxy to track the changes in the use of GE key terms over time. GE is a broad and ill-defined concept and we consider key terms those that constitute the main way of labeling of our object of investigation. Therefore, the choice of terminology links with policy and practice constellations.

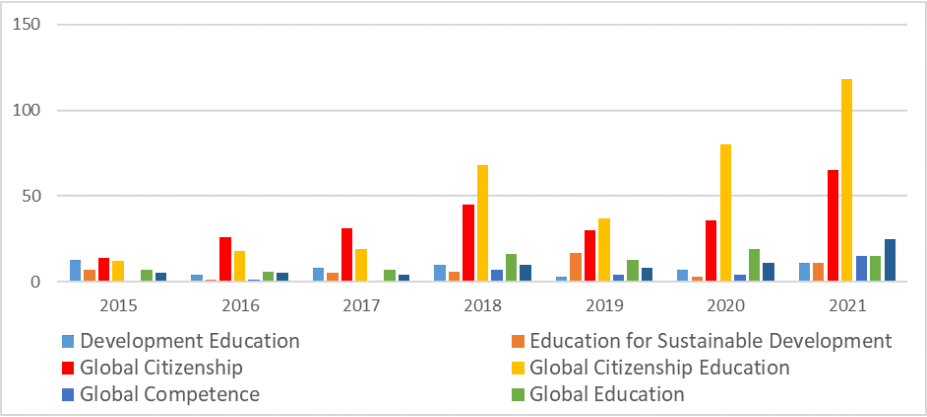

Figure 6: Use of key terms in titles

Reflections on the project

The Global Education Digest project is an initiative that is growing in three key dimensions: in the number of languages featured, in the numbers and nationalities of contributors, and in breadth of format— with the creation of a digital archive. Despite our efforts to look beyond European boundaries, through publications and contributors that come from other continents, this project currently offers mostly an analysis on Global Education in Europe.

The number of contributors involved this year increased from 25 to 36, and from 13 different countries. This year we welcomed Finnish, Slovak, Peruvian and Uruguayan colleagues to the team. We have to acknowledge and thank the effort of the Digest contributors that worked as volunteers to build a coherent body of literature in which a community can recognize itself and co-create common understanding, values and beliefs. The enlargement of the group is partly the result of interest generated by the International Summer School on Researching Global Education and Learning, which was hosted in June 2022 by the UNESCO Chair in Global Citizenship Education in Higher Education (University of Bologna), in collaboration with ANGEL. The Summer School strengthened the ANGEL community, attracted new contributors, and helped to enhance the methodological tools used by contributors. We also continued, and refined, the peer review process by which every team served as a 'critical friend' to another teams' work.

The effort to transform the Digest into a freely searchable digital archive, the DIGEST GEL project dataset, increases the level of formalization of data, providing powerful instruments for data organization and analysis. This research platform, soon available on-line, will provide further visibility and recognition to the GE community. It will serve as a work instrument not only for researchers, but also for policy makers and practitioners, as the presence of languages other than English, and grey literature, constitute important elements that broaden the GE community. The archive offers the possibility of creating an even more comprehensive GE community, including the incorporation of additional widely spoken world languages.

Editor: Dr. Carla Inguaggiato (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 184.

Contributors

Coordinated by Carla Inguaggiato (with the support of Kester Muller) under the scientific supervision of Massimiliano Tarozzi.

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- **GERMAN / DEUTSCH:** Susanne Timm, Annette Scheunpflug (University of Bamberg), Rachel Bowden (TU Dresden)
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(Federal Institute of Ceará), Lara Söldon Braga de Holanda (Federal Institute of Ceará), Perpétua Socorro Lopes Sampaio (Francisco Jaguaribe State School) (Brasil)

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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.

Dutch

Maayke Fenne De Vries
(IOE, UCL's Faculty of Education & Society)

Introductie: Nederlands

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.

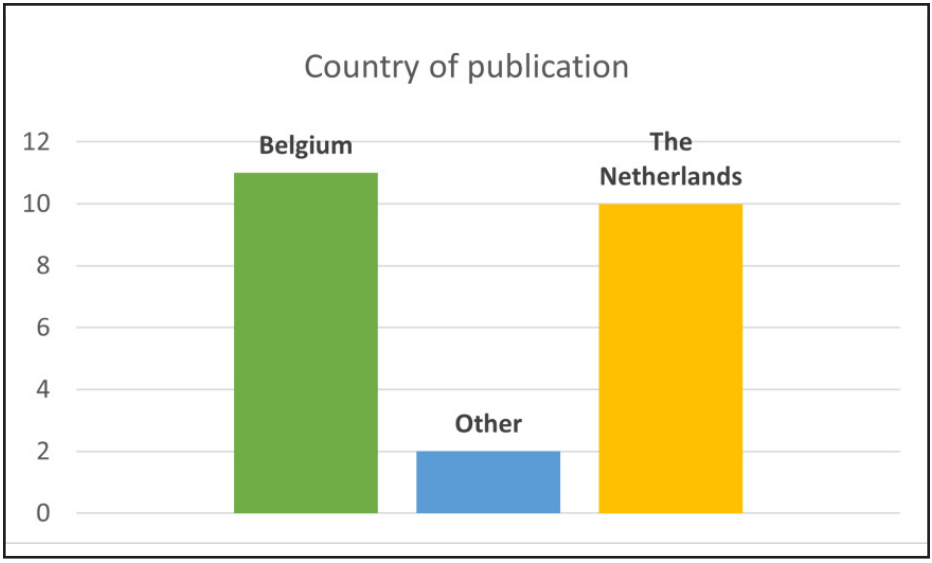
Voor het opstellen van het overzicht is de definitie van Global Education gebruikt zoals die is opgesteld in de Maastricht verklaring van 2002. Vandaar dat alleen publicaties zijn overwegen die voldoen aan deze definitie. Het gaat dus om een vorm van onderwijs die mensen begrip wil bijbrengen voor de 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.



Zodoende zijn de volgende zoektermen gebruikt voor het overzicht van Nederlandstalige publicaties tussen 2015 en 2020[1]:

- 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

1 Duarte, J. (2021). "Global citizenship means different things to different people": Visions and implementation of global citizenship education in Dutch secondary education. Prospects. https://doi.org/10.1007/s11125-021-09595-1 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.

Introduction: Dutch

This fifth edition of the 'Global Education Digest' shows an overview of Dutch publications in 2021. The previous edition of the 'Global Education Digest' contained an overview of Dutch publications between 2015-2020.

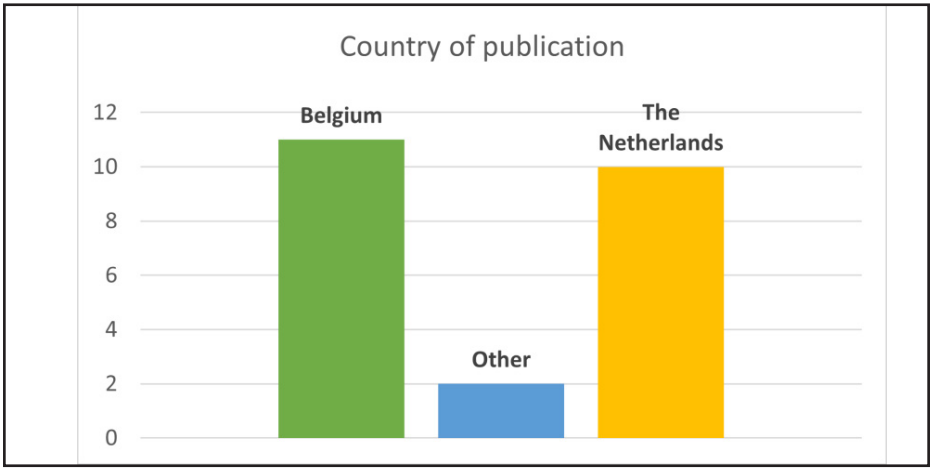
In 2021, there were 21 academic publications in Dutch related to Global Education. This seems like a growth in publications, since between 2015 and 2020 there were a total of 31 publications. It shows that the topic of Global Education gets more and more traction in Dutch. Again, the majority of the publications is from Belgium, namely from the Flemish region.

In an English article, Dutch professor Joana Duarte (2021) investigated the meaning of Global Citizenship according to the UNESCO framework for Dutch schools[1]. This study shows that there is little explicit reference to Global Citizenship Education (GCE) within Dutch education. The article written by Duarte was the first that explicitly focussed on the implementation of GCE in Dutch education. This lack of explicit attention to GCE in the Netherlands is reflected in the few publications about this topic.

Therefore publications from the Netherlands are related to the topics Global Education and Global Learning, but these are within topics of sustainability and/or inequalities. This is in contrast to Flemish contributions, because contributions from Belgium do specifically refer to GCE or Glo-

[2] Duarte, J. (2021). "Global citizenship means different things to different people": Visions and implementation of global citizenship education in Dutch secondary education. Prospects. https://doi.org/10.1007/s11125-021-09595-1

bal Education. This difference was already noticeable in the previous digest that gave an overview of all Dutch publications between 2015 - 2020. Nevertheless, there were a few master theses from Dutch universities that did connect the topic of Global Education to issues of decolonisation and inequities, hence more publications in PhD theses or academic publications regarding Global Education in Dutch might be expected.



The definition of 'Global Education' is on the basis of the Maastricht Declaration of 2002, as such the included publications refer to this conceptualization of 'Global Education' specifically. Thus, the literature included in this overview intends to open people's eyes and minds to the realities of the world, thereby aiming to bring great justice, equity, and human rights for all. This means that publications solely focused on 'internationalization' 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 included contributions regarding sustainability, specifically focus on human-nature relationship and climate

emergency.

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.

As such the following search terms are used to compile the overview of Dutch publication in 2021:

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

Those search terms are used to include a wide range of possible publications, as there is a small amount of academic literature published in Dutch about Global Education. The majority of the scholars prefer to

publize in English, in contrast to Master students who still publish in Dutch.

1. The following databases are used in order to find publications:

- Google Scholar
- WorldCat Discovery
- ProQuest
- Eric
- Narcis
- HBO Kennisbank
- De Vlaamse Scriptiebank

2. The following Dutch journals and magazines are consulted for potential contributions:

- Dimensies
- Didactief

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

Limitations

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. Most publications regarding Global Education come again from Belgium, namely from the Flemish Region. The special issue named 'Global Citizenship Education' published by the Belgium NGO 'Enabel' resulted in four academic publications in Dutch. The article written by Professor Duarte (2021) gave an indication of the little explicit reference to GCE in the Netherlands, which is reflected in the small number of Dutch publications regarding Global Learning. Nevertheless, interesting and thought-provoking Master theses were published in 2021 indicating that more publications might be expected in 2022.

Dutch: references

Formal education

Academic Journal Article

Boer, N.A, Wolhuter, C. & Van der Walt, H. (2021). Burgerschapsonderwijs in Nederland en Zuid- Afrika: Een vergelijkende studie. Tydskrif vir Geesterswetenskappe, 61(1). https://journals.co.za/doi/pdf/10.17159/2224-7912/2021/v61n1a19

Le Pichon-Vorstman, E., & Kambel, E. (2021). De Taalvriendelijke school. Een nieuwe netwerk voor scholen die taaldiversiteit verwelkomen. Levende Talen Magazine, 108(7).

Book Chapter

Grimonprez. K. (2021). Democratie wordt elke generatie opnieuw **gebo**ren (of niet): pilootproject Case4EU voor EU-leren op school. In: Recht in beweging (pp. 125-151). Gompel&Svacina. https://limo.libis.be/primo-explore/fulldisplay?docid=LIRIAS3473461

Report

'T Hart, M. (2021). Wereldburgerschap. Wat moeten historici daarmee?. https://knhg.nl/2021/11/25/wereldburgerschap-wat-moeten-historici-daarmee-keynote-marjolein-t-hart-jaarcongres-2021/

Danckaerts, T. & Cornelissen, E. (2021). Onderzoek toont aan: jongeren willen in de klas meer over migratie praten. Mondiaal Magazine. https://www.mo.be/analyse/jongeren-willen-de-klas-meer-over-migratie-praten

Van Ongevalle, J., Juchtmans, G. & Nobels, E. (2021). Multiperspectiviteit Als Hefboom Voor Wereldburgerschapseducatie (WBE). https://limo.libis.be/primo-explore/fulldisplay?docid=LIRIAS3613803

Vandenplas, E. & Van Poeck, K. (2021). Klimaateducatie in het hoger onderwijs: case studies. https://biblio.ugent.be/publication/8725934/file/8725935

Higher education research

Report

Vandenplas, E. & Van Poeck, K. (2021). Klimaateducatie in het hoger onderwijs: case studies. https://biblio.ugent.be/publication/8725934/file/8725935

Informal education including youth work, media & community work

Book

Adam, I., Adefioye T., D'agostino, S., Schuermans, N. & Trauner, F. (2021). Migratie, gelijkheid & racisme.

ASP editions - Academic and Scientific Publishers. https://library.oapen.org/handle/20.500.12657/46393

Doctoral Theses

Van der Wijk, J. (2021). Opbrengsten van internationale vrijwilligerservaringen. Een verkenning naar persoonlijke opbrengsten en gedragsverandering na internationale kortdurende vrijwilligerswerkervaringen en een voorstel tot monetarisatie met World Servants als casetudy. [Doctoral thesis, Rijksuniversiteit Groningen]. https://www.worldservants.nl/ckfinder/userfiles/files/Masterscriptie_VanderWijk_Jitske_Definitief.pdf

Report

Vermeersch, L., Van Ongevalle, J., Braeye, S., Van Den Daele, K., Scheerens, D. & De Cuyper, P. (2021).

Actief en Gedeeld Burgerschap. De Monitoring En Evaluatie Van Zes

Lokale Amif-Projecten Die Inzetten Op Burgerschap Van En Voor Personen Van Buitenlandse Herkomst. https://kuleuven.limo.libis.be/discovery/fulldisplay?docid=lirias3408823

International volunteering, study visits & educational partnerships

Academic Journal Article

Le Pichon-Vorstman, E., & Kambel, E. (2021). De Taalvriendelijke school. Een nieuwe netwerk voor scholen die taaldiversiteit verwelkomen. Levende Talen Magazine, 108(7).

Book Chapter

Grimonprez. K. (2021). Democratie wordt elke generatie opnieuw geboren (of niet): pilootproject Case4EU voor EU-leren op school. In: Recht in beweging (pp. 125-151). Gompel&Svacina. https://limo.libis.be/primo-explore/fulldisplay?docid=LIRIAS3473461

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Report

Van Doorsselaere, J. (2021). Duurzame ontwikkelingsdoelen realiseren in partnerschap met het Vlaamse beleid en de lokale onderwijspraktijk. Welwijs (Leuven). https://biblio.ugent.be/publication/8701900

Policy related research

Report

Vermeersch, L., Van Ongevalle, J., Braeye, S., Van Den Daele, K., Scheerens, D. & De Cuyper, P. (2021).

Actief en Gedeeld Burgerschap. De Monitoring En Evaluatie Van Zes Lokale Amif-Projecten Die Inzetten Op Burgerschap Van En Voor Personen Van Buitenlandse Herkomst. https://kuleuven.limo.libis.be/discovery/fulldisplay?docid=lirias3408823

Teacher education & training of trainers

Academic Journal Article

Hosseini, N., Leijgraaf, M., Gaikhorst, L. & Volman, M. (2021). Kansengelijkheid in het onderwijs: een social justice perspectief voor de lerarenopleiding. Tijdschrift voor Lerarenopleiders, 42(4). https://registratiesite.brlo.nl/CMS/RPP/Organizations/1/Shops/1/Media/2/Items/1/00001699D66KA7C5/magz_velov_42-4-2021.pdf

Smits, T., Tanghe, E., T'Sas, J. & Verbeeck, G. (2021). Diversiteit en leer-kracht: duurzame competentieontwikkeling als opstap naar binnenklasdifferentiatie en multiperspectiviteit. Tijdschrift voor Lerarenopleiders, 42(4). https://registratiesite.brlo.nl/CMS/RPP/Organizations/1/Shops/1/Media/2/Items/1/00001699D66KA7C5/magz_velov_42-4-2021.pdf

Report

Danckaerts, T. & Cornelissen, E. (2021). Onderzoek toont aan: jongeren willen in de klas meer over migratie praten. Mondiaal Magazine. https://www.mo.be/analyse/jongeren-willen-de-klas-meer-over-migratie-praten

Theoretical & conceptual publications

Academic Journal Article

Boer, N.A, Wolhuter, C. & Van der Walt, H. (2021). Burgerschapsonderwijs in Nederland en Zuid- Afrika: Een vergelijkende studie. Tydskrif vir Geesterswetenskappe, 61(1). https://journals.co.za/doi/pdf/10.17159/2224-7912/2021/v61n1a19

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Spanningsvelden binnen Wereldburgerschapseducatie. https://wikicm.be/wp-content/uploads/2021/02/GCE-Magazine-NL-web.pdf

Croché, S., & Charlier, J. (2021). Welk Type Mens Hebben Educatie Voor Duurzame Ontwikkeling En Wereldburgerschapseducatie Voor Ogen?. Global Citizenship Education. Spanningsvelden binnen
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Gautier, P. (2021). Wereldburgerschapseducatie Of Ontwikkelingseducatie 2.0?. Global Citizenship Education. Spanningsvelden binnen Wereldburgerschapseducatie. https://wikicm.be/wp-content/uploads/2021/02/GCE-Magazine-NL-web.pdf

Hosseini, N., Leijgraaf, M., Gaikhorst, L. & Volman, M. (2021). Kansengelijkheid in het onderwijs: een social justice perspectief voor de lerarenopleiding. Tijdschrift voor Lerarenopleiders, 42(4). https://registratiesite.brlo.nl/CMS/RPP/Organizations/1/Shops/1/Media/2/Items/1/00001699D66KA7C5magz_velov_42-4-2021.pdf

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Book

Adam, I., Adefioye T., D'agostino, S., Schuermans, N. & Trauner, F. (2021). Migratie, gelijkheid & racisme.
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'T Hart, M. (2021). Wereldburgerschap. Wat moeten historici daarmee?. https://knhg.nl/2021/11/25/wereldburgerschap-wat-moeten-historici-daarmee-keynote-marjolein-t-hart-jaarcongres-2021/

Enabel. (2021). Global Citizenship Education. Global Citizenship Education. Spanningsvelden binnen Wereldburgerschapseducatie.https://wikicm.be/wp-content/uploads/2021/02/GCE-Magazine-NL-web.pdf

Enabel. (2021). Global Citizenship Education. Global Citizenship Education. Spanningsvelden binnen Wereldburgerschapseducatie. https://wikicm.be/wp-content/uploads/2021/02/GCE-Magazine-NL-web.pdf

Van Ongevalle, J., Juchtmans, G. & Nobels, E. (2021). Multiperspectiviteit Als Hefboom Voor Wereldburgerschapseducatie (WBE). https://limo.libis.be/primo-explore/fulldisplay?docid=LIRIAS3613803

English

Frances Hunt
(IOE, UCL's Faculty of Education & Society)

English: Introduction

The English language section of the Global Education Digest 2022 aims to include all new publications in the field of Global Education published in English in the year 2021. Materials published between 2015-2020 have been included in previous editions of the Global Education Digest:

- Global Education Digest 2015 - 2017
- Global Education Digest 2018
- Global Education Digest 2020
- Global Education Digest 2021

Previously to this, the Development Education Research Centre (DERC), IOE, produced a similar 'Development Education Digest' annually from 2010 – 2015.

Selection Methodology

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.

A number of factors were considered when deciding literature search terms for this digest. Firstly, the Maastricht Declaration definition of 'Global Education' (GE) provided a conceptual base for inclusion. Secondly the methodological guidelines provided by and discussed with the ANGEL project team were useful.

In order to search for publications, the key terms were identified as: "global education", "global citizenship education", "global learning" and "development education" along with related terms, often used for similar

purposes e.g. "global mindedness education" and "global social justice education". Due to the volume of publications in English, I did not include related concepts (and sub-concepts in the Maastricht umbrella definition of GE education) such as education for sustainable development, human rights education and intercultural education, unless the publication demonstrated a clear relationship with one of the agreed key terms, so for example, global citizenship education and education for sustainable development. Similarly, publications on study abroad and international volunteering were only included if they had a clear global education / global citizenship education component. I tried to ensure the selection criteria was inclusive of different interpretations of global education without being overwhelming.

The bibliographical search was conducted using the following channels:

1. Literature search in major electronic databases:
- 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 those items publications were included, despite not always being indexed in international databases:

- International Journal of Development Education and Global Learning
- Policy & Practice-A Development Education Review
- ZEP - Journal for International Educational Research and Development 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 (e.g. Development Education Research Centre, University of Bologna team) were also undertaken.

6. Colleagues working on the Digest in other languages also identified and contributed English language publications as part of their searches e.g. Portuguese team.

The list is not exhaustive due to time restrictions and the high volume of publications in the field. More time might have identified further English language publications and a wider range of voices, particularly if regional databases had been included.

Trends

In order to illustrate some of the trends in publications around the themes of global education, I conducted a basic analysis of publications identified in Scopus (the world's largest abstract and citation database of peer-reviewed literature). The analysis focuses on publications with the term "global citizenship education" rather than global education, global learning or development education – as these other terms have multiple uses within English. I am aware that this focus only on global citizenship education publications potentially limits the scope of the analysis, yet in itself the exploration is still useful. While the results are not rigorous, they are potentially helpful in illustrating wider trends.

Figure 1 shows the inclusion of global citizenship education as a keyword in publications indexed in Scopus 2015-2021. It shows an overall, but irregular growth in GCE-related publications up to 2021.

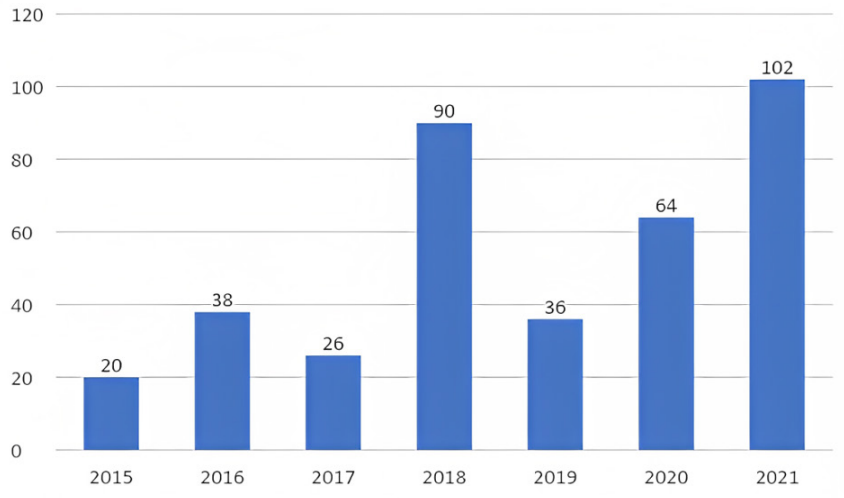

Figure 1: Number of global citizenship education publications indexed in Scopus (2015-2021)

It was also possible via Scopus to learn more about who was writing about GCE, where they were located, the focus of the writing and how it had changed over time. Figure 2 shows the number of different country locations of academics and their research which relates to GCE publications indexed in Scopus from 2015- 2021. It suggests, there has been growth in the diversity of locations since 2015. However, while in 2021 the number of publications increased overall, the diversity of research locations was less pronounced. Researchers working in the USA, UK, Canada and Australia have had GCE-related publications every year since 2015, with those located in eight other countries (India, Turkey, Portugal, Denmark, Italy, Israel, South Korea, Spain) publishing each year since 2018.

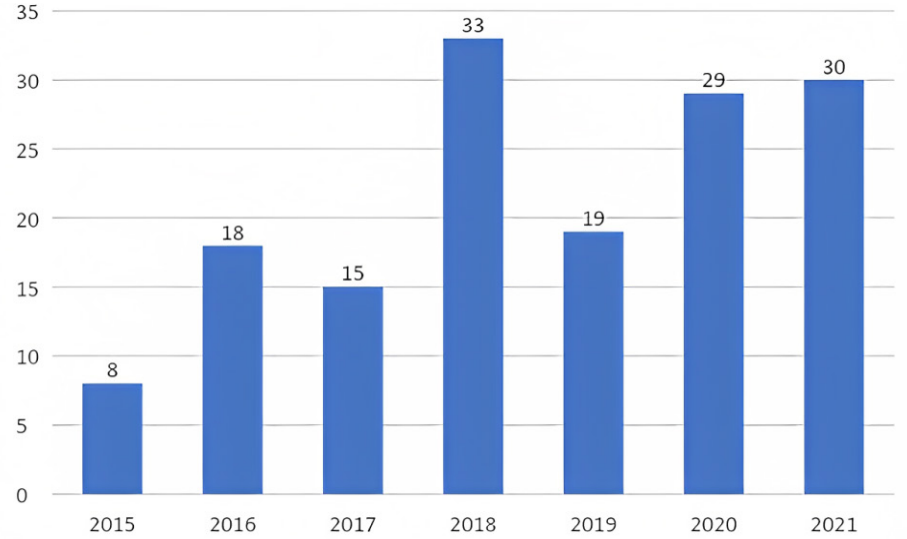

Figure 2: Number of countries identified in GCE-related publications / research indexed in Scopus (2015- 2019) (N)

Figure 3 shows the global coverage of GCE publications indexed in Scopus in 2021, with publications from USA, UK, Canada and Australia the highest.

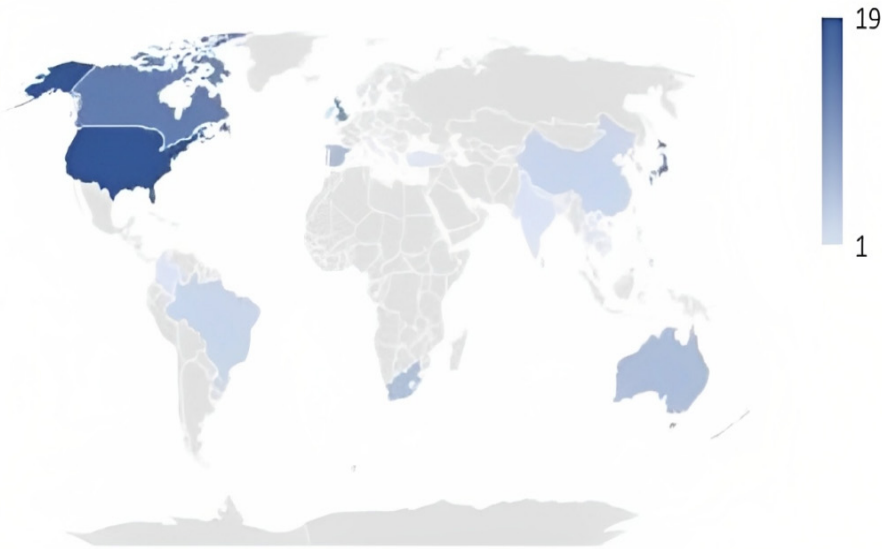

Figure 3: Global coverage of GCE publications indexed in Scopus, 2021 (range 0-19 publications per country in 2021)

With regard to the content of the publications, I was interested in how they had changed in recent years. In collating the publications there seemed a stronger emphasis on decolonial and critical approaches that perhaps had been less evident before. In order to examine this in more detail, the keywords GCE-related publications used on Scopus were collated in order to turn into word clouds. In so doing some words were amended to group similar themes and some omitted, e.g. methods, country focus. Two word clouds were generated: key words used in 2015 GCE-related publications (Figure 4) and key words used in 2021 GCE- related publications (Figure 5). The 2021 word cloud suggests a focus on critical approaches to GCE, with an emphasis on decoloniality and critical global citizenship, as well as publications linked to education for sustainable development and the SDGs.

Figure 4: Keyword word cloud on Scopus identified GCE publications, 2015 (N=20 publications)

Figure 5: Keyword word cloud on Scopus identified GCE publications, 2021 (N=102 publications)

English: References

Formal Education

Academic Journal Article

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Suomi

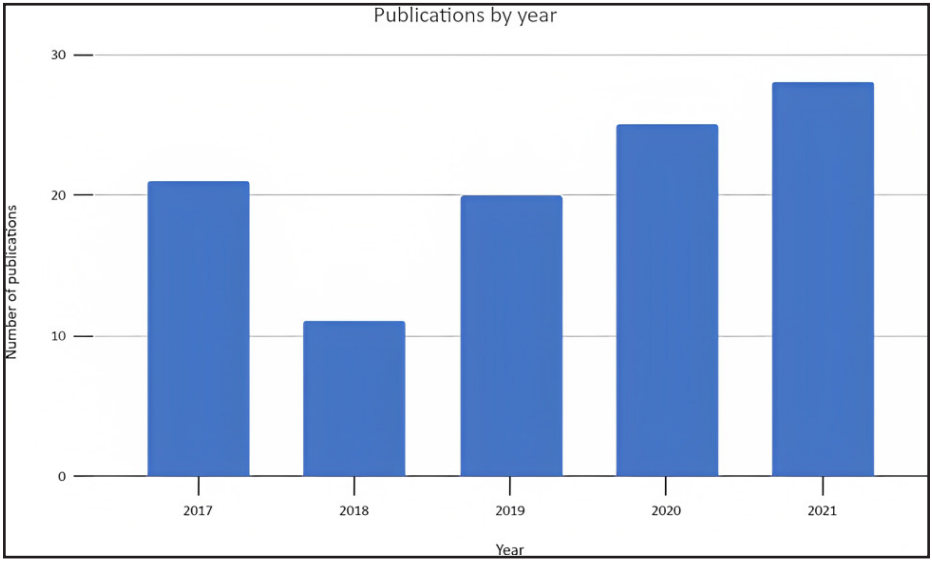
Riikka Suhonen (University of Helsinki)
Vihtori Kylänpää (University of Oulu)
Hanna Posti-Ahokas (University of Helsinki)
Oona Piipponen (City of Espoo)
Tuija Kasa (University of Helsinki)

Suomi: Johdanto

Ensimmäiseen katsaukseen suomenkielisestä globaalikasvatustutkimuksesta sisällytettiin julkaisut vuosilta

2017–2021. Tutkimusryhmään kuului henkilöitä suomalaisesta GERI-F-verkostosta (Global Education Research in Finland). Ryhmän jäsenillä on asiantuntemusta aina ihmisoikeuskasvatuksesta kulttuurienväliseen oppimiseen sekä eri-ikäisiin ja eritaustaisiin oppijoihin linkittyvästä kasvatustutkimuksesta.

Katsaus tuotti 105 julkaisua, ja niiden vuosijakauma näkyy alla olevassa kuviossa 1.



Kuvio 1. Julkaisujen ilmestymisvuodet

Käsitteet

Suomessa käytetyt globaalikasvatusta koskevat käsitteet ovat olleet jatkuvassa muutoksessa (Lehtomäki & Rajala, 2020). 1970-luvulta 2010-luvulle johtava käsite oli kansainvälisyyskasvatus, ja sitä käytetään edelleen joissakin tähän Digestiin kootuissa julkaisuissa. 2000-luvun alkupuolella, Maastrichtin julistusta seuraten, pääkäsitteiksi vakiintuivat globaalikasvatus ja globaali

vastuu. YK:n kestävän kehityksen tavoitteiden (Agenda 2030) julkaisemisen jälkeen erityisesti Fingo, suomalaisten kehitysjärjestöjen kattojärjestö, on etupäässä käyttänyt käsitettä globaali kansalaiskasvatus omassa vaikuttamis- ja koulutustyössään. Huomionarvoista kuitenkin on, ettei tietokantahakumme mukaan tätä suoraa käännöstä oltu laajasti käytetty tutkimusten pääkäsitteenä. Voimassa oleva peruskoulun opetussuunnitelma (2014) sisältää käsitteet globaalikasvatus ja globaali vastuu ja lukion opetussuunnitelma (2019) käsitteet globaali osaaminen, globaalikansalaisuus ja kansainvälinen osaaminen. Suomenkielisessä kasvatustutkimuksessa erityislaatuisia käsitteitä suhteessa muilla kielillä tehtyyn tutkimukseen ovat ekososiaalinen sivistys tai ekososiaalinen kasvatus. Nämä käsitteet liittyvät teorioihin vahvasta kestävyydestä ja ekofeminismistä, joissa painottuvat keskinäisriippuvuudet, suhteet ihmisten ja muun elonkirjon välillä, globaali ulottuvuus ja tulevat sukupolvet. Suomenkielistä ekososiaalista kasvatustutkimusta löytyy 2010-luvulta lähtien. Käsite esiintyy peruskoulutuksen opetussuunnitelmassa sekä edellisessä lukion opetussuunnitelmassa. Käsitettä ovat käyttäneet myös aikuiskasvatustoimijat.

Ryhmämme toteutti samantyylistä lähestymistapaa kuin Lehtomäki ja Rajala (2020), jotka käyttivät Maastrichtin julistusta lähtökohtana vuosia 2007–2018 koskevassa globaalikasvatustutkimuksen arvioinnissa. Koska tämä katsaus tehtiin ensimmäistä kertaa, päätimme sisällyttää mukaan kattavan listan hakusanoja, jotka linkittyvät aiemmin mainittuun globaalikasvatuksen käsitteiden muutokseen. Mukana oli Maastrichtin julistuksen osa-alueiden lisäksi uudempia, suomalaisissa opetussuunnitelmissa ja tieteellisessä keskustelussa käytettäviä käsitteitä kuten globaali osaaminen, ekososiaalinen sivistys, tulevaisuuskasvatus ja ilmastokasvatus. Tavoite oli varmistaa, että löytäisimme myös yllättäviä julkaisuja, jotka liittyvät globaalikasvatukseen. Mikäli olisimme laskeneet mukaan vain tutkijat, jotka erityisesti asemoivat itsensä globaalikasvatusta tutkijoiksi, olisi lista julkaisuista ollut lyhyempi. Huomionarvoista on, ettei kaikki oleellinen suomenkielinen tutkimus käytä kumpaakaan käsitteistä globaalikasvatus tai globaali kansalaiskasvatus. Esimerkkinä voi mainita kirjan Marginaaleista museoihin (2021), joka keskittyy museotyöhön dekoloniaalisesta ja sosiaalisen oikeudenmukaisuuden näkökulmasta. Se on selkeästi erittäin kiinnostava julkaisu globaalikasvatuksen tutkijoille, mutta sitä ei olisi löytynyt, mikäli olisimme käyttäneet hakusanana

pelkästään globaalikasvatusta.

Tietokanta- ja hakukonehakujen jälkeen keskustelimme ryhmässä, josko listassa olevilla julkaisuilla oli globaali ulottuvuus JA josko ne olivat yhteydessä kasvatukseen. Rajatapauksista keskusteltiin katsomalla yhdessä niiden otsikkoa, avainsanoja ja abstraktia. Keskeinen mukaanottokriteeri oli se, näkyvätkö julkaisussa globaalikasvatuksen arvot, tavoitteet ja transformatiivinen luonne, vaikka käsitettä globaalikasvatus ei sellaisenaan olisikaan julkaisussa käytetty.

Tutkimuksessa käytettiin seuraavia käsitteitä:

- globaali kansalaisuus (global citizenship)
- maailmankansalaisuus (world citizenship)
- globaali oikeudenmukaisuus (global justice)
- globaalikasvatus (global education)
- globaali kansalaiskasvatus (global citizenship education)
- kestävyyskasvatus (sustainability education)
- ympäristökasvatus (environmental education)
- kestävän kehityksen kasvatus (education for sustainable development)
- ihmisoikeuskasvatus (human rights education)
- kansainvälisyyskasvatus (international education)
- globaali vastuu (global responsibility)
- kulttuurienvälinen kasvatus (intercultural education)
- kulttuurienvälinen oppiminen (intercultural learning)
- monikulttuurisuuskasvatus (multicultural education)
- globaali osaaminen (global competence)
- ekososiaalinen sivistys (ecosocial Bildung)
- ilmastokasvatus (climate change education)
- rauhankasvatus (peace education)
- demokratiakasvatus (democratic education)
- tulevaisuuskasvatus (futures education)

Hakukoneet ja tietokannat

Kansainväliset tietokannat

- Eric (Proquest)
- Google Scholar
- Scopus
- Web of Science

Suomalaiset tietokannat

- Doria (multi-institutional repository maintained by National Library of Finland)
- Melinda - National Metadata Repository
- University repositories of PhD dissertations
- Finna - search service for cultural and scientific materials
- https://journal.fi - Finnish Scholarly Journals Online

Lehdet

- Kasvatus
- Aikuiskasvatus
- Kasvatus & Aika
- Nuorisotutkimus
- Kosmopolis
- Ainedidaktiikka
- Ammattikasvatuksen aikakauskirja

Kirjankustantajat

- Gaudeamus
- Into Kustannus
- Vastapaino

Kansalaisyhteiskunnan toimijoiden ja ministeriöiden sivut

- Ministry of Education
- National Agency of Education
- Ministry for Foreign Affairs
- Ministry of Justice
- https://globaalikasvatus.fi/ a broad portal for CSOs and educational institutions
- Fingo: www.fingo.fi

Teemanumerot

Useat suomenkieliset tieteelliset aikakauslehdet ovat julkaisseet teemanumeroita globaalikasvatuksen kannalta tärkeistä teemoista: Kasvatuksen teemanumero kestävän kehityksen kasvatuksesta (2017) sekä globaalikasvatuksesta (2019), Aikuiskasvatuksen teemanumero Sivistystyö planetaaristen kriisien ajassa (2021), Ainedidaktiikan teemanumero Ympäristö- ja kestävyyskasvatus eri oppiaineissa (2020), Kasvatuksen ja ajan demokratiakasvatuksen teemanumero (2021), Nuorisotutkimuksen teemanumero nuorten ilmastoaktivismista ja Ammattikasvatuksen aikakauskirjan Oppiminen ja opetus uudessa kestävässä maailmassa (2021) sekä Koulutus ja osaaminen kestävässä tulevaisuudessa (2018).

Kehityssuunnat

Ulkoministeriö myöntää avustuksia kehitysviestintään ja suomalaisten kansalaisyhteiskunnan järjestöjen globaalikasvatustoimintaan. Rahoitus on kuitenkin vähentynyt viime vuosina. Katsauksemme lista julkaisuista sisältää myös rahoitusinstrumenttia koskevan evaluaation vuodelta 2020.

Muut ministeriöt rahoittavat pienempiä globaalikasvatushankkeita erityisesti koulutasolla tai opettajien täydennyskoulutuksella. Oikeusministeriö sekä Opetus- ja kulttuuriministeriö käynnistivät kansallisen ohjausryhmän demokratia- ja ihmisoikeuskasvatukselle (2021–2023). Vuosina 2022-

2023 Opetushallitus koordinoi demokratia- ja ihmisoikeuskasvatuksen pilottia peruskouluille. Lisäksi meneillään on pohjoismainen demokratia- ja ihmisoikeuskasvatuksen yhteistyöhanke, joka keskittyy opettajankoulutukseen. Opetushallitus tukee globaalikasvatukseen liittyviä teemoja, kuten kestävyyttä, tasa-arvoa ja yhdenvertaisuutta (esim. antirasismi) myös erilaisten ohjelmien ja opettajien täydennyskoulutuksen rahoituksen kautta. Se on myös kääntänyt useita UNESCOn, Euroopan neuvoston ja Euroopan turvallisuus- ja yhteistyöjärjestön globaalikasvatusta koskevia julkaisuja suomeksi. Lisäksi Valtioneuvosto julkaisi Suomen ensimmäisen lapsistrategian (2021), jonka yksi suurimmista toimenpiteistä on tuottaa oppimismoduuli lapsen oikeuksista eri alojen asiantuntijoille.

Katsauksen rajoitukset

Katsauksemme mukaan kansainvälisten tietokantojen avulla löytyy vain vähän suomenkielisiä globaalikasvatuksen julkaisuja. Vain Google Scholar tuotti olennaisia hakutuloksia, mutta niistäkin valtaosa oli pro gradu -tutkielmia tai muita opiskelijatöitä. Näistä syistä keskityimme suomenkielisiin tietokantoihin, aikakauslehtiin ja jo valmiiksi tuntemiimme julkaisuihin.

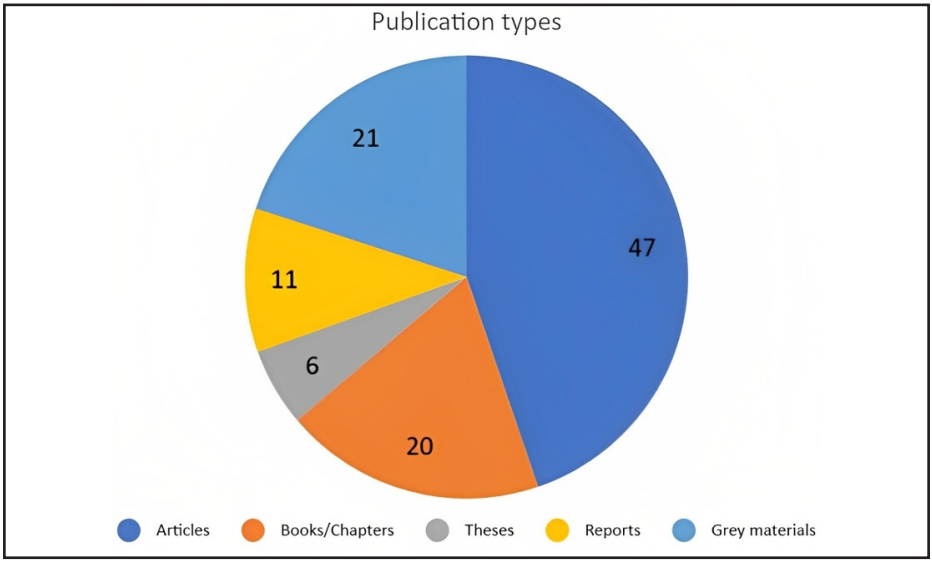
Valtaosa suomalaisesta globaalikasvatuksen tutkimuksesta julkaistaan englanniksi, koska kansainvälisillä julkaisuilla on korkeampi painoarvo yliopistojen rahoituksessa ja rankingeissa. Siksi olimme yllättyneitä löytäessämme merkittävän määrän globaalikasvatukseen liittyviä julkaisuja myös suomeksi. Koska ruotsin kieli on toinen Suomen virallisista kielistä, on todennäköistä, että tutkimusta julkaistaan myös ruotsiksi.

Merkittävä osaa suomalaisesta globaalikasvatustyöstä ei julkaista virallisissa raporteissa tai tutkimuksissa.

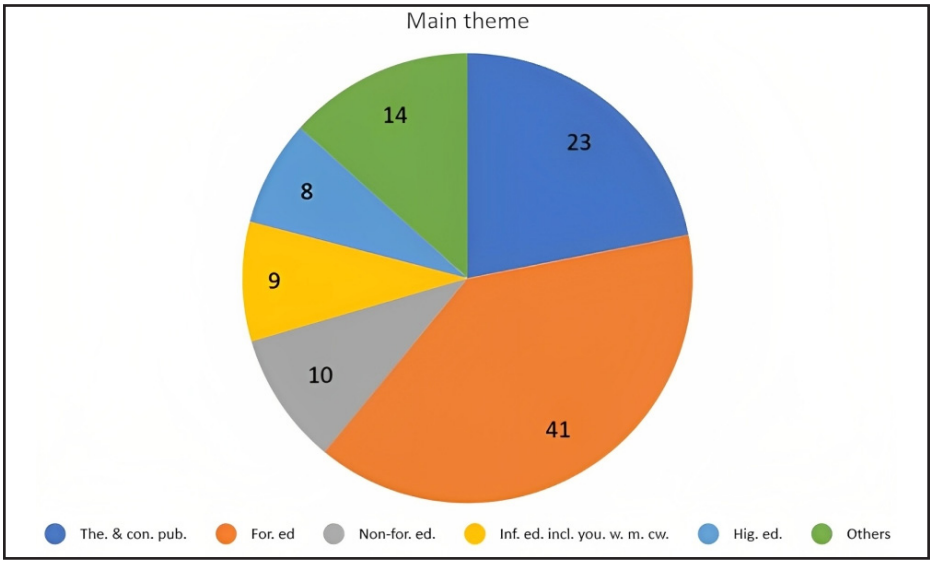
Kansalaisyhteiskunnan järjestöjen julkaisutoiminta suuntautuu pääosin opettajankoulutukseen tai erilaisten opetusmateriaalien tuottamiseen, tai järjestöt toimivat suoraan erilaisten kohderyhmien kanssa. Näitä aineistoja ei ole listattu kirjallisuuslistassamme.

Julkaisujen kriteerijaottelu aiheutti myös joitakin haasteita. Esimerkiksi akateemiset julkaisut, jotka perustuvat perusteelliseen empiiriseen tai teoreettiseen työhön, lyhyemmät julkaisut, kuten vaikkapa teemanumeroiden toimittajien pääkirjoitukset, lyhyet käännöstekstit

sekä keskustelupuheenvuorot luokittelimme harmaaksi tutkimukseksi. Tunnustamme valinnan rajoittuneisuuden, koska nämä tekstit on kuitenkin julkaistu akateemisilla alustoilla.



Kuvio 2. Julkaisujen julkaisumuodot



Kuvio 3. Julkaisujen teemat

Introduction: Finnish

This first search of global education literature in Finnish for the Digest covered the past five years, from 2017 to 2021. The team consisted of people from the Finnish GERIF network 'Global Education Research in Finland' with expertise ranging from human rights education to intercultural learning, as well as from different educational contexts.

The search resulted in 105 publications, listed annually in the Figure 1 below.

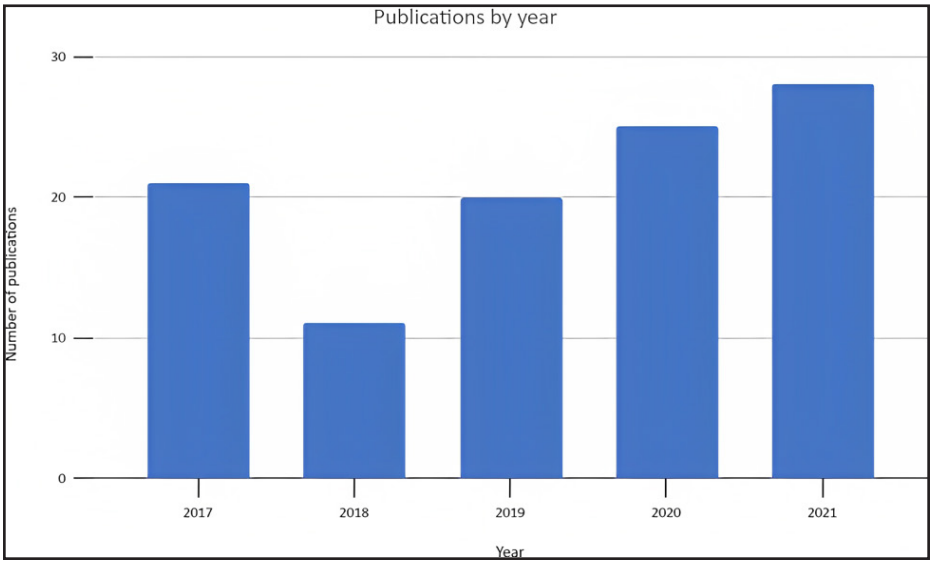


Figure 1: Publications by year

Concepts

The change of concepts around global education in Finland has been constant (see Lehtomäki & Rajala, 2020). From the 1970s to 2010s the leading term was 'international education' (kansainvälisyyskasvatus; referring to education for internationalism/internationalisation) which is still used in some publications in this Digest. Since the early 2000s, following the Maastricht Declaration, the main concepts used in the material were 'global

education' (globaalikasvatus) and 'global responsibility' (globaali vastuu). Since the SDGs in 2015 in particular Fingo, the umbrella organisation for Finnish development NGOs has predominantly used the concept 'global citizenship education' (globaali kansalaiskasvatus) in their advocacy and training work. However, based on our database search, this direct translation of GCE into Finnish was not yet widely used as a key concept in research.

The concepts used in the National core curricula for basic education (2014) include 'global education' (globaalikasvatus) and 'global responsibility' (globaali vastuu), and in general upper secondary school core curricula (2019) 'global competence' (globaali osaaminen), 'global citizenship' (globaalikansalaisuus) and 'international competence' (kansainvälinen osaaminen).

A particular concept in the Finnish context is 'ecosocial Bildung' (ekososiaalinen sivistys) or 'ecosocial education' (ekososiaalinen kasvatus). It is related to theories of strong sustainability and ecofeminism, stressing interdependence and relations between humans and other-than-humans, and taking into account global perspective as well as future generations. Ecosocial Bildung has been explored in Finnish educational research since the 2010s. The concept features in the core curricula of comprehensive education and in the previous curricula of the general upper secondary education. Adult education actors have also used the term.

Our team employed a similar approach to Lehtomäki and Rajala (2020) who used the Maastricht Declaration as a basis in their review on global education research in Finland from 2007 until 2018. As the review was conducted for the first time, we made a deliberate decision to include an extensive list of keywords, stemming from the changing concepts of global education described above. In addition to the areas mentioned in the Maastricht Declaration, we included more recent concepts used in Finnish core curricula and academic debate such as global competence, ecosocial Bildung, futures education and climate change education. The aim was to ensure that we also cover unexpected publications related to global education. Including only those publications where authors explicitly position themselves in the field of global education would have made the bibliography shorter. However, in our view not all relevant research uses the term 'global education' or 'global citizenship education' in Finnish.

For example Marginaaleista museoihin [From the margins to the museums] (2021), a book focusing on museum work from a decolonial and social justice perspective is clearly of great interest for GE researchers, and yet would not have been found by using only the search term of 'global education'.

After going through databases and search engines using the keywords below, the team discussed whether the publications found had a global connection AND were related to education. The unclear cases were discussed together looking at their title, keywords and abstract. A central inclusion criterion was whether the publication demonstrates values, objectives and transformativeness related to global education even if the concept of global education was not explicitly used.

The concepts used in our search include:

- globaali kansalaisuus (global citizenship)
- maailmankansalaisuus (world citizenship)
- globaali oikeudenmukaisuus (global justice)
- globaalikasvatus (global education)
- globaali kansalaiskasvatus (global citizenship education)
- kestävyyskasvatus (sustainability education)
- ympäristökasvatus (environmental education)
- kestävän kehityksen kasvatus (education for sustainable development)
- ihmisoikeuskasvatus (human rights education)
- kansainvälisyyskasvatus (international education)
- globaali vastuu (global responsibility)
- kulttuurienvälinen kasvatus (intercultural education)
- kulttuurienvälinen oppiminen (intercultural learning)
- monikulttuurisuuskasvatus (multicultural education)
- globaali osaaminen (global competence)
- ekososiaalinen sivistys (ecosocial Bildung)
- ilmastokasvatus (climate change education)
- rauhankasvatus (peace education)
- demokratiakasvatus (democratic education)
- tulevaisuuskasvatus (futures education)

Search engines and databases

International databases

- Eric (Proquest)
- Google Scholar
- Scopus
- Web of Science

Finnish databases

- Doria (multi-institutional repository maintained by National Library of Finland)
- Melinda (National Metadata Repository)
- University repositories of PhD dissertations
- Finna (search service for cultural and scientific materials)
- https://journal.fi/ (Finnish Scholarly Journals Online)

Journals

- Kasvatus
- Aikuiskasvatus
- Kasvatus & Aika
- Nuorisotutkimus
- Kosmopolis
- Ainedidaktiikka
- Sosiaalipedagoginen aikakauskirja
- Ammattikasvatuksen aikakauskirja

Book publishers

- Gaudeamus
- Into Kustannus
- Vastapaino

Civil society organisations and ministry websites

- Ministry of Education
- National Agency of Education
- Ministry for Foreign Affairs
- Ministry of Justice
- https://globaalikasvatus.fi/ (a broad portal for CSOs and educational institutions)
- Fingo: www.fingo.fi

Special issues

Several Finnish-language scientific journals have published special issues on themes relevant to global education: Kasvatus (The Finnish Journal of Education) on ESD (2017) and on global education (2019); Aikuiskasvatus (Adult Education) on Bildung work in the era of planetary crises (2021); Ainedidaktiikka (Subject Didactics) on environmental and sustainability education in different subjects (2020); Kasvatus & Aika on democracy education (2021); Nuorisotutkimus (Youth Research) on youth climate activism (2021) and Ammattikasvatuksen aikakauskirja (Journal of Professional and Vocational Education) on learning and teaching in a new sustainable world (2021) as well as on education and competence in a sustainable future (2018).

Trends

The Ministry for Foreign Affairs of Finland supports development communications and global education projects of Finnish civil society organisations, but the funding has decreased in the past years. The first evaluation of the funding instrument (2020) is included in the publication list.

Other ministries fund smaller global education initiatives especially at the school level, or by supporting in- service teacher training. The Ministry of Justice and the Ministry of Education and Culture initiated a national

steering group for democracy and human rights education (2021-2023). In 2022-2023, the Finnish National Agency for Education coordinates a democracy and human rights education pilot project for elementary schools. Additionally, there is an ongoing Nordic cooperation project on democracy and human rights education in teacher education. The National Agency for Education has development programmes and funding for teacher training on global education themes: sustainability, equality and equity (e.g. anti-racism). They have also translated several global education publications by UNESCO, Council of Europe and Organization for Security and Co-operation in Europe into Finnish. Furthermore, the Finnish Government has initiated its first National Child Strategy (2021) where one of the biggest actions is to produce a learning module for different professionals on Rights of the Child.

Limitations

According to our search, international databases include few publications on global education in Finnish. Only Google Scholar gave relevant search results, but they were mostly Master's theses or other student work. Therefore our main focus was on Finnish databases, journals and our personal knowledge.

Although the majority of Finnish research on global education is published in English - as international publishing outweighs national language publishing in university funding and rankings - we were surprised to discover such a significant number of publications also in Finnish. Furthermore, Swedish being the second official language in Finland, it is likely that research is also being published in Swedish.

Much of global education work in Finland is not published as official reports or research studies. Civil society organisations (CSOs) mainly develop resources and training for educators or work directly with different target groups. These resources are not listed in our review.

The classification criteria for publications posed some challenges. To highlight the role of academic research papers based on thorough empirical/theoretical work, shorter contributions, including editorials of

special journal issues, short translated pieces and discussion contributions, are classified as 'Grey literature'. We recognise the limitations related to this choice as these texts are published in academic fora.

Finnish: references

Formal education

Academic Journal Article

Aarnio-Linnanvuori, E., Cantell, H., Lehtonen, A., & Tolppanen, S. (2018). Polkupyörämalli ilmastokasvatuksen tueksi. Ympäristökasvatus, 3. https://feesuomi.fi/lehti/polkupyoramalli-ilmastokasvatuksen-tueksi/

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Henriksson, H. (2019). Maailmankansalaisuustyypit kansalaisjärjestöjen kouluyhteistyössä. Kasvatus, 50(5), 446–460.

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https://journal.fi/ainedidaktiikka/article/view/97366

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https://doi.org/10.23988/ad.91998

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Leivo, J., Ruth, O., & Muukkonen, P. (2020). Ajattelun taidon tasot maantieteen ylioppilaskokeessa taloudellisen kestävän kehityksen koekysymyksissä ja vastauksissa. Ainedidaktiikka, 4(3), 64–101.
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Lestinen, L., Autio-Hiltunen, M. and Kiviniemi, U. (2017). Suomen nuorten käsityksiä kansallisesta identiteetistään ja eurooppalaisuudestaan. Kasvatus, 48(2), 96–109.
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Salonen, A.O., Palmberg, I. & Aarnio-Linnavuori, E. (2017). Tyytyväisyyskasvatuksella kehitys kestäväksi?.Kasvatus.

Toiviainen, H., Heimo, S., Pastuhov, A. & Wallén, B. (2021). Ekososiaalinen sivistys on yhteisöllistä sivistymistä. Aikuiskasvatus.
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Français

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Introduction: Français

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,

Limites

1. Nous nous sommes limités à la littérature mentionnant explicitement l'éducation à la citoyenneté mondiale, mais nous aurions pu élargir la sélection en intégrant la littérature portant sur les thématiques de l'éducation à la citoyenneté mondiale ou portant sur les liens entre

éducation et justice sociale. 2) Par manque de temps ou d'accès aux bases de données non-européennes, il se peut que nous n'ayons pas pu être exhaustifs.

Pour 2021, nous avons identifié 19 publications francophones pertinentes.

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

1. Le terme 'éducation au développement' semble avoir définitivement laissé la place au terme 'éducation à la citoyenneté mondiale', ou tout du moins, il n'est pas ressorti dans nos recherches. Le terme 'éducation au développement' est maintenant toujours assorti du terme 'durable' (éducation au développement durable).
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'Éducation au Développement Durable est considérée comme une catégorie générique pour toutes sortes d'éducations 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 à la citoyenneté mondiale', 'Éducation à la citoyenneté et à la solidarité internationale', 'Éducation à la citoyenneté mondiale et solidaire'.

Introduction: French

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, Éducation et sociétés, Carrefours de l'éducation, Revue internationale des études du développement, Revue des sciences de l'éducation, Education et francophonie, Recherche en éducation, Éducation des adultes et développement) ; (5) Grey literature from institutional organisations, NGOs and associations (UNESDOC, Agence française de Développement, ENABEL, Ritimo, ITECO, ACODEV, Coordination Sud).

Limitations

1. We limited ourselves to literature mentioning explicitly global citizenship education, but we could have broadened the selection by including literature on the themes of global education, or on the links between education and social justice. 2) Due to lack of time or access to non-European databases, we may not have been able to be exhaustive.

For 2021, we identified 19 French-speaking relevant publications.
Based on the French-speaking literature on GCE, trends indicate that:

1. 'Education au développement' (development education) seems to be no longer used or only attached to 'sustainable' (éducation au développement durable – sustainable development education).
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 focuses 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 refers to what we call GCE. Furthemore, 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 à la citoyenneté mondiale', 'Education à la citoyenneté et à la solidarité internationale', 'Education à la citoyenneté mondiale et solidaire'.

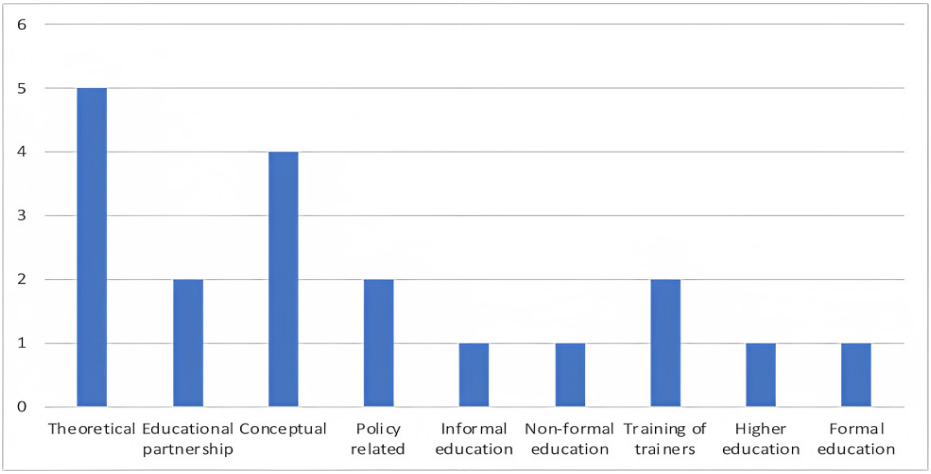

Figure 1: Number of publications by theme

French: References

Formal education

Academic Journal Article

Heimberg, C. (2021). Enseigner la possibilité de l'engagement, entre intelligibilité et dévolution. Tréma,
(56). http://journals.openedition.org/trema/6850

Higher education research

Academic Journal Article

Champoux, M. (2021). Former des acteurs de changement à l'université dans le contexte d'une transition écosociale. Éducation relative à l'environnement, 16(1). https://journals.openedition.org/ere/7029

Informal education including youth work, media & community work

Academic Journal Article

Wing, O. L. & Choo, S. S., (2021). Citoyenneté cosmopolite: apprendre par la participation sociale et civique à Singapour. Revue internationale d'éducation de Sèvres, (88), 53-62. https://journals.openedition.org/ries/11407

International volunteering, study visits & educational partnerships

Academic Journal Article

Starkey, H. (2021). Éducation, valeurs, école: le rôle des organisations internationales. Revue internationale d'éducation de Sèvres, (87).

https://journals.openedition.org/ries/11133

Report

Vandenhouten, J. (2021). L'apprentissage à l'envers, s'inspirer de la classe inversée dans nos activités d'éducation à la citoyenneté mondiale et solidaire et l'éducation permanente.

OXFAM. https://oxfammagasinsdumonde.be/content/uploads/2020/11/Analyse-14-La-classe-inversee-en-ECMS.pdf

Non-formal education

Report

Van Der Elst, C. (2021). Les adolescent.e.s, un public spécifique pour les animations en ECMS. OXFAM.
https://oxfammagasinsdumonde.be/les-adolescent%C2%-B7e%C2%B7s-un-public-specifique-pour-les-animations-en-ecms/

Policy related research

Book

Reimers, F.M. (2021). Former les élèves pour améliorer le monde. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000379825

Report

Huard, S. (2021). Vivre ensemble à Rimouski. Rapport de recherche sur les besoins de sensibilisation à l'interculturel. Accueil et Intégration BSL. http://aibsl.org/wp-content/uploads/2022/03/Vivre-ensemble-a-Rimouski.-Rapport-de-recherche-sur-les-besoins-de-sensibilisation-a-linterculturel-1.pdf

Teacher education & training of trainers

Academic Journal Article

Radhouane, M., Akkari, A., & Temirova, A. (2021). Perception et compréhension du concept de «citoyenneté mondiale » par des enseignants en formation: une comparaison Kazakhstan-Suisse. *Education comparée et internationale, 50(1). https://doi.org/10.5206/cieeci.v50i1.10990

Doctoral Theses

Ruskoni-Kyburz, L. (2021). La prise en compte de la diversité culturelle dans la formation des enseignants et dans les institutions scolaires communales. Une étude à partir du contexte tessinois. [Doctoral thesis, Université dE Genève]. https://archive-ouverte.unige.ch/unige:160457

Theoretical & conceptual publications

Academic Journal Article

Buttier, J-C., & De Mestral, A. (2021). D'hier à aujourd'hui, former des citoyen.ne.s engagé.e.s en France et en Suisse romande: une injonction paradoxale?. Tréma, (56). https://doi.org/10.4000/trema.6776

Desgouttes, P. (2021). L'UNESCO à la rencontre de l'école de la République: l'éducation à la citoyenneté mondiale. Administration & Éducation, (170), 37-42. https://doi.org/10.3917/admed.170.0037

Lange, J. & Barthes, A. (2021). «Éducation à» et «Questions socialement vives»: éduquer en contexte d'anthropocène. Carrefours de l'éducation, (52), 133-147. https://doi.org/10.3917/cdle.052.0125

Mimoun, F. (2021). Notion de Citoyenneté dans le Système Éducatif Algérien. DjoussourEl-maaréfa, 7(3), 661-671. https://www.asjp.cerist.dz/en/downArticle/136/7/3/164237

Steinmetz-Jenkins, D. (2021). Les ambiguïtés du cosmopolitisme: entretien avec Martha Nussbaum. Raisons politiques, (82), 125-139. https://doi.org/10.3917/rai.082.0125

Doctoral Theses

Bachand, C.-A. (2021). Pour un modèle d'éducation à la citoyenneté émancipatrice: les six vertus démocratiques du citoyen de liberté sociale. [Doctoral thesis, Université de Montréal].
https://papyrus.bib.umontreal.ca/xmlui/handle/1866/25517

Report

ENABEL (2021). Les tensions dans l'éducation à la citoyenneté mondiale. ENABEL. https://wikicm.be/wp-content/uploads/2021/02/GCE-magazine-FR-web.pdf

Giraud, C. (2021). Les valeurs universelles défendues par l'éducation à la citoyenneté mondiale sont-elles universelles?. ENABEL. https://wikicm.be/wp-content/uploads/2021/10/Issue-paper-3-les-valeurs-universelles-FR.pdf

Goris, K. (2021). Quelles relations entre l'éducation à la citoyenneté mondiale et l'éducation au développement durable?. ENABEL.
https://wikicm.be/wp-content/uploads/2021/04/Issue-paper-2-FR.pdf

Deutsch

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Susanne Timm (University of Bamberg)
Rachel Bowden (TU Dresden)

Einleitung: Deutsch

Der nachfolgende Literaturbericht enthält für Globales Lernen relevante Veröffentlichungen, die im Jahr 2021 veröffentlicht wurden, sowie Publikationen aus dem Jahr 2020, 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:

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 1.020.462 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 27.07.20212). Dieser Informationsdienst wird vom „Fachinformations-System Bildung" angeboten, an dem fast 30 Kooperationspartner aus Deutschland, Österr-

eich 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 scolar.

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.

https://www.fachportal-paedagogik.de/literatur/produkte/fis_bildung/fis_bildung.html

EWIK Portal Globales Lernen

Eine Welt Internet Konferenz. Diese Datenbank wird von Engagement Global/BMZ finanziert.

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

- Gedruckte didaktische Materialien zum Globalen Lernen http://www.globaleslernen.de/de/ bildungsmaterilien/alle
- Mediendatenbank zum Globalen Lernen für Filme in der kommunalen Schulausleihe, Videos und DVDs https://eine-welt-medien.de/
- Datenbank über Literatur, die Globales Lernen reflektiert, erstellt vom Comenius Institut (siehe oben) http://ep.cidoli.de/index.asp?DB=w_ep&swin=TRUE
- Und die Datenbank zum Globalen Lernen in Europa http://www.wusgermany.de/de/globales-lernen/europaeische-datenbank-globales-lernen-englob

Diese Datenbank enthält graue Literatur, die dieses Jahr stärker berücksichtigt unter folgenden Kriterien berücksichtigt wurde: publiziert in 2021,

Fokus auf Bildung / Lernen und globale Perspektiven, Policy und strategische Papiere, aber kein Unterrichtsmaterial.

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

FIS Bildung weist insgesamt 3293 Titel mit dem Stichwort "Globales Lernen", 557 Titel mit "Global Learning" (in englischer Sprache) und 2750 Einträge mit "Entwicklungsbezogene Bildung" aus. Die Datenbank enthält Publikationen auf Deutsch, Englisch, Französisch und Italienisch.

- Für 2016 finden wir 181 Einträge "Globales Lernen" und davon 36 auf Deutsch.
- Für 2017 finden wir 190 Einträge "Globales Lernen" und davon 37 auf Deutsch.
- Für 2018 finden wir 182 Einträge "Globales Lernen" und davon 27 auf Deutsch.
- Für 2019 finden wir 179 Einträge "Globales Lernen" und davon 42 auf Deutsch.
- Für 2020 finden wir 163 Einträge "Globales Lernen" und davon 29 auf Deutsch.
- Für 2021 finden wir 107 Einträge „Globales Lernen" und davon 24 auf Deutsch.

Insgesamt sind für den angegebenen Zeitraum 195 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.

Graue Literatur wurde in diesem Jahr stärker unter folgenden Kriterien berücksichtigt: publiziert in 2021, Fokus auf Bildung / Lernen und globale

Perspektiven, Policy und strategische Papiere, aber keinUnterrichtsmaterial.

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: German

This section includes material relevant to global learning that has been published in 2021, as well as material from 2020 that was not included in previous editions'. Digests for Global Learning have a history in Germany. This history was already presented in an overview in the last issues of the Digest.

Characteristics of existing databases

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

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 so-calledso called "grey literature" of NGOsN-GO's or government bodies. It contains the database of the Comenius-Institute. FIS Bildung works as well in English and provides all information in German and English.

The German Education Index offers references concerning all the areas of education and it currently contains 1.020.462 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 27.07.2022). 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 scolar. 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, refworks, zotero in different formats. The abstracts are under German copyright.
https://www.fachportal-paedagogik.de/literatur/produkte/fis_bildung/fis_bildung.html

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 NGO's. It offers a database on:

- Printed didactical tools for global learning http://www.globaleslernen.de/de/
- bildungsmaterilien/alle
- Media database for global learning for movies in the municipal lending service for schools, videos and DVD https://eine-welt-medien.de/
- Database on literature, which is reflecting Global Learning, done by the Comenius Institute
- (see above) http://ep.cidoli.de/index.asp?DB=w_ep&swin=TRUE
- And the database on Global Learning in Europe http://www.wusgermany.de/de/globales-lernen/europaeische-datenbank-globales-lernen-englob

This database includes grey literature.

An overview on the production about Global Learning from 2016 to 2021

FIS Bildung shows all over 3293 titles with "Globales Lernen", 557 titles with "Global Learning" (in English) and 2750 entries with "Entwicklungsbezogene Bildung" [Development related education]. The Database contains publications in German, English, French and Italien.

- For 2016 we find 181 entries "Globales Lernen" and from these 36 in German
- For 2017 we find 190 entries "Globales Lernen" and from these 37 in German

- For 2018 we find 182 entries "Globales Lernen" and from these 27 in German
- For 2019 we find 179 entries "Globales Lernen" and from these 42 in German
- For 2020 we find 163 entries "Globales Lernen" and from these 29 in German
- For 2021 we find 107 entries "Globales Lernen" and from these 24 in German

In total, there are 195 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 are appearing when using "Entwicklungsbezogene Bildung" or "Eine Welt". With "globalization" much more entries would appear. In Germany, doctoral theses are, unless they are published, not registered. As the databases works in German and English, the access is easily given.

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 then 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 international 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.

Grey literature has been included this year more intensive as long as it follows the criteria of German language, published in 2021, focus on education and global perspectives, policy and strategy documents, but not teaching and learning materials.

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

In comparison to the other sections in this Digest, the focus of the searched entries is narrow as related to entwicklungspolitischer Bildung (development edication), globalem Lernen (Global Learning), weltbürgerliche

Bildung (global citizenship education) and excluding environmental aspects of education for sustainable development and intercultural learning. This may lead to a misleading understanding of the situation. In addition, 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.

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Italiano

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Introduzione: Italiano

La sezione Italiana del Multilingual Global Education Digest 2022 rappresenta una bibliografia ragionata di materiali accademici e di ricerca rilevanti nel campo dell'Educazione Globale (EG) pubblicati nel 2021.

In questa edizione sono riportate 17 pubblicazioni del 2021 e 8 degli anni precedenti, non incluse nelle scorse edizioni. Come rappresentato nella Figura 1, nel dettaglio il Digest 2022 include: 9 articoli di riviste scientifiche pubblicate nel 2021; 3 libri pubblicati nel 2021 e 2 pubblicati nel 2020; 2 capitoli di libri/contributi in monografia pubblicati nel 2021 e 1 nel 2020; 1 tesi di dottorato del 2021 e 1 del 2008; 2 Report pubblicati nel 2021, 2 nel 2020, 1 nel 2019 e 1 nel 2018. Si è deciso di includere anche una tesi di dottorato del 2008 a causa della rarità di queste pubblicazioni in italiano. L'analisi che segue prenderà in considerazione solo le 17 pubblicazioni del 2021.

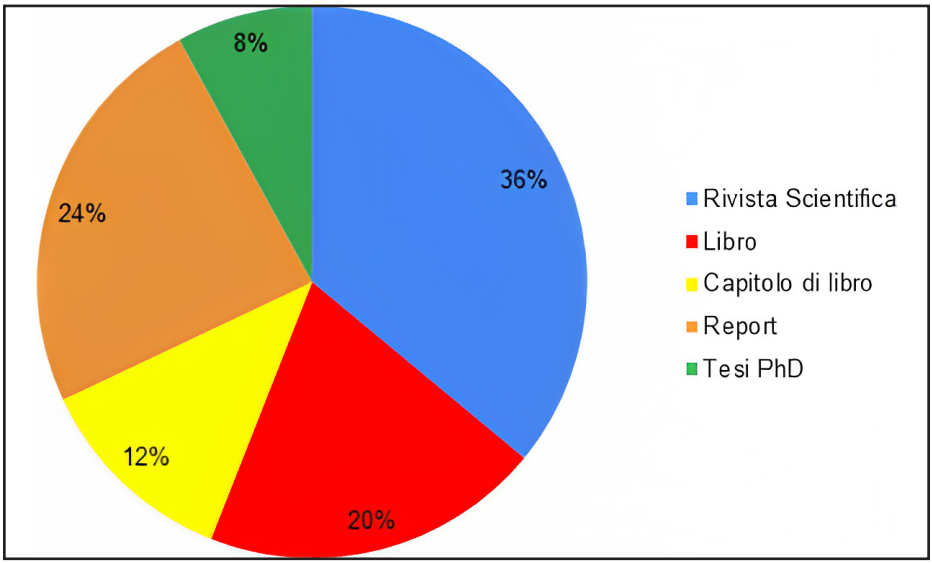


Figura 1. Diagramma pubblicazioni 2021 per tipologia

Il numero di pubblicazioni sui temi affini all'Educazione alla Cittadinanza Globale (ECG) del 2021 è inferiore al 2020 (25), ma supera quello del 2019 (6) e del 2018 (15). Si presume che gli eventi collegati alla pandemia da Covid-19 abbiano influito negativamente sul numero totale di pubblicazioni del 2021. Sono presenti articoli e tesi di dottorato in inglese scritti da autori italiani su riviste italiane ed internazionali, inserite nella sezione del Digest in lingua inglese.

Come nell'edizione precedente, sono stati individuati testi, report e materiali didattici destinati alle scuole di ogni ordine e grado che non sono stati inclusi nell'attuale versione in quanto non corrispondenti alle finalità del Multilingual Global Education Digest. Tuttavia, per chi fosse interessato ai materiali didattici nel campo dell'Educazione Globale si raccomanda l'archivio digitale Dharc-GEL (https://projects.dharc.unibo.it/digestgel/), che raccoglie le pubblicazioni presenti nelle precedenti edizioni del DIgest e viene costantemente aggiornato.

Questo genere di pubblicazioni si crede siano aumentate anche grazie all'applicazione della Legge 92/2019 che ha reintrodotto nelle scuole italiane "l'educazione civica" e favorito studi, riflessioni e ricerche anche sul tema dell'Educazione alla Cittadinanza Globale. In questa direzione, sono numerosi gli articoli emersi dalla ricerca che presentano un legame tra l'Educazione globale e l'Educazione Civica, confermando il trend della passata edizione.

Infine, si segnala che dei 17 contenuti pubblicati nel 2021, 8 sono scritti da donne, 5 da uomini, 2 in collaborazione tra autori di diverso genere e 2 (i report) da Enti e Organizzazioni. Ci sembra importante analizzare i contributi anche da questo punto di vista per stimolare una più approfondita analisi sulla rappresentazione di genere nelle pubblicazioni scientifiche in ECG.

Termini Utilizzati

Come segnalato nell'edizione precedente, il termine "Educazione Globale" ha spesso fatto riferimento alconcetto di cittadinanza. Tuttavia, già nelle pubblicazioni in lingua italiana dell'anno 2020 e forse ancor di più rispetto ai materiali pubblicati nel 2021, si è osservata la presenza di contenuti che utilizzano il termine"Educazione Globale" in accostamento ad altri termini. Per questo motivo, la ricerca è stata condotta utilizzando "Educazione Globale" (EG) ed "Educazione alla Cittadinanza Globale" (ECG) singolarmente, oppure affiancati ai termini:

- educazione planetaria
- educazione allo sviluppo
- educazione alla sostenibilità
- educazione ai diritti umani
- educazione interculturale
- educazione alla pace postcoloniale

Rispetto all'edizione precedente sono stati aggiunti alla ricerca i termini "educazione alla pace" e "postcoloniale". Se grazie al primo la ricerca si è ampliata, il secondo non ha portato ad ulteriori risultati.

Motori e Canali di ricerca

I contenuti inclusi nella presente edizione del Multilingual Global DIgest sono stati individuati attraverso una ricerca bibliografica sistematica. La ricerca si è svolta accostando le parole chiave precedentemente indicate nei seguenti canali e archivi di ricerca:

Motori di ricerca

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

Cataloghi

- Scopus
- Sistema Bibliotecario Nazionale https://opac.sbn.it/ricerca-avanzata#1663178349504
- Biblioteca Nazionale Centrale di Roma http://bve.opac.almavivaitalia.it/opac2/BVE/CR/ricercaAvanzata
- Biblioteca Nazionale di Firenze https://www.bncf.firenze.sbn.it
- ACNP - Catalogo Italiano dei Periodici https://acnpsearch.unibo.it
- Sistema Bibliotecario d'Ateneo Università di Firenze (https://www.sba.unifi.it/p1310.html)

Ricerca in archivi Open Access

- Roar - Registry of Open Access Repositories
- ERIC - Directory of Open Access Repositories
- Web of Science
- OpenDoar - Directory of Open Access Repositories
- OPENGREY
- DART-Europe E-thesis Portal
- PubbliTesi
- DOAJ - Directory of Open Access Journals
- DRIJ - Directory of Research Journals Indexing
- EBSCO - Delivery Service
- ERIH PLUS - European Reference Index for the Human e Social Sciences
- 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
- Pedagogia Oggi
- Torrossa

Social Network

- Research Gate

Si segnala che esclusivamente per la ricerca dei Policy Report sono stati consultati i seguenti siti web:

- Concord Italia (Network delle ONG in Europa) http://www.concorditalia.org/chi-siamo/membri/
- MIUR (Elenco fondazioni e istituti di ricerca) https://loginmiur.cineca.it/elencoistituti/front.php/autorizzati.html

Approcci alla ricerca

In riferimento ai report sono state prese in considerazioni pubblicazioni prodotte da Organizzazioni Non Governative (ONG), Fondazioni e Istituti di ricerca che si occupano di EG e ECG in Italia, che hanno permesso di individuare ulteriori materiali presenti in bibliografia o sitografia. Si può considerare tale approccio come una tecnica di "snowballing".

Si precisa che con il termine "report", visti i molteplici significati che può assumere, si è fatto qui riferimento a "un resoconto dal carattere valutativo o una sintesi dei risultati di un'indagine o di qualsiasi altra questione sulla quale siano richieste informazioni (tipicamente sotto forma di un documento ufficiale o formale) fornite o preparate da una persona o un organismo designato o tenuto a farlo" (Fonte: Accademia della Crusca).

Per le tesi di dottorato è stata adottata una strategia combinata particolarmente meticolosa visti gli scarsi risultati ottenuti dalla ricerca nei canali precedentemente indicati e nei database nazionali sulle tesi di dottorato. Per questo motivo, si è deciso di mappare le Università presso le quali sono affiliati i principali

studiosi italiani in GCE o quelle in cui sono state scritte tesi sul tema negli anni precedenti. Questa fase ci ha permesso di delimitare la ricerca presso: Università di Bologna, Università di Verona, Università Roma Tre, Università di Padova, Università di Modena e Reggio Emilia e Università

Cattolica di Milano.

L'utilizzo dei motori di ricerca di tipo commerciale è risultato utile per la ricerca di libri pubblicati di recente.

Torrossa si è dimostrato valido per la ricerca di capitoli di libri/contenuti in monografie. Pedagogia Oggi un'ottima fonte per articoli scientifici.

Sintesi dei dati

Nel 2021 la ricerca ha rilevato un totale di 17 pubblicazioni comprendenti: 9 articoli scientifici, 3 libri, 2 contributi in monografie, 1 tesi di dottorato e 2 report (come riportato nella Figura 2).

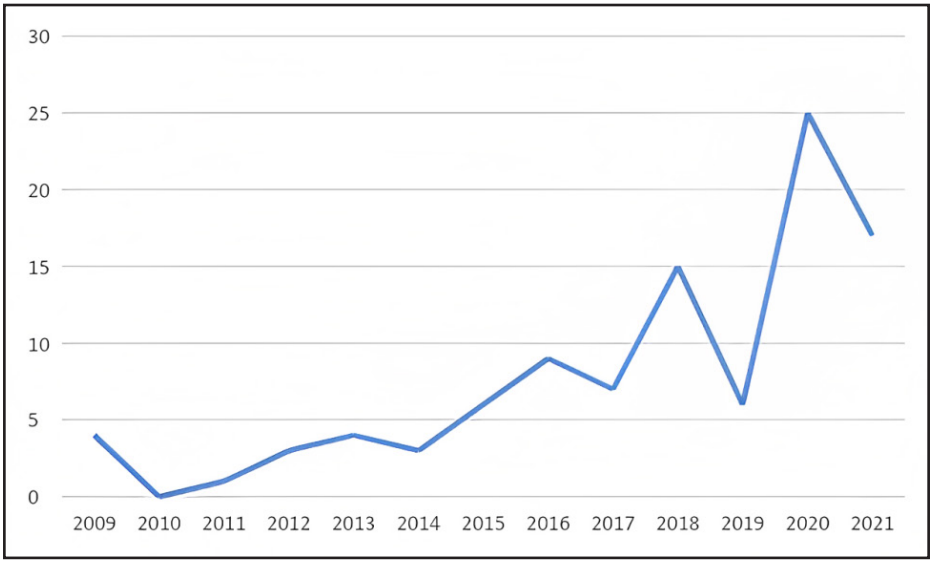


Figura 2. Distribuzione delle pubblicazioni sulla ECG 2009-2021

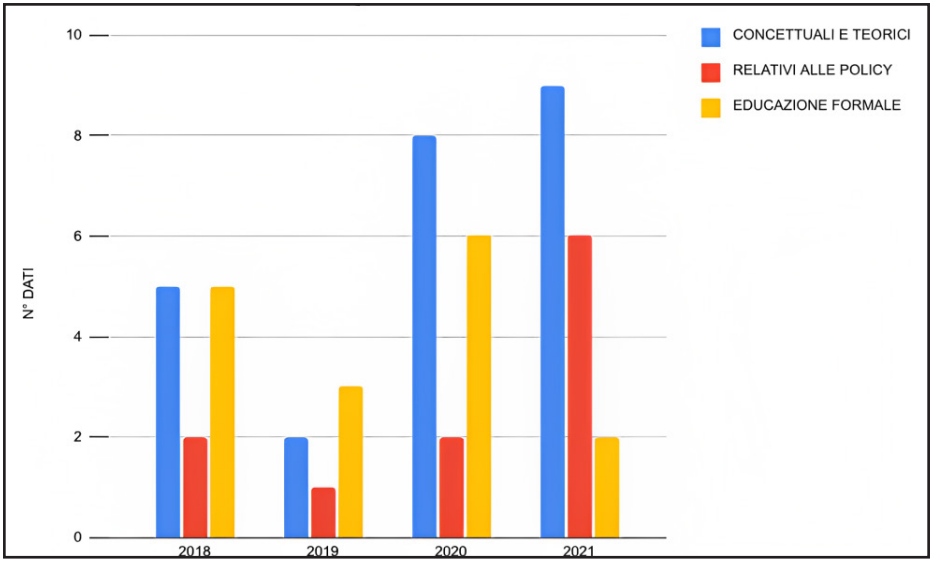


Figura 3. Istogramma distribuzione tematiche 2018-2021

Annotazioni sulla ricerca

La ricerca ha portato in evidenza alcuni contenuti che non sono stati riportati in quanto: A) Materiale didattico o report di attività didattiche/educative.; B) si focalizzano esclusivamente sui temi dell'educazione interculturale; C) nominano la GCE ma si sviluppano sui temi dell'intercultura; D) analizzano temi relazionati con GCE, ma senza il respiro globale e/o l'attenzione alla componente educativa; E) si focalizzano esclusivamente sulla sostenibilità.

- Fondaca (a cura di). (2021). Cittadinanza democratica ed educazione civica. Attività e materiali per la scuola secondaria. Erickson https://www.erickson.it/it/cittadinanza-democratica-e-educazione-civica
- Fiorucci, M., Tomarchio, M., Stillo L., & Pillera, G.C. (Eds). (2021). "La scuola è aperta a tutti" Modelli ed esperienze di formazione docenti e dirigenti nel master FAMI. Organizzazione e gestione delle istituzioni scolastiche in contesti multiculturali. ROMATRE-PRESS. https://doi.org/10.13134/979-12-5977-063-9/1

- Onama, J.B. (2019). Focus di etica e deontologia. Interpretando la prospettiva pedagogico-interculturale nel pensiero di A. MacIntyre e C. Taylor. In Loris Benvenuti (A cura di). Fare i conti con l'educazione. Tra io diviso e il più di noi. 31-50. Libreriauniversitaria Edizioni.
- Giordano, G., & Musarò, S. (2021). Migrazioni e cittadinanza mondiale a scuola. Manuale per insegnanti di scuola secondaria. Parlez vous global. http://cestim.it/sezioni/materiali_didattici/2014-12-parlezvousglobal-Migrazioni-cittadinanzamondiale-manuale-insegnanti-scuola-sec.pdf
- Bernardi, C., & Vanhaute, E. (2021) Una storia globale dell'umanità. CISP. https://www.getupandgoals.eu/a-global-history-of-humanity-vol1-it
- Molinari, Antonio, Tra pedagogia ed ecologia integrale: alcune questioni emblematiche per umanizzare l'economia. Tesi di dottorato: Università Cattolica del Sacro Cuore, XXXIII ciclo, a.a. 2019/20, Milano, [http://hdl.handle.net/10280/96256].
- Pasta, Stefano, Pregiudizio 2.0. Nuove forme di intolleranza nella cultura giovanile contemporanea. Modelli teorici e pratiche educative. Tesi di dottorato: Università Cattolica del Sacro Cuore, XXVIII ciclo, a.a. 2014/15, Milano, [http://hdl.handle.net/10280/10968].

Si segnala che la ricerca condotta ha già identificato molti risultati per il prossimo anno: 11 pubblicazioni tra articoli, libri e capitoli di libri.

Limiti della ricerca

Non è stato individuato un database che raccolga tutti i Report ufficiali di ONG, Fondazioni e Istituti di ricerca. Nei cataloghi e siti correlati consultati spesso non sono presenti né motori di ricerca interni, né sezioni dedicate (es. sezione "Pubblicazioni") che possano semplificare la ricerca di documenti. È stato quindi necessario navigare tra le pagine per trovare i report pubblicati.

Si conferma la difficoltà nell'individuare tesi di dottorato, nonostante si siano utilizzate strategie plurime: ricerca su database nazionali, ricerca in database di ateneo particolarmente sensibili al tema, richiesta di

segnalazione diretta da parte di ricercatori del campo. I motivi di questi risultati sono molteplici. Ci sono delle difficoltà oggettive di reperimento delle informazioni dovute a diverse motivazioni, tra cui: molte tesi non sono incluse nei database nazionali; non tutti gli atenei hanno una banca dati delle proprie tesi e anche quelle esistenti non sono sempre consultabili su parole chiave; spesso le tesi non sono consultabili, rendendo difficile valutare la rilevanza. Parallelamente sembra emergere un interesse generale su temi affini alla GCE quali intercultura, sostenibilità e pregiudizio, ma senza un riferimento chiaro ai concetti chiave di "empowerment" e "agency" e all'interesse globale. Oppure al contrario tesi che potrebbero contenere questi aspetti, ma non fanno un riferimento chiaro all'Educazione Globale che andrebbero desunti dal discorso.

Introduction: Italian

The Italian section of the Multilingual Global Education Digest 2022 represents a reasoned bibliography of academic and research materials published in 2021, relevant in the field of Global Education (GE).

This edition includes 17 publications from 2021 and 7 from 2020, 2019, 2018 that were not included in previous editions and 1 doctoral thesis from 2008, included due to their rarity in Italian . In detail (see figure 1), Digest 2022 includes: 9 academic journal articles published in 2021; 3 books published in 2021 and 2 published in 2020; 2 book chapters/contributions in monographies published in 2021 and 1 in 2020; 1 doctoral dissertation from 2021 and 1 from 2008; 2 reports published in 2021, 2 in 2020, 1 in 2019 and 1 in 2018. The following analysis is based exclusively on the 17 entries from 2021.

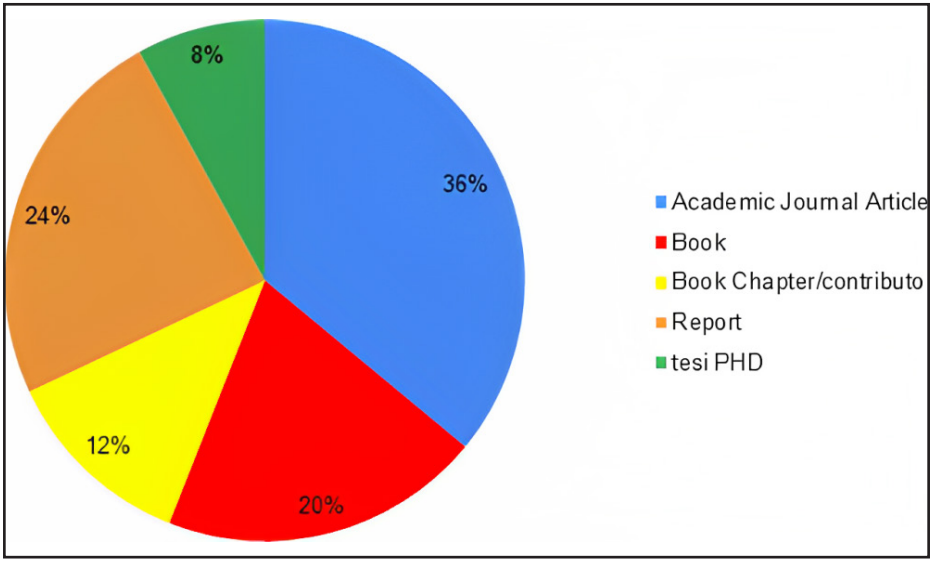


Figure 1. Percentage of publications 2021 (N= 17)

The number of publications on ECG-related topics in 2021 does not confirm the growth trend seen for the year 2020 (25), but is still higher than in 2019 (6) and 2018 (15). It is plausible that the event connected with the Covid-19 pandemic affected negatively the total number of 2021 publications. Also this year there are articles written in English by Italian authors, included in the English language section of the Digest.

As in the previous edition, we identified texts, reports and teaching materials, intended for schools of all levels. These materials are not included in the current edition because they are not within the Multilingual Global Education digest's scope. The teaching materials are included in the digital repository, where all publications from every Multilingual Digest edition are included and constantly updated (https://projects.dharc.unibo.it/digest-gel/). These kinds of publications probably increased due to the implementation of Law 92/2019, which, after years of absence, reintroduced "civic education" in Italian schools and fostered studies, reflections and researches also on the topic of Global Citizenship Education.

To confirm this hypothesis and the trend of the past edition, we came across 6 articles that focus on the link between Global Education and Civic Education.

Last but not least, we report that among the 17 publications that refer to 2021, 8 were written by women, 5 by men, 2 were collaborations between authors of different genders, and 2 (the Reports) by entities and organizations. This note aims at stimulating a deeper analysis on gender representation in scientificpublications in ECG.

Terms

As reported in the previous edition, the term "Global Education" has often referred to the concept of citizenship. However, already in the Italian-language publications of the year 2020 and perhaps even more so than the materials published in 2021, the presence of content using the term "Global Education" in juxtaposition with other terms was observed. For this reason, the research was conducted using "Global Education" (acronym EG) and "Global Citizenship Education" (acronym ECG) in solitary, or si-

de-by-side with the terms:

- educazione planetaria (planetary education);
- educazione allo sviluppo (development education);
- educazione alla sostenibilità (education for sustainability)
- educazione ai diritti umani (human rights education);
- educazione interculturale (intercultural education);
- educazione alla pace (peace education);
- postcoloniale (postcolonial)

Compared with the previous edition, we added the terms "peace education" and "postcolonial" to the research. While thanks to the former the research was expanded, the latter did not lead to further results.

Search engines and databases

The content included in this edition of the Multilingual Global DIgest was identified through a systematic literature search. The search was conducted by combining the previously indicated keywords in the following search channels and archives:

Search engines

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

Libraries and scientific database/repositories

- Scopus
- National Library System https://opac.sbn.it/ricerca-avanzata#1663178349504
- Central National Library in Rome http://bve.opac.almavivaitalia.it/opac2/BVE/CR/ricercaAvanzata
- National Library in Florence https://www.bncf.firenze.sbn.it
- ACNP - Italian Journal Directory https://acnpsearch.unibo.it

- University Library System of Florence University (https://www.sba.unifi.it/p1310.html)

Open Access Archives

- Roar - Registry of Open Access Repositories
- ERIC - Directory of Open Access Repositories
- Web of Science
- OpenDoar - Directory of Open Access Repositories
- OPENGREY
- DART-Europe E-thesis Portal
- PubbliTesi
- DOAJ - Directory of Open Access Journals
- DRIJ - Directory of Research Journals Indexing
- EBSCO - Delivery Service
- ERIH PLUS - European Reference Index for the Human e Social Sciences
- ESSPER Association - italian journals of economics, social sciences and history
- 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
- Pedagogia Oggi
- Torrossa

Social Network

- Research Gate
- Limited to the search for Policy Report, we have consulted the following websites:
- Concord Italia (Network of European ONG) http://www.concorditalia.org/chi-siamo/membri/
- MIUR (List of foundations and research institutes) https://loginmiur.cineca.it/elencoistituti/front.php/autorizzati.html

Research strategies

An analysis of the sources of publication of reports from NGOs, Foundations and Research Institutes

identified in the above webpages has made it possible to trace new materials or publication institutions. One can consider such an approach as a "snowballing" technique.

Given the multiple possible meanings attached to the term "report" reference has been made here to "an account with an evaluative character or a summary of the results of an investigation or any other matter on which information (typically in the form of an official or formal document) is required to be provided or prepared by a person or body designated or required to do so" (Source: Accademia della Crusca).

For doctoral dissertations, given the poor results of searching on the usual national databases, we used a combination of strategies including looking at the universities where the main scholars working on GCE in italy are affiliated, or where Pfd dissertation had been written in the previous years. This phase allowed us

to enhance the search using the database of the following universities: University of Bologna, University of Verona, University of Roma Tre, University of Padua, University of Modena and Reggio Emilia, and Catholic University of Milan.

The use of commercial-type search engines proved useful for searching recently published books. Torrossa proved valuable for searching book chapters/content in monographs. "Pedagogia Oggi", an Italian journal, is an excellent source for scholarly articles.

Data Summary

In 2021 the research has uncovered a total of 17 publications including: 9 academic journal articles, 3 books, 2 contributi in monografie, 1 PhD dissertation e 2 reports (see Figure 2).

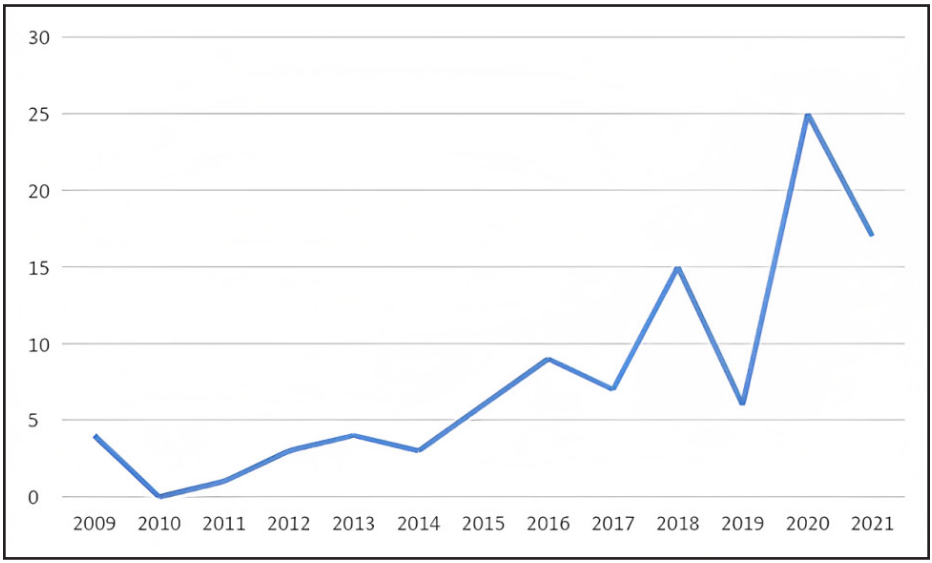


Figure 2. GCE publications distribution - years 2009-2021

*I*n particular, in the present edition, we considered it useful to reflect on the division of publications into thematic categories. To this end, we focused on the themes that in the digital archive in Global Education and Learning (GEL),collect the highest number of publications from 2018 to 2021, i.e. theoretical and conceptual publications, policy related research, formal education. Figure 3 shows that the conceptualization and theoretical category gathers the highest number of publications consistently in the past four years.

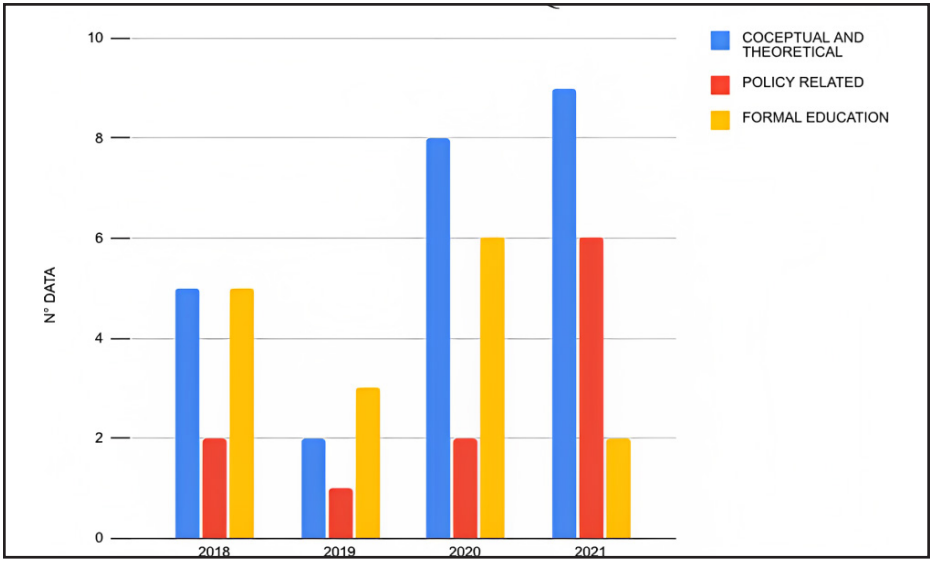


Figure 3. Distribution of the Themes 2018-2021

Research notes

The research brought out some contents that were not reported because: A) they present teaching materials or reports of teaching/educational activities.; B) they focus exclusively on intercultural education issues; C) they mention GCE, but then focus solely on intercultural issues; D) they analyze issues related to GCE, but without global breath and/or focus on the educational component; E) they focus exclusively on sustainability.

- Fondaca (a cura di). (2021). Cittadinanza democratica ed educazione civica. Attività e materiali per la scuola secondaria. Erickson https://www.erickson.it/it/cittadinanza-democratica-e-educazione-civica
- Fiorucci, M., Tomarchio, M., Stillo L., & Pillera, G.C. (Eds). (2021). "La scuola è aperta a tutti" Modelli ed esperienze di formazione docenti e dirigenti nel master FAMI. Organizzazione e gestione delle istituzioni scolastiche in contesti multiculturali. ROMATRE-PRESS. https://doi.org/10.13134/979-12-5977-063-9/1
- Onama, J.B. (2019). Focus di etica e deontologia. Interpretando la prospettiva pedagogico- interculturale nel pensiero di A. MacIntyre

e C. Taylor. In Loris Benvenuti (A cura di). Fare i conti con l'educazione. Tra io diviso e il più di noi. 31-50. Libreriauniversitaria Edizioni.
- Giordano, G., & Musarò, S. (2021). Migrazioni e cittadinanza mondiale a scuola. Manuale per insegnanti di scuola secondaria. Parlez vous global. http://cestim.it/sezioni/materiali_didattici/2014-12-parlezvousglobal-Migrazioni-cittadinanza-mondiale-manuale-insegnanti-scuola-sec.pdf
- Bernardi, C., & Vanhaute, E. (2021) Una storia globale dell'umanità. CISP. https://www.getupandgoals.eu/a-global-history-of-humanity-vol1-it
- Molinari, Antonio, Tra pedagogia ed ecologia integrale: alcune questioni emblematiche per umanizzare l'economia. Tesi di dottorato: Università Cattolica del Sacro Cuore, XXXIII ciclo, a.a. 2019/20, Milano, [http://hdl.handle.net/10280/96256].
- Pasta, Stefano, Pregiudizio 2.0. Nuove forme di intolleranza nella cultura giovanile contemporanea. Modelli teorici e pratiche educative. Tesi di dottorato: Università Cattolica del Sacro Cuore, XXVIII ciclo, a.a. 2014/15, Milano, [http://hdl.handle.net/10280/10968].

The research conducted has already identified many outputs for the coming year, namely: 11 publications including articles, books, and book chapters.

NGOs (Non-Governmental Organizations), Institutes and Research Foundations were considered as sources of report publication as they represent the main actors dealing with ECG and EG.

Limitations

There is no database collecting all official reports of NGOs, Foundations and Research Institutes. In the catalogs and related sites consulted, there are often neither internal search engines nor dedicated sections (e.g., "Publications" section) that could simplify the search for documents. It was therefore necessary to navigate between pages to find published reports.

The difficulty in locating doctoral dissertations is confirmed, despite using multiple strategies: searching national databases, searching university databases particularly sensitive to the topic, requesting direct reports from researchers in the field. The reasons for these results are multiple. There are objective difficulties in finding information since: many theses are not included in national databases; not all universities have internal databases and even those that do exist are not always searchable on keywords; often theses are not retrievable, making it difficult to assess relevance. In addition, there seems to be a general interest in GCE-related topics such as interculturalism, sustainability, and prejudice, but without clear reference to the key concepts of "empowerment", "agency" and global interest. Or conversely theses that might contain these aspects, but do not make clear reference to GCE or GE, forcing to make inferences from the discourse.

Italian :References

Formal education

Academic Journal Article

Caccioppola, F. (2021). Tra essere e voler essere: un'analisi sistematica del curricolo australiano in materia di Educazione alla cittadinanza globale. CADMO, 76-96. https://doi.org/10.3280/CAD2021-002007

Doctoral Theses

Caccioppola, F. (2021). Una lezione in aula per l'Educazione alla Cittadinanza Globale. Uno studio esplorativo-descrittivo in Italia e in Australia. [Doctoral thesis, LUMSA]. http://ricercascientifica.lumsa.it/handle/40337

Higher education research

Academic Journal Article

Simeone, D., Locatelli, R. (2021). La fraternità e la cooperazione per un patto educativo globale: il ruolo dell'università. Educatio Catholica, 7(44563), 91-99. http://hdl.handle.net/10807/182925

Informal education including youth work, media & community work

Book

Simeone, D. & Zani, V. (2021). La casa della pace. Un progetto educativo in divenire. Vita e Pensiero Editrice. https://www.vitaepensiero.it/scheda-libro/autori-vari/la-casa-della-pace-9788834344774-371044.html

Policy related research

Academic Journal Article

Pasolini, E. (2021). Educazione civica e alla cittadinanza. Le proposte delle organizzazioni internazionali.
Scuola Democratica, 12,15-28. https://doi.org/10.12828/100665

Book Chapter

Porcarelli, A. (2021). Cittadinanza e sviluppo sostenibile: il ruolo di Agenda 2030 nell'Educazione civica. In: Cittadinanza europea, Costituzione e Diritti: l'educazione come strumento di democrazia. Il progetto #ShareEU. Pensa MultiMedia. https://www.research.unipd.it/handle/11577/3443109

Report

CISU, COP, RESACOOP, Lafede.cat, FINGO, Wilde Ganzen & 11.11.11. (2021). Educazione alla cittadinanza globale. Come misurare e migliorare l'impatto. https://www.ongpiemonte.it/wp-content/uploads/2020/12/Frame-Voice-Report_Come-misurare-e-migliorare-limpatto.pdf

UNESCO. (2019). Educazione alla cittadinanza mondiale. Nuovi percorsi per una cittadinanza attiva con una prospettiva globale attraverso un'educazione non formale e informale. UNESCO. https://www.unesco.ch/wp-content/uploads/2019/06/GCED_A5_IT.pdf

UNESCO. (2021). Educazione allo sviluppo sostenibile. Una tabella di marcia. UNESCO. http://unescoblob.blob.core.windows.net/pdf/UploadCKEditor/ESD%202030%20Una%20tabella%20di%20marcia%20DEF.pdf

WE WORLD. (2020). Educazione alla Cittadinanza Globale. Policy Brief. We World. https://ejbn4fjvt9h.exactdn.com

Teacher education & training of trainers

Academic Journal Article

Ajello, A. M. (2021). Educazione civica come educazione alla cittadinanza globale: oggi è più difficile. Scuola Democratica, 12,203-214. https://doi.org/10.12828/100679

D'Addelfio, G., et al. (2021). Editoriale. Pedagogia Oggi, 19(2), 44816. https://ojs.pensamultimedia.it/index.php/siped/article/view/5180

Book

Ambel, M. (2020). Una scuola per la cittadinanza. Idee, Percorsi, Contesti. Vol 2. Piemme Edizioni.

Dato, D. & Ladogana, M. (2021). Educare alla cittadinanza locale e globale. Contesti, percorsi, esperienze.

Zeroseiup.https://www.zeroseiup.eu/prodotto/educare-allacittadinanza-locale-e-globale/

Book Chapter

Caruso, A. (2020). Per una cittadinanza globale. Scuola per la cittadinanza: idee, percorsi, contesti. In: Una scuola per la cittadinanza (pp. 133-138). Piemme Edizioni.

Report

Grion, V., Da Re, L., Tino, C. & Bonel, R. (2018). Educazione alla Cittadinanza Globale. Global issues - Global Subject.https://www.acs-italia.it/wp-content/uploads/2018/09/ReportRicerca-GIGS-Grion-et-al.-2018.pdf

Theoretical & conceptual publications

Academic Journal Article

Faggioli, R. (2021). Agentività ed esperienza Incarnata per la formazione alla cittadinanza globale.
Pedagogia Oggi, 19(2), 131-137. https://doi.org/10.7346/PO-022021-17

Gross, B. (2021). Educare per una società equa: l'educazione civica nella prospettiva della pedagogia interculturale e della cittadinanza. Pedagogia Oggi, 19(2), 71-78. https://doi.org/10.7346/PO-022021-09

Riccardi, V. (2021). La cittadinanza globale ai tempi del Covid-19: riconoscere il destino comune nella fragilità della pandemia. QTimes Journal of Education, 13(2), 70-82. https://iris.uniroma3.it/retrieve/e397d80e-a8df-b0de-e053-6605fe0a1c76/riccardi_qt-jetss_apr_2021.pdf

Stillo, L. (2021). Educare alla cittadinanza in prospettiva interculturale. Riflessioni e proposte per la società odierna. Pedagogia Oggi, 19(2), 64-70. https://doi.org/10.7346/PO-022021-08

Book

Mungongo, E.K. (2021). Educazione alla cittadinanza globale: Focus su D Congo. Edizioni Sapienza.
Panarello, P. (2020). In difesa del pianeta vivente per i diritti di madre terra. Educazione globale e scienzadella sostenibilità nel secolo dell'emergenza climatica. Falzea.

Book Chapter

Galligani, I. (2021). L'incontro con l'Altro per l'Educazione alla Cittadinanza Globale. Riflessioni dalla valutazione d'impatto del caso "DIMMI di storie migranti". In: CONFINI, IDENTITÀ E CITTADINANZA Uno sguardo multidisciplinare. Edizioni ETS. https://www.edizioniets.com/priv_file_libro/4287.pdf

Doctoral Theses

Tagliavia, A. (2008). La pedagogia di Paulo Freire nelle società multiculturali. [Doctoral thesis, Università degli studi RomaTre]. http://hdl.handle.net/2307/5060

Report

Libro Bianco. (2020). L'Educazione alla Cittadinanza Globale In Toscana. Toscana, DGR 15 settembre 2020, n. 1230.

https://www.regione.toscana.it/documents/10180/23864036/Delibera_n.1230_del_15-09-2020-Allegato-A.pdf/11292c63-c475-059c-3b58-b110a89012d3?t=1602674289231

Polsky

Magdalena Kuleta-Hulboj (Warsaw University)

Wstęp: Polski

Poniższy rozdział zawiera wyniki kwerendy bibliograficznej dotyczącej literatury akademickiej z zakresu edukacji globalnej opublikowanej w języku polskim w roku 2021. Wśród publikacji znalazły się również pozycje opublikowane w roku 2019 i 2020, które nie zostały uwzględnione w poprzedniej edycji Multilingual Global Education Digest.

Metodologia

Podobnie jak w roku ubiegłym, 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. Zrezygnowałam z włączenia do kwerendy terminu "edukacja dla zrównoważonego rozwoju" i „edukacja rozwojowa". Szczegółowe argumenty stojące za ta decyzją omówione zostały w poprzedniej edycji Multilingual Global Education Digest; w tym miejscu przypomnę je zatem w skróconej formie. Po pierwsze, termin „edukacja rozwojowa" nigdy nie zyskał popularności czy większego uznania wśród badaczy i badaczek; po drugie, „edukacja dla zrównoważonego rozwoju" funkcjonuje w literaturze przedmiotu przede wszystkim jako zbliżona do edukacji środowiskowej, ekologicznej. Po trzecie, zgodnie z porozumieniem międzysektorowym podpisanym w 2011 (Grupa Zagranica 2011), główni interesariusze edukacji globalnej w Polsce zgodzili się na używanie określenia „edukacja globalna". Natomiast włączenie określenia „globalna edukacja obywatelska" uzasadnione jest rosnącą międzynarodową popularnością jego anglojęzycznego odpowiednika (global citizenship education), za sprawą między innymi dokumentów UNESCO. Jednakowoż, jak wynika z przeprowadzonej przeze mnie kwerendy, popularność ta nie znajduje odzwierciedlenia w polskiej literaturze naukowej. Podobnie jak w poprzednim roku, kwerendę przeprowadziłam zarówno w międzynarodowych bazach danych uzgodnionych przez zespół przygotowujący "Multilingual Global Education Digest 2022", jak i w innych źródłach informacji istotnych w kontekście polskim, takich jak katalogi najważniejszych bibliotek lub przydatne bazy danych. W rezultacie, w wyszukiwaniu uwzględniłam

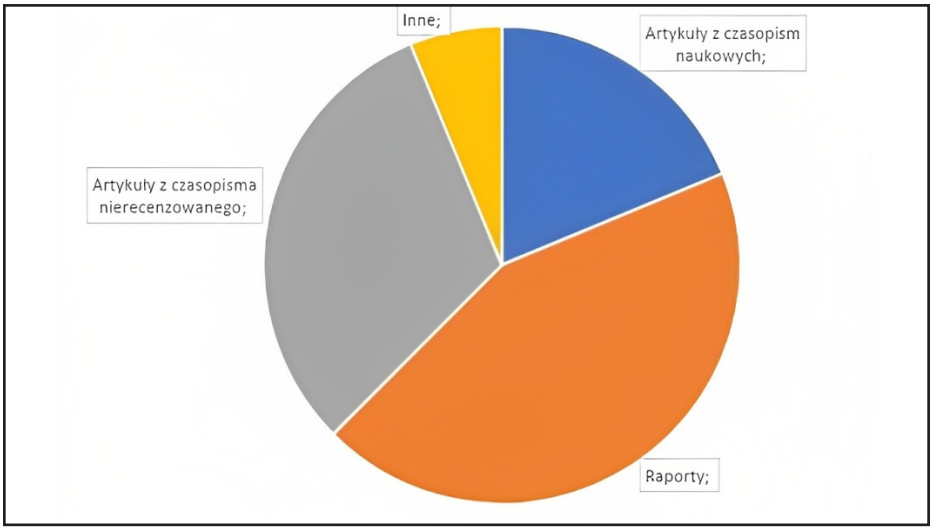
następujące źródła:

1. międzynarodowe akademickie bazy danych: Scopus, Web of Science, EBSCO, ProQuest, JSTOR;
2. Google Scholar;
3. bazę Central and Eastern European Online Library (CEEOL);
4. katalogi i bibliografie Biblioteki Narodowej (www.bn.org.pl). Należy podkreślić, że główny katalog BN indeksuje zawartość wybranych czasopism naukowych i prac zbiorowych.
5. repozytoria prac dyplomowych 15 uczelni publicznych (tych dostępnych online);
6. multiwyszukiwarkę Biblioteki Uniwersytetu Warszawskiego, umożliwiającą zintegrowane przeszukiwanie e-zasobów i katalogu Bibliotek UW.

Wyniki

Łącznie w zestawieniu znalazł się 1 numer specjalny czasopisma bibliotecznego oraz 17 dokumentów: 14 z nich zostało opublikowanych w 2021 roku, 3 pozostałe – w latach wcześniejszych. Ponieważ jednak nie figurują one w poprzedniej edycji Multilingual Global Education Digest, zdecydowałam się włączyć je do listy. Poniżej przedstawiam krótką analizę wyników pod względem: typu źródła oraz głównego tematu.

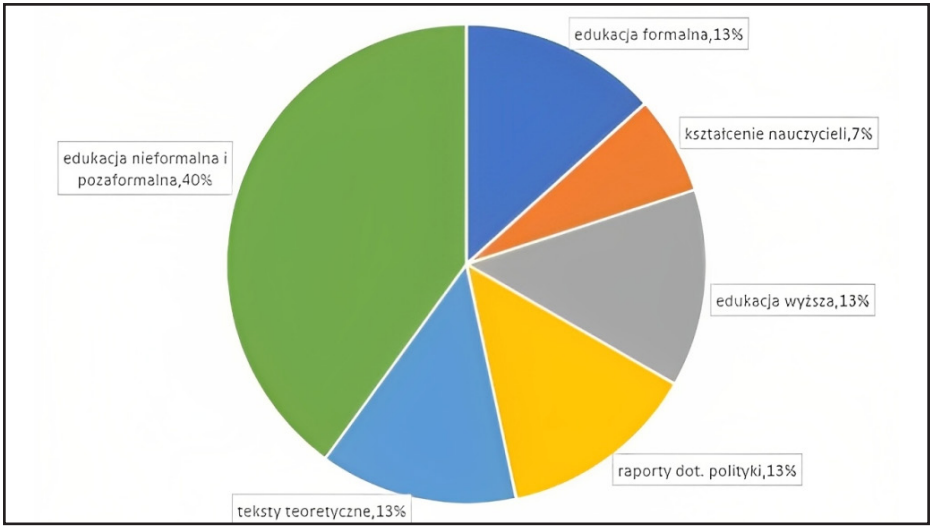
Lista publikacji dotyczących edukacji globalnej opublikowanych w języku polskim w ostatnim roku zawiera: 3 artykuły z czasopism naukowych, 7 raportów (z czego 6 zostało wydanych przez organizacje pozarządowe, zaś 1 – przez Ministerstwo Spraw Zagranicznych), 5 artykułów z czasopisma nierecenzowanego naukowo („Biuletyn EBIB") oraz 1 sprawozdanie z konferencji.



Rys. 1. Publikacje dotyczące edukacji globalnej w języku polskim według typu źródła.

W porównaniu do roku 2020, zauważalny jest wyraźny wzrost liczby publikacji dotyczących edukacji globalnej. Bliższe przyjrzenie się wynikom nie dostarcza jednak powodów do radości. Jedynie 3 teksty z zestawienia są artykułami naukowymi, pozostałe należą do tzw. „szarej literatury" (grey literature) i ich poziom naukowy może być bardzo zróżnicowany.

Warto także podkreślić, że dominują teksty opublikowane przez organizacje pozarządowe (7 na 17 dokumentów). Odzwierciedla to cechę widoczną już w poprzednich latach: to organizacje pozarządowe są głównymi aktorami edukacji globalnej w Polsce. Potwierdza się również, że zainteresowanie edukacją globalną wśród pracowników i pracownic naukowych jest wciąż niewystarczające. Jeśli chodzi o główny temat publikacji, to tematy rozkładają się w zasadzie równomiernie. Co prawda najwięcej publikacji skupia się na edukacji pozaformalnej i nieformalnej (n=6), ale wynika to z obecności w zestawieniu numeru specjalnego periodyku bibliotecznego EBiB "Zrównoważony rozwój a biblioteki". Pozostałe tematy reprezentowane są z podobną częstotliwością (rys. 2).



Rys. 2. Publikacje dotyczące edukacji globalnej w języku polskim według głównego tematu.

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 znalazłam żadnej rozprawy, mimo że została ona napisana i obroniona.

Introduction: Polish

This section presents the results of a bibliographic search for academic literature on global education published in Polish in 2021. I have also listed few publications from 2019 and 2020, which were not included in the Multilingual Global Education Digest 2021.

Introduction: Polish

Methodology

As in the previous edition of the Digest, the search was performed using the following keywords: "edukacja globalna" (global education) and "globalna edukacja obywatelska" (global citizenship education), with their inflectional variants. Moreover, to ensure the liability of the results, the terms "edukacja" (education) and "globalna" (global), together with their inflectional variants, were combined through Boolean operators. I resigned from including the term "edukacja rozwojowa" (development education) and "edukacja dla zrównoważonego rozwoju" (education for sustainable development - ESD) for the reasons described in more detail in the previous edition. To put it succinctly, the first term has never gained greater recognition within academia; the second is used in relation to ecological, environmental education. Furthermore, according to the 2011 Multistakeholder Agreement, the main stakeholders within the field of global education in Poland

(Ministry of Foreign Affairs, Ministry of Education, Grupa Zagranica, which is a NGDO platform) committed to use a term "global education". The inclusion of the term "global citizenship education" is justified by its growing international popularity, inter alia due to UNESCO documents. However, as this reasoned bibliography shows, this popularity is not reflected in the academic publications in Polish.

In addition to the international databases agreed by the GE Digest team, I decided to follow the strategy from last year and included in the search other sources of information relevant in the Polish context. As a result, I searched the following sources:

- international academic databases: Scopus, Web of Science, EBSCO, ProQuest, JSTOR
- Google Scholar
- Central and Eastern European Online Library database (CEEOL)
- 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;
- the University of Warsaw Library multi-search engine, enabling integrated search of e- resources and UW Libraries catalogue
- theses repositories of 15 public universities (those available online).

Results

Overall, I identified 1 special issue of a periodical and 16 documents: 13 published in 2021 and 3 published in previous years. In detail, this edition of Digest includes 3 academic journal articles, 7 reports (6 published by the non-governmental organisations with extensive experience in GE and 1 by the Ministry of Foreign Affairs), 5 periodical articles, and 1 conference report.

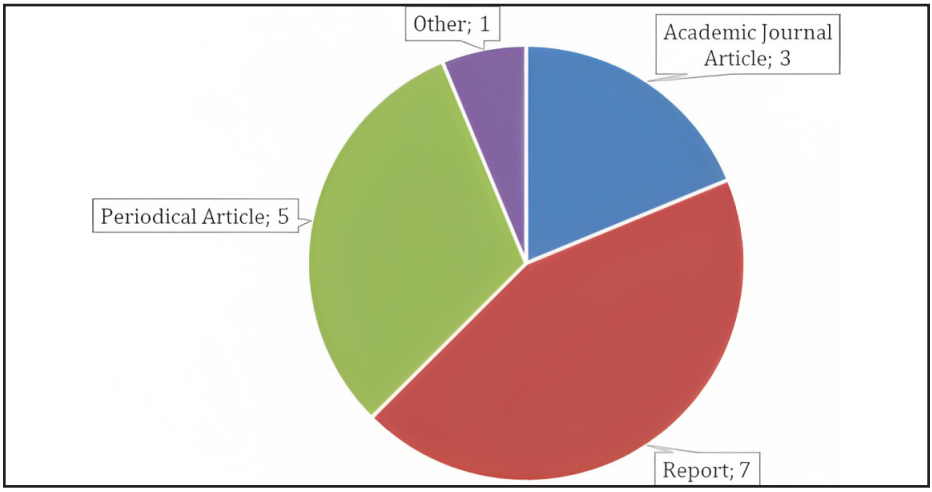


Fig. 1. Number of Global Education publications in Polish by type of publication.

Compared to 2020, there is a noticeable increase in the number of publications on global education. However, only 3 of them are scholarly publications; the rest belongs to "grey literature" and its academic quality may vary significantly. It is also important to highlight that there is a predominance of publications published by NGOs (7 out of 16 documents). This reflects the characteristic already visible in previous years: the non-governmental

organisations are the main actors of global education in Poland. This also confirms that there is still insufficient interest in global education among academics.

As for the main theme of the document, they are evenly distributed. Although most publications focus on non-formal education (n=6), it is due to the presence of the special issue of the library periodical on the topic of "Sustainable Development and Libraries". Other themes are represented with similar frequency (fig. 2).

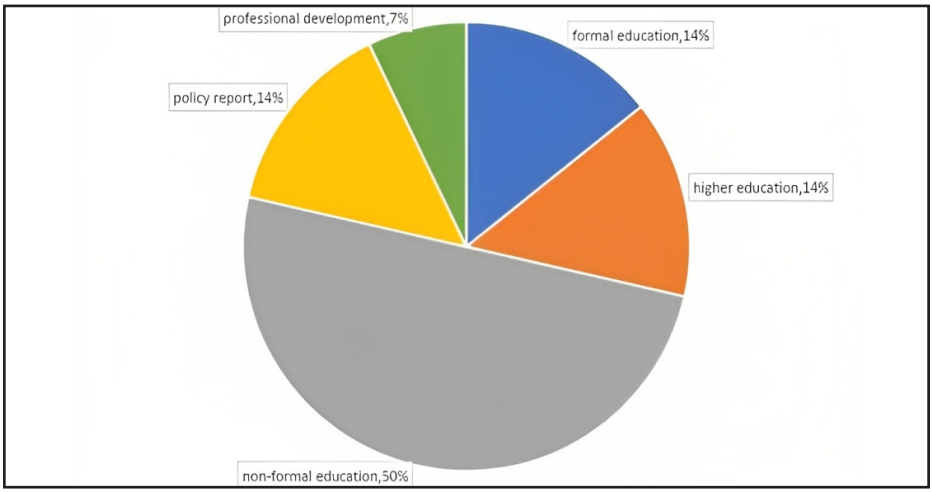


Fig. 2. Global Education publications in Polish by the main theme.

Limitations

The most important limitations are as follows:

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 I have not found any thesis, even though one has been written and defended.

Polish: References

Formal education

Academic Journal Article

Landau-Czajka, A. (2021). Inne kraje–inni ludzie. Państwa, ludy, narody w podręcznikach szkolnych dla klas I–III w latach 2000–2020. Rozprawy z Dziejów Oświaty, 58(), 49-70. https://yadda.icm.edu.pl/yadda/element/bwmeta1.element.ojs-issn-0080-4754-year-2021-volume-58-article-807c65e1-1777-3aac-99d3-640aaa284096/c/articles-2057320.pdf.pdf

Report

Świderek, G. (2019). Rozumieć lepiej, widzieć wyraźniej. Raport z badania ankietowego dotyczącego edukacji globalnej w edukacji wczesnoszkolnej. https://www.globalna.edu.pl/pliki/raport_badanie_ankietowe_EG_w_nauczaniu_wczesnoszkolnym.pdf

Higher education research

Academic Journal Article

Lasota, E. (2021). „Działajmy razem! To nasz wspólny świat". Seminarium naukowe studentów z okazji Tygodnia Edukacji Globalnej 2021. Facta Simonidis, 14(1), 345-351. https://czaz.akademiazamojska.edu.pl/index.php/fs/article/download/32/47

Report

Barański, M. (2020). Badanie wiedzy studentów na temat pomocy rozwojowej. https://eu4afri.eu/sites/eu4afri.eu/files/2022-07/badanie-wiedzy-studentow-na-temat-pomocy-rozwojowej.pdf

Kuleta-Hulboj, M. & Kielak, E. (2021). Zrównoważony rozwój i edukacja globalna w kształceniu i doskonaleniu nauczycieli oraz nauczycielek. https://zagranica.org.pl/wp-content/uploads/2021/12/Grupa_Zagrani-

ca_Raport_z_badan_20122022.pdf

Non-formal education

Report

Biuletyn EBIB. (2021). Zrównoważony rozwój a biblioteki. EBIB.

Gomułka, M. (2021). Co bibliotekarski świat mówi o celach zrównoważonego rozwoju? Przegląd najważniejszych kierunków i inicjatyw. Biuletyn EBIB. http://open.ebib.pl/ojs/index.php/ebib/article/view/755

Madej, E. (2021). Cele zrównoważonego rozwoju realizowane przez Miejską Bibliotekę Publiczną w Jastrzębiu-Zdroju. http://www.ebibojs.pl/index.php/ebib/article/view/761

Nowak, P. (2021). Gdy OBCY czuje się jak u siebie - obraz krajów Globalnego Południa w wybranych polskich filmach podróżniczo-turystycznych na YouTubie. https://www.pah.org.pl/app/uploads/2022/01/PAH-raport-v.-3.3-18.01.pdf

Ratschka, M. (2021). Cele zrównoważonego rozwoju naprawiają świat. Biuletyn EBIB. http://www.ebibojs.pl/index.php/ebib/article/view/759

Serwatka, A. & Szyndler, A. (2021). Cele zrównoważonego rozwoju w Miejskiej Bibliotece Publicznej w Jaworznie. http://www.ebibojs.pl/index.php/ebib/article/view/760

Szymczak, B. (2021). Cele zrównoważonego rozwoju w Miejskiej Bibliotece Publicznej im. Gustawa Daniłowskiego w Sosnowcu. Biuletyn EBIB. http://open.ebib.pl/ojs/index.php/ebib/article/view/762

Policy related research

Report

Polska Współpraca Rozwojowa 2019. Raport roczny. (2020). Polska Współpraca Rozwojowa 2019. Raport roczny. https://www.gov.pl/web/polskapomoc/raport-roczny-2019

Zalas-Kamińska, K. (2021). Polska współpraca rozwojowa post-2020. Plany i wyzwania. https://zagranica.org.pl/wp-content/uploads/2022/01/GZ_raport21-PL-wspo%CC%81lpraca-rozwojowa-post-2020-K.-Zalas-Kamin%CC%81ska.pdf

Teacher education & training of trainers

Report

Kuleta-Hulboj, M. & Kielak, E. (2021). Zrównoważony rozwój i edukacja globalna w kształceniu i doskonaleniu nauczycieli oraz nauczycielek. https://zagranica.org.pl/wp-content/uploads/2021/12/Grupa_Zagranica_Raport_z_badan_20122022.pdf

Theoretical & conceptual publications

Academic Journal Article

Babicki, Z. (2021). Idea zrównoważonego rozwoju w świetle encykliki papieża Franciszka Fratelli tutti. Studia Ecologiae et Bioethicae, 19(2), 29-40. http://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.ojs-doi-10_21697_seb_2021_19_2_03/c/10-cffe9659-5f0a-48f9-bae5-390977a98244.pdf.pdf

Report

Babicki, Z. (2021). Sprawozdanie z VI Ogólnopolskiej Konferencji Naukowej z zakresu edukacji globalnej pt.Migracje w dobie pandemii. Wyzwania

dla idei i praktyki edukacji globalnej". Warszawa, 25 maja 2021 roku. Forum Pedagogiczne, 11(1), 381-385. https://doi.org/10.21697/fp.2021.1.26

Rudnicki P. (2021). O potrzebie edukacji globalnej w polskiej szkole i roli edukujących organizacji pozarządowych (perspektywa pedagogiki krytycznej). https://zagranica.org.pl/polska-wspolpraca-rozwojowa-2021-raport-grupy-zagranica/

Portuguese

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Introdução: Português

Enquadramento geral

Dando continuidade ao trabalho colaborativo iniciado na edição anterior do Global Education Digest (GED), pretende-se, na atual edição, compilar a produção científica presente quer no contexto português, quer no contexto brasileiro. Fortalecendo a parceria que se estabeleceu no ano de 2021, a equipa de língua portuguesa é composta por investigadores e especialistas de ambas as geografias, que integram a rede ANGEL. No entanto, tendo em conta as acentuadas diferenças de cada contexto, considera-se ser adequado que os dois processos e respetivas reflexões sejam apresentados e discutidos separadamente.

Contexto português

Metodologia

A pesquisa realizada pela equipa portuguesa resultou na compilação de publicações oriundas do contexto português, publicadas no ano de 2021. Foram consultadas as seguintes fontes bibliográficas:

1. bases de dados académicas internacionais (SCOPUS, EBSCO, ERIC, Web of Science), complementadas com a busca por palavras-chave relevantes no Google Scholar PT;
2. bases de dados académicas ibero-americanas (SciELO, Redalyc e Dialnet);
3. repositórios oficiais de ciência de Portugal (RCAAP e RENATES[1]);
4. revistas científicas na área da educação editadas em Portugal (Indagatio Didactica, Educação, Sociedade & Culturas, Revista de Estudos Curriculares, Revista Lusófona de Educação, Revista Portuguesa de Educação, Saber & Educar, Sinergias – Diálogos Educativos para a Transformação Social).

1 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.

Assim, tendo em conta a situação atual e a evolução histórica da área no contexto em análise, a pesquisa contemplou três termos considerados significativos, a saber: "educação para a cidadania global", "educação para o desenvolvimento" e "educação global". À semelhança do ano anterior, o termo "educação para a cidadania global" foi considerado isoladamente, enquanto os restantes termos foram empregados de modo combinado com a expressão "cidadania global", através dos operadores booleanos[2] sempre que aplicável (por exemplo, "educação para o desenvolvimento" AND "cidadania global"). Note-se que esta opção foi substancial dado que, em língua portuguesa, "educação para o desenvolvimento" e "educação global" podem adquirir sentidos distintos daquele a que se pretendia aceder. Como novidade para esta edição, foram incluídas publicações do tipo literatura cinzenta que foram encontradas, também, a partir de diferentes fontes, nomeadamente: o website da Estratégia Nacional de Educação para o Desenvolvimento; o website da Plataforma Portuguesa das ONGD; a secção de publicações recentes da Revista Sinergias – Diálogos Educativos para a Transformação Social; e os recursos compilados pelo projeto Educar para a Cidadania Global: Contributos para a área curricular de Cidadania e Desenvolvimento.

Resultados

Na globalidade, foram identificados 21 documentos, que aqui analisamos sucintamente quanto à tipologia de documento e tema principal. Quando analisada a tipologia de documento (Gráfico 1), percebe-se um predomínio de artigos científicos em revistas académicas (n=13). Com menor prevalência, foi possível identificar capítulos de livro (n=4), publicações de literatura cinzenta (n=3) e uma nova publicação do tipo relatório (n=1). Não foram identificadas teses de doutoramento concluídas nesta área para o ano de 2021. No entanto, a contínua produção de relatórios e dissertações de mestrado aponta para um dinamismo deste campo.

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

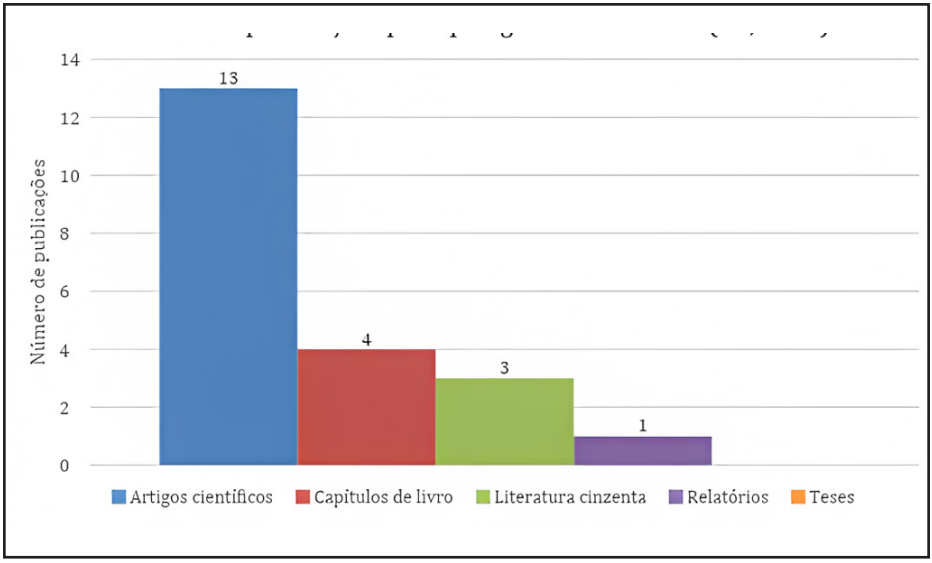


Gráfico 1 – Número de publicações por tipologia de documento (PT, 2021)

Relativamente à temática base abordada (Gráfico 2), a maioria das publicações são no domínio da educação formal (n=9), seguida pelas publicações de natureza teórico-conceptual (n=5). Com menor incidência face à edição anterior, foram identificadas publicações em investigação sobre formação de professores/as e de formadores/as (n=4) e sobre políticas (n=3). Contrariamente ao sucedido nas edições anteriores, não foram identificadas publicações em quatro das oito temáticas base, a saber: educação não formal; educação informal incluindo trabalho com jovens, media e trabalho comunitário; ensino superior; e voluntariado internacional, visitas de estudo e parcerias educativas. Outro aspeto que nos parece importante realçar relaciona-se com as temáticas base que, nesta edição do GED, assumem maior e menor relevância. Embora a educação formal continue a ser uma das áreas de investigação e produção científica com maior impacto e influência no contexto português, destaca-se, face à edição anterior, uma redução do número de publicações centradas na investigação sobre formação de professores/as e de formadores/as.

Em contraponto, se na edição passada apenas haviam sido identificadas duas publicações de natureza teórico-conceptual, para esta edição do GED foram identificadas cinco publicações, o que nos apraz.

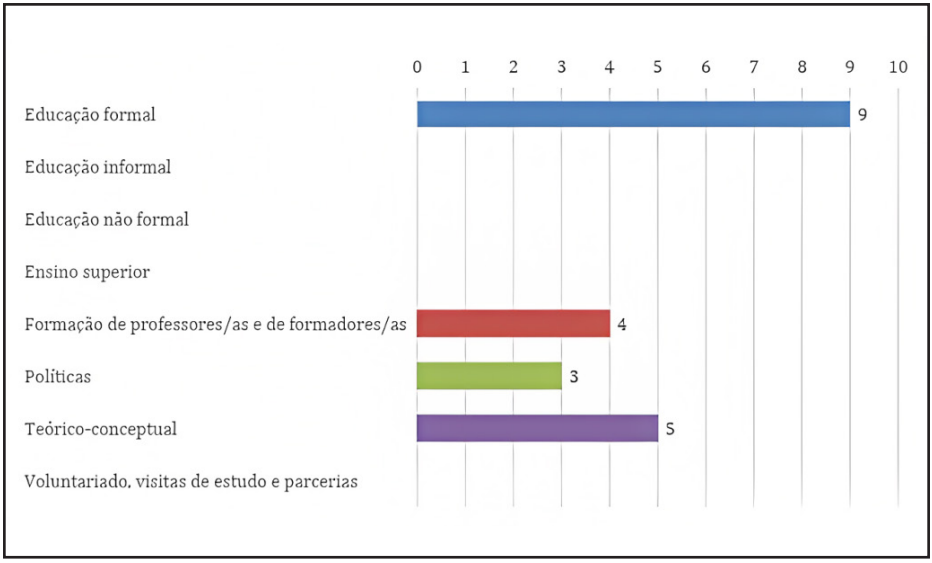


Gráfico 2 – Número de publicações por temática base (PT, 2021)

Consideramos ser significativo ressalvar que, nestes últimos anos, a educação global, a educação para o desenvolvimento e a educação para a cidadania global têm vindo a ser incorporadas em diversos eventos científicos[3] não só no âmbito da formação de professores/as, mas também no âmbito da educação em geral, bem como em números especiais de revistas científicas[4], evidenciando o acrescido interesse e debate em torno desta temática em Portugal. Além disso, o conceito "cidadania global" parece assumir, também, relevância enquanto linha de ação para diferentes entidades (ONGD, comunidades científicas e/ou de aprendizagem, grupos de trabalho), servindo diferentes propósitos (educativos, sociais, culturais). Por último, importa reforçar que o conceito "educação para o desenvolvimento" continua a possuir relevância sobretudo do ponto de vista político, embora atualmente este seja utilizado com frequência em conexão com o de cidadania global.

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

4 Destaca-se o número especial da Revista de Estudos Curriculares da Universidade do Minho (v. 12, n. 1, 2021).

A título ilustrativo, apresentamos, no Gráfico 3, a distribuições de documentos publicados entre o período compreendido entre 2010 e 2021. Como podemos observar, na última década, tem havido um crescimento no número de publicações[5] sobre esta temática, quer estas sejam de cariz teórico-conceptual, no âmbito da educação formal e da formação de educadores/as e professores/as ou com enfoque nas políticas. Esta tendência evolutiva reitera, assim, a educação para a cidadania global como eixo investigativo atual. No entanto, comparativamente ao ano anterior é evidente um decréscimo de publicações, faltando-nos, infelizmente, dados que o possam fundamentar.

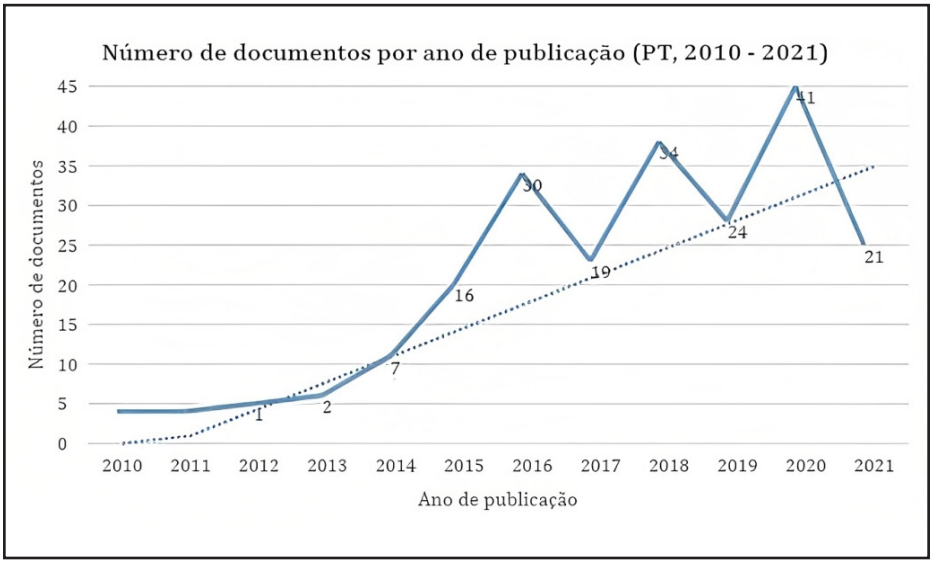


Gráfico 3 – Número de documentos por ano de publicação (PT, 2010-2021)

5 Para a construção deste gráfico foram contabilizados todos os tipos de publicação, com exceção das dissertações e dos relatórios de mestrado.

Limitações

Algumas limitações deste trabalho prendem-se com: i) a indexação indevida, o que resulta na dificuldade de identificar todos os trabalhos publicados dentro desta área, considerando também que se trata de um campo académico ainda em construção em Portugal; ii) a dificuldade de equivalência de sentidos entre ambos os contextos português e brasileiro, resultando na necessidade de considerar terminologias distintas; e iii) finalmente, a impossibilidade de, no escopo limitado desta pesquisa, integrar eventuais publicações de outros países de expressão portuguesa.

*I*ntrodução À Parte Brasileira

Centenário De Paulo Freire, Patrono Da Educação Brasileira

Começamos a introdução do DIGEST 2022 com o evento mais importante no ano de 2021: a comemoração dos 100 anos de nascimento de Paulo Reglus Neves Freire, nosso cidadão planetário por excelência e um dos mais famosos educadores de nosso tempo.

Natural de Recife, Pernambuco, Nordeste brasileiro, de família muito pobre, passou fome na infância a ponto de ser prejudicado na aprendizagem escolar. Freire afirmou que a pobreza e a fome afetaram severamente sua capacidade de aprender. Isso influenciou sua decisão de dedicar-se totalmente a

melhorar a vida dos pobres criando um método de aprendizagem baseado no diálogo que visava o desenvolvimento do pensamento crítico pela compreensão que os alunos devem ter de sua própria realidade.

No processo de alfabetização freireano, são usadas palavras da realidade social do aluno. Não é suficiente supor que um aluno será alfabetizado somente repetindo a frase "Eva viu uma uva", se ele vive numa região que não propicia o cultivo da uva. Para um aluno nordestino, as frutas mais típicas - goiabas, mangas, sapotis, bananas – serviriam melhor para a aprendizagem das letras e palavras, e para a compreensão do contexto social da fruta: quem trabalhou na plantação, o que foi produzido e quem lucrou com esse tipo de trabalho.

O método freireano quebrou paradigmas no processo de alfabetização, provocando o exílio de Freire em 1964, após setenta e cinco dias de prisão, sob a acusação de ser "revolucionário e ignorante". Freire passou quatro anos no Chile e um ano nos Estados Unidos. Em 1970 mudou-se para Genebra, onde trabalhou para o Conselho Mundial das Igrejas. Em cada lugar publicou obras sobre sua pedagogia crítica e em 1980 retornou ao Brasil para, na visão dos militares, "reaprender" sobre seu país.

Paulo Freire publicou mais de 20 livros como único autor e 13 em co-autoria que foram traduzidos para um total de dezoito idiomas. Várias Universidades em todo o mundo conferiram-lhe o título de Doutor Honoris Causa. Seu livro mais importante, Pedagogia do Oprimido, foi traduzido em mais de 20 idiomas: só em inglês, já foram publicados mais de 500 mil exemplares.

O centenário de Paulo Freire foi intensamente festejado no Brasil e no mundo. Destacamos na Universidade Federal do Ceará (UFC) o ENLECE 2021, IV Encontro da Linha Educação, Currículo e Ensino, com o tema Diálogos multidisciplinares na formação de professores para uma cidadania planetária, 27 - 28 de setembro de 2021, quando celebramos o centenário de Paulo Freire e Edgar Morin (https://www.even3.com.br/enleceufc/). Destacamos também a publicação do e-book Cidadania Planetária como Significante Flutuante: articulando significados na Universidade e na Escola (Oliveira & Moraes, 2021)[6].

A pedagogia freireana e o conceito de Cidadania Planetária

Tanto a pedagogia freireana como o conceito de Cidadania Planetária apontam o planeta como o lugar da existência humana, lar de todos, digno de zelo e proteção. O olhar planetário se superpõe à lógica consumista e devastadora dos recursos naturais, da exploração da vida, do trabalho,

6 Cidadania Planetária como Significante Flutuante: articulando significados na Universidade e na Escola. Oliveira, D.N.S & Moraes, S.E. (2021) Embú das Artes, SP: Alexa Cultural

em troca do enriquecimento de uns poucos, em detrimento de muitos. A Ecopedagogia, um termo por nós detectado nas publicações de 2021, traz estratégias viáveis para a implementação de uma Cidadania Planetária.

Ao nos debruçarmos sobre os textos publicados no ano de 2021 no Brasil, efetuamos o que Paulo Freire denominou "a leitura do mundo". A lembrança de sua infância no quintal de sua casa, observando os animais e degustando os frutos das árvores, o fez refletir sobre o processo de aprender a ler. A criança começa lendo o mundo - vendo como a fruta muda de cor à medida que amadurece, degustando seu sabor e como as árvores mudam suas folhas durante as estações - e depois, na escola, ela associa letras a objetos.

"A leitura do mundo precede a leitura da palavra, portanto a leitura da palavra não pode ser separada da leitura do mundo. A linguagem e a realidade são dinamicamente mantidas juntas. A compreensão de um texto, que é alcançada através de sua leitura crítica, implica a percepção das relações entre texto e contexto" (Freire, 1989)[7]. Em nosso caso, dedicamo-nos à leitura do mundo acadêmico brasileiro.

Metodologia

A busca pelas publicações de 2021 baseou-se nas seguintes perguntas: Quais temas foram mais relevantes para professores, alunos, pesquisadores? A que estes temas se associam? Em qual contexto foram realizadas as publicações?

O contexto de nossa análise situa-se no auge da pandemia da COVID-19. Em 07/fevereiro/2021 somamos200.00 mortes, em 18/novembro/2021, 612.177 mortes. Em 10/dezembro/2021 o Ministério da Saúde alegou não poder fornecer os dados sobre a pandemia por conta de um suposto ataque hacker; portanto terminamos o ano sem informação sobre o exato número de mortes no Brasil no ano passado. Contabilizou-se em 25/setembro/2021 um total de 685.860 mortes por COVID-19 no país.

7 Freire, Paulo (1989) A importância do ato de ler: em três artigos que se completam. São Paulo: Autores Associados: Cortez, 1989. (Coleção polêmicas do nosso tempo; 4)

O ambiente de desinformação, reprodução de fake news acerca da pandemia, teorias conspiratórias, disseminando dados anticiência financiados por pessoas que criticavam movimentos de controle sanitário e de vacinação, enfim, tal cenário teve grande impacto na literatura acadêmica. Em nosso grupo de estudo (Faculdade de Educação, Universidade Federal do Ceará - FACED/UFC) que se reuniu de abril a dezembro de 2021, de forma preliminar, em um corte epistemológico algo ambicioso, elaboramos uma análise das dimensões planetárias do vírus e suas consequências no mundo educacional. Coletamos informações a partir de telejornais, cujas referências on-line são apresentadas para consulta. Também foram pesquisados sites de organizações ligadas à área da saúde e o *Google Acadêmico*.

Resumidamente, como indícios de mudanças nos horizontes, destacamos um debate forte entre: as pessoas que querem que tudo seja recomeçado; os que desejam que tudo volte a ser como antes; e os que almejam que nada deverá ser como antes, propondo a ideia de uma nova ordem mundial, uma nova estrutura de relações sociais, políticas e econômicas em escala planetária.

Independentemente do ponto de vista político ou ideológico, o que podemos adiantar é que, no Brasil em particular, o cenário expõe a desigualdade socioeconômica que afeta grande parcela da população. Ainda que o SARS-CoV-2 seja o agente etiológico da COVID-19 e que este tenha alta capacidade de transmissão, a rápida disseminação do vírus pelos continentes deve ser analisada à luz dos processos da mundialização do capitalismo[8].

Com relação à Cidadania Planetária, o contexto é decisivo em sua análise pois a proposta de inclusão de Cidadania Planetária como tema transdisciplinar no currículo universitário brasileiro vem em 4 dimensões: Ontológica, dado que, como seres inacabados, e conscientes de nossa incompletude, buscamos nossa humanização completa em uma relação dialética entre humanos-humanos, humanos-mundo (Freire, 1996).

8 INSTUTO HUMANITAS UNISINOS. "Uma catástrofe no século XXI, a menos que a humanidade mude subitamente de rumo". Entrevista com John Bellamy Foster. 2020. Disponível em: http://www.ihu.unisinos.br/78-noticias/597888-uma-catastrofe-no- seculo-xxi-a-menos-que-a-humanidade-mude-subitamente-de-rumo-entrevista-com-john-bellamy-foster. Acessado em 15. 08. 2020

Epistemológica porque, ao incluir o conhecimento dos povos indígenas e afrodescendentes, reage à imposição do conhecimento ocidental como o único válido e digno de consideração; Metodológica, pois sua prática baseia-se no diálogo, na participação de todos os envolvidos. Como diz Paulo Freire (2005), ninguém educa ninguém, ninguém se educa, os homens educam uns aos outros, mediados pelo mundo; e Política, pois trata-se de um diálogo crítico e libertador, que pressupõe ação.

Nessa pesquisa, consideramos publicações do ano 2021 registradas nas seguintes bases de dados:

- Scopus
- Dimensions
- Google Acadêmico
- Portal de Periódicos da CAPES
- ResearchGate
- Biblioteca Digital Brasileira de Teses e Dissertações (BDTD)

As publicações foram classificadas como Termos Pesquisados, aqueles acordados em reuniões de

planejamento com a equipe de Portugal, e Tendências, temas que vêm sendo recorrentes em textos enviados para publicação, palavras-chave, títulos, ou discutidos em conferências, trabalhos de alunos e professores ou apresentados em reuniões acadêmicas.

Os Termos Pesquisados são Educação para a Cidadania Global, Cidadão global, Aprendizagem global, Cidadania Planetária, Educação para a Cidadania Planetária, Educação para o Desenvolvimento Sustentável, Educação para os Direitos Humanos e Educação Intercultural. Cidadania planetária aparece em evidência (n=18), seguido por Educação Intercultural (n=7), que se entrecruzam em diversos trabalhos. Temos ainda Cidadania Global (n=3), Cidadão global (n=0), Educação para o Desenvolvimento Sustentável (n=1); Educação para a Cidadania Planetária (n=0) e Educação para os Direitos Humanos (n=5).

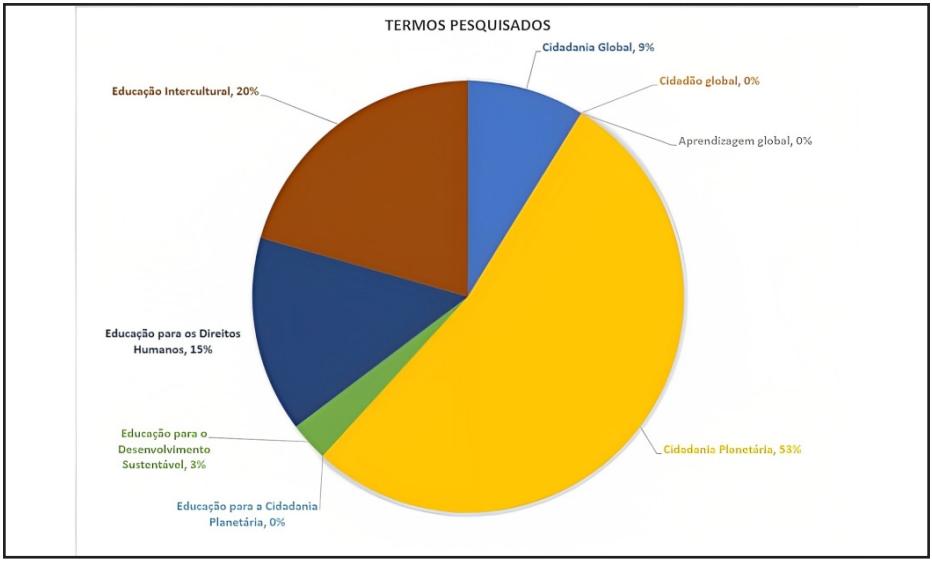


Gráfico 1: Termos Pesquisados

Dentre o que convencionamos chamar de Tendências, temos Educação Ambiental (n=7); Paulo Freire (n-5); Decolonialidade (n=4); Direitos Humanos (n=3); Ecopedagogia (n=3); Racismo (=2), Sustentabilidade (n=2); Cultura de Paz (n=2); Educação Humanística (n=2); Pandemia (n=2) Bioética (n=1); Cidadania Ambiental (n=1); Complexidade (n=1);

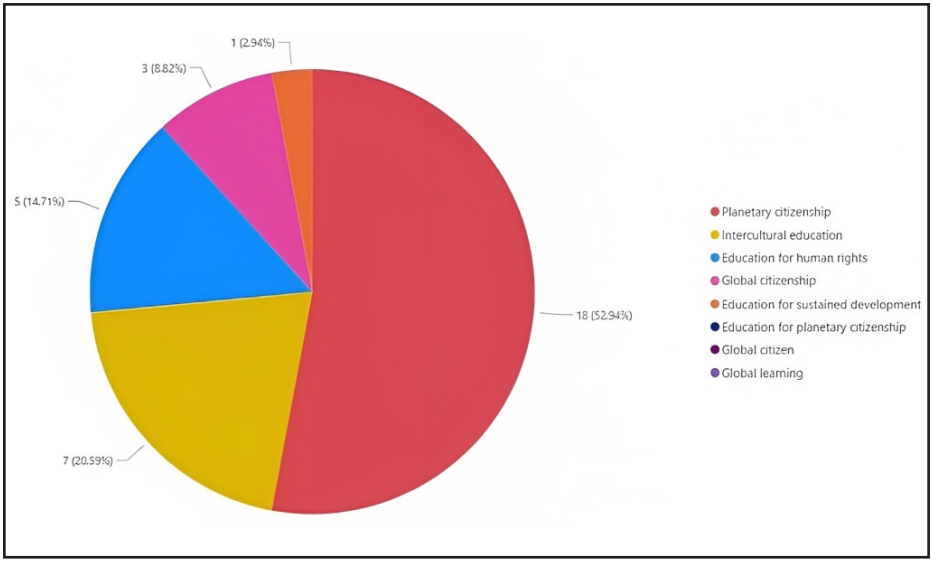


Gráfico 2: Tendências

Comparando com a média dos anos anteriores (DIGEST 2021), houve a duplicação de produção, tendo, no total, 55 trabalhos coletados. As publicações compiladas para o contexto brasileiro são as seguintes: artigos acadêmicos publicados em periódicos científicos (n=29), livros (n=1), capítulos de livro (n=18) e teses de doutorado (n=7).

Introduction:Portuguese

Background

Following the collaborative work initiated in the previous edition of the Global Education Digest (GED), in the current edition, we sought to compile the scientific production in both the Portuguese and Brazilian contexts. Strengthening the partnership that was established in 2021, the Portuguese-speaking team is composed of researchers and specialists from

both geographies, who are part of the ANGEL network. However, given the profound differences that exist between the two contexts, we believe that it is more appropriate to present the two processes and respective reflections in two separate sections

Portuguese context

Methodology

The research carried out by the Portuguese team resulted in the compilation of publications from the Portuguese context published in 2021. The following bibliographic sources were consulted:

1. international academic databases (SCOPUS, EBSCO, ERIC, Web of Science), complemented with a search for relevant keywords in Google Scholar PT;
2. Latin-American academic databases (SciELO, Redalyc and Dialnet);
3. official science repositories in Portugal (RCAAP and RENATES)[9];
4. scientific journals in the field of education published in Portugal (Indagatio Didactica, Educação, Sociedade & Culturas, Revista de Estudos Curriculares, Revista Lusófona de Educação, Revista Portuguesa de Educação, Saber & Educar, Sinergias – Diálogos Educativos para a Transformação Social).

Considering the current situation and the historical evolution of the field in the context under analysis, the research included three terms considered significant, namely: "global citizenship education", "development education" and "global education". Similarly to previous editions, the term "global citizenship" was considered in isolation, while the remaining terms were used in combination with the expression "global citizenship", through Boolean operators[10] whenever applicable (e.g., "development education"

9 RCAAP – Repositórios Científicos de Acesso Aberto de Portugal brings together the open access scientific production of Portu- guese and Brazilian higher education repositories. RENATES – Registo Nacional de Teses e Dissertações, do Ministério da Ciência, Tecnologia e Ensino

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

AND "global citizenship"). This option was considered indispensable given that, in Portuguese, "educação para o desenvolvimento" and "educação global" may acquire meanings different from the ones intended for this research. As a novelty in this edition, grey literature publications were also found through different sources, namely: the website of the Estratégia Nacional de Educação para o Desenvolvimento; the website of the Plataforma Portuguesa das ONGD; the section of recent publications of the Revista Sinergias – Diálogos Educativos para a Transformação Social; and the resources compiled by the project Educar para a Cidadania Global: Contributos para a área curricular de Cidadania e Desenvolvimento.

Results

Overall, 21 documents were identified, which are briefly analyzed here in terms of source type and main theme. When analyzing the source type (Figure 1), there was a predominance of scientific articles in academic journals (n=13). With lower prevalence, it was possible to identify book chapters (n=4), grey literature publications (n=3) and reports (n=1). No doctoral theses were published in the year 2021. However, the continuous publication of reports and master's dissertations points to the vitality of the field.

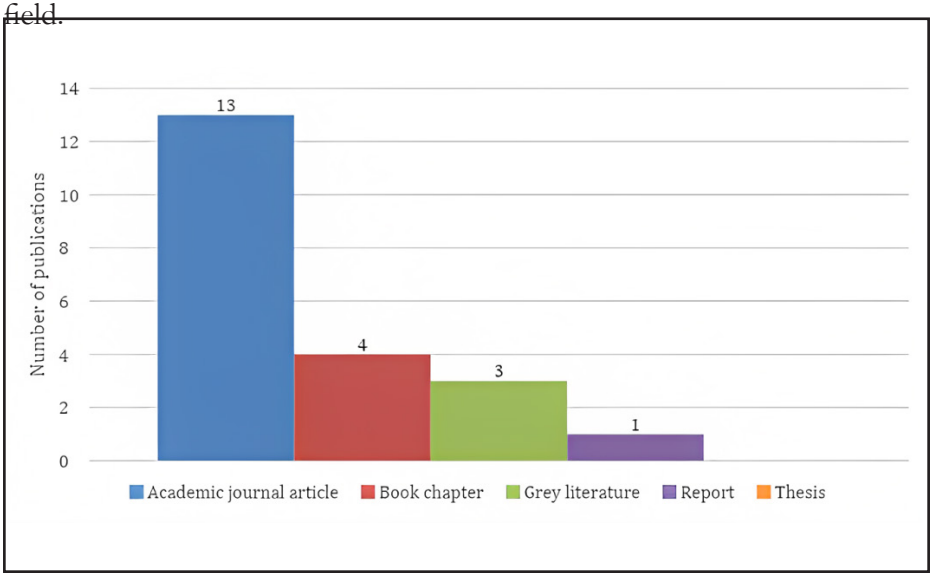


Figure 1 - Number of publications per source type (PT, 2021)

Regarding the main themes addressed (Figure 2), most publications are within the field of formal education (n=9), followed by publications of theoretical and conceptual nature (n=5). With lower incidence compared to the previous edition are publications on teacher education and training of trainers (n=4) and policy-related research (n=3). Contrary to previous editions, no publications were identified under four of the eight main themes, namely: non-formal education; informal education including youth work, media and community work; higher education; and international volunteering, study visits and educational partnerships. Another aspect that seems important to us is related to the main themes which, in this edition of the GED, assume greater and lesser relevance. Although formal education remains one of the areas of research and scientific production with the greatest impact and influence in the Portuguese context, a reduction in the number of publications focused on research on teacher education and training of trainers stands out. On the other hand, if in the previous edition of the GED, there were only two publications of theoretical and conceptual nature, for this edition we were pleased to identify five publications of this type.

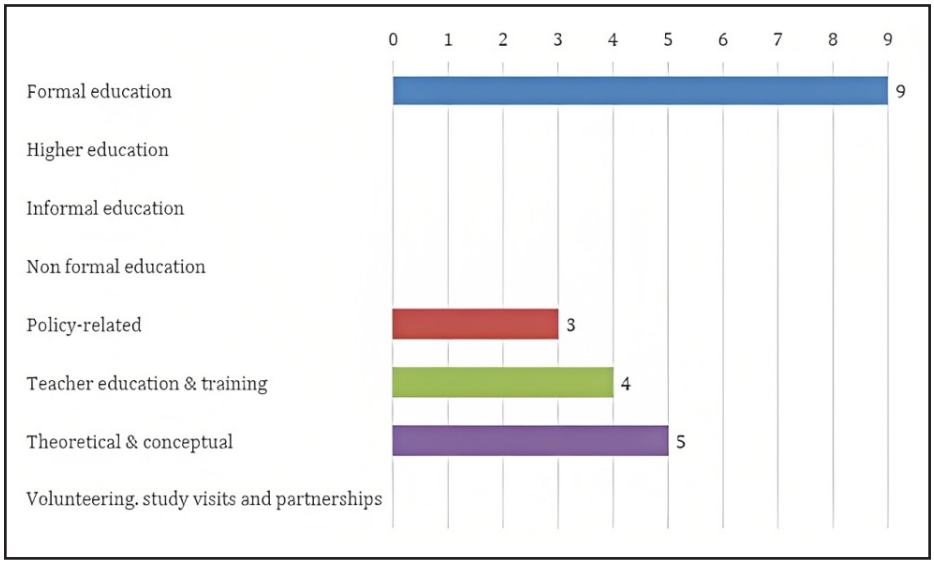


Figure 2 - Number of publications per main theme (PT, 2021)

We consider it significant to note that, in recent years, global education, development education and education for global citizenship have been incorporated into various scientific events[11] not only in the context of teacher education, but also in the field of education in general. Moreover, they have been the focus of special issues of scientific journals[12], highlighting the increased interest in and debate around these themes in Portugal. In addition, the concept of "global citizenship" has been assuming relevance as a line of action for different entities (NGOs, scientific and/or learning communities, working groups), serving different purposes (educational, social, cultural). Finally, it should be reinforced that the concept of "development education" continues to have political relevance, although it is currently often used in conjunction with "global citizenship".

In an illustrative way, we present in Figure 3 the number of documents published in Portugal between 2010 and 2021. As we can see, in the last decade, there has been an increase in the number of publications[13] on this theme, whether they are theoretical and conceptual, in the field of formal education and teacher education, or with a focus on policies. This evolutionary trend supports the claim that global citizenship education is a current research field. However, compared to the previous year, a decrease in the number of publications is evident. Unfortunately, we lack data to justify these numbers.

11 Namely, INCTE - International Conference on Teacher Education, held since 2016. The proceedings of these events can be found in http://incte.ipb.pt/#filter=arquivo.pt

12 Noteworthy is the special issue of the Revista de Estudos Curriculares of the University of Minho (v. 12, n. 1, 2021

13 For the construction of this chart all types of publication were included with the exception of dissertations and master's re- ports.

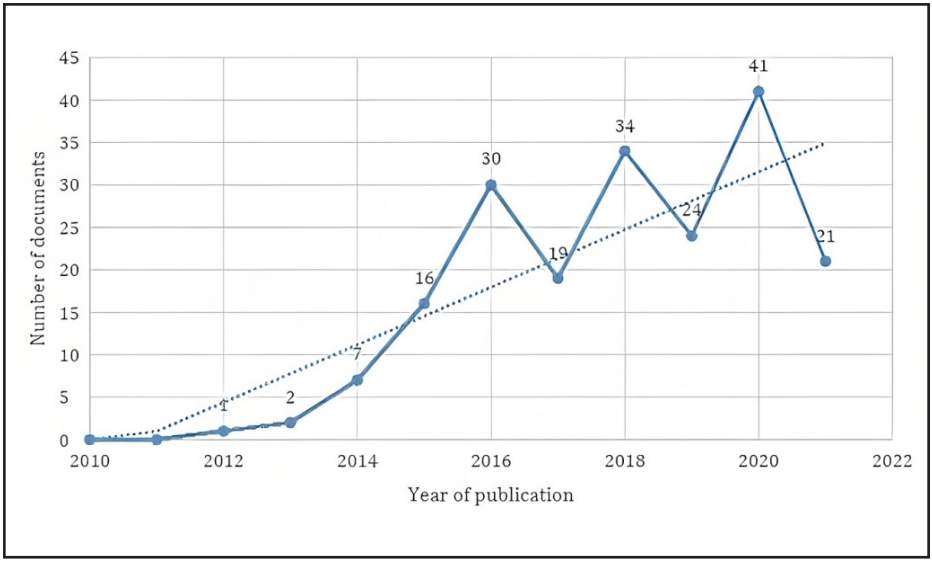


Figure 3 - Number of documents per year of publication (PT, 2010-2021)

Limitations

Some limitations of this work relate to: i) improper indexing, which results in the difficulty of identifying all the documents published in a yet non-established field in Portugal; ii) the difficulty of finding equivalent terms both for the Portuguese and Brazilian contexts, resulting in the need to consider different concepts; and iii) finally, the impossibility, due to time constraints, of integrating publications from other Portuguese- speaking countries.

Brazilian Context

Introduction: Centennial Of Paulo Freire, Patron Of Brazilian Education

We begin the introduction of DIGEST 2022 with the most important event in the year 2021: the celebration of the 100th anniversary of the birth of Paulo Reglus Neves Freire, our planetary citizen par excellence and one of the most famous educators of our time.

Born in Recife, Pernambuco, Northeastern Brazil, from a very poor family, he was starved in childhood to the point of being harmed in his schooling. Freire said that poverty and hunger had severely affected his ability to learn. This influenced his decision to dedicate himself totally to improving the lives of the poor by creating a learning method based on dialogue that aimed at developing critical thinking through the understanding that students must have of their own reality.

In the Freirean literacy process, words are extracted from the student's social reality. It is not enough to assume that a student will be literate just by repeating the phrase "Eva saw a grape", if that student lives in a region that does not support grape cultivation. For a Northeastern student, the most typical fruits - guavas, mangoes, sapotis, bananas - would serve better for learning letters and words and understanding of the fruit social context: who worked in the plantation, what was produced, and who profited from this type of work.

Freire's method broke paradigms in the literacy process, causing his exile in 1964, after seventy-five days in prison, under the accusation of being "revolutionary and ignorant". Freire spent four years in Chile and one year in the United States. In 1970 he moved to Geneva, where he worked for the World Council of Churches. In each place he published work(s) on his critical pedagogy and in 1980 he returned to Brazil to, in the view of the military, "relearn" about his country.

Paulo Freire has published more than 20 books as a single author and 13 in co-authorship that have been translated into a total of 18 languages. Several Universities around the world awarded him the title of Doctor Honoris Causa. His most important book, Pedagogy of the Oppressed, has been translated into more than 20 languages: in English alone, more than 500,000 copies have been published.

Paulo Freire's centenary was intensely celebrated in Brazil and in the world. We highlight at Federal University ofd Ceará (UFC) the ENLECE 2021, IV Meeting of the Education, Curriculum and Teaching research group, with the theme Multidisciplinary dialogues in teacher training for a planetary cit-

izenship, September 27 - 28, 2021, when we celebrated the centenary of Paulo Freire and Edgar Morin (https://www.even3.com.br/enleceufc/). We also highlight the publication of the e-book Planetary Citizenship as a Floating Signifier: articulating meanings at the University and at School (Oliveira & Moraes, 2021)[14].

Freire's pedagogy and the concept of Planetary Citizenship

Both Freire's pedagogy and Planetary Citizenship point to the planet as being the place of human existence, home to all, worthy of zeal and protection. The planetary view over imposes itself on the consumerist and natural resources devastating logic, the exploitation of life, work, in exchange for the enrichment of a few, to the detriment of many. The Ecopedagogy, a trend we have detected in 2021 publications, brings viable strategies for the implementation of a Planetary citizenship.

By looking at the texts published in the year 2021 in Brazil, we carry out what Paulo Freire called "reading the world". The memory of his childhood in the backyard of his house, watching the animals and tasting the fruits of the trees, made him reflect on the process of learning to read. The child starts by reading the world- seeing how the fruit changes color as it ripens, tasting its flavor and how trees change their leaves during seasons - and then, at school, he/she associates letters with objects. "Reading the world precedes reading the word, so reading the word cannot be separated from reading the world. Language and reality are dynamically held together. The understanding of a text, which is achieved through its critical reading, implies the perception of the relationship between text and context" (Freire, 1989)[15]. In our case, we dedicate ourselves to reading the Brazilian academic world.

14 Cidadania Planetária como Significante Flutuante: articulando significados na Universidade e na Escola. Oliveira, D.N.S & Moraes, S.E. (2021) Embú das Artes, SP: Alexa Cultural

15 Freire, Paulo (1989) A importância do ato de ler: em três artigos que se completam. São Paulo: Autores Associados: Cortez, 1989. (Coleção polêmicas do nosso tempo; 4)

Methodology

The search for publications for 2021 was based on the following questions: What topics were most relevant to teachers, students, researchers? What are these themes associated with? In what context were the publications made?

The context of our analysis is set at the height of the COVID-19 pandemic. On February 7, 2021, we added 200,000 deaths, on November 18, 2021, 612,177 deaths. On December 10, 2021, the Ministry of Health claimed that it could not provide data on the pandemic due to an alleged hacker attack; therefore, we ended the year with no information on the exact number of deaths in Brazil last year. On September 25, 2021, there were a total of 685,860 deaths from COVID-19 in the country.

The environment of disinformation, reproduction of fake news about the pandemic, conspiracy theories, disseminating anti-science data funded by people who criticized health control and vaccination movements, in short, this scenario had a great impact on the academic literature. In our study group (Faculdade de Educação, Universidade Federal do Ceará - FACED/UFC) that met from April to December 2021, in a preliminary way, in a somewhat ambitious epistemological cut, we prepared an analysis of the planetary dimensions of the virus and its consequences in the educational world. We collected information from TV news, whose online references are presented for consultation. Websites of organizations linked to the health area and Google Scholar were also searched.

Briefly, as signs of changes in horizons, we highlight a strong debate between the people who want everything to be restarted; those who want everything to go back to the way it was before; and those who want nothing to be the same as before, proposing the idea of a new world order, a new structure of social, political and economic relations on a planetary scale.

Regardless of the political or ideological point of view, what we can say is that, in Brazil in particular, the scenario exposes the socioeconomic inequality that affects a large part of the population. Although SARS- CoV-2 is the etiological agent of COVID-19 and that it has a high transmission capacity, the rapid spread of the virus across continents must be analyzed in the light of the processes of globalization of capitalism.[16]

Regarding Planetary Citizenship, the context is decisive in its analysis, since the proposal to include Planetary Citizenship as a transdisciplinary theme in the Brazilian university curriculum comes in 4 dimensions: Ontological, given that, as unfinished beings, and aware of our incompleteness (Freire, 1996)[17], we seek our complete humanization in a dialectical relationship between humans-humans, humans-world; Epistemological because, by including the knowledge of indigenous and Afro-descendant peoples, it reacts to the imposition of Western knowledge as the only valid and worthy consideration; Methodological, because its practice is based on dialogue, on the participation of all those involved. As Paulo Freire says (2005)[18], nobody educates anyone, nobody educates themselves, men educate each other, mediated by the world; Political, because it is a critical and liberating dialogue, which presupposes action.

In this research, we considered publications from the year 2021 registered in the following databases:

- Scopus
- Dimensions
- Academic Google
- CAPES Journal Portal
- ResearchGate
- Brazilian Digital Library of Theses and Dissertations (BDTD)

The publications were classified as Search Terms, those agreed in plan-

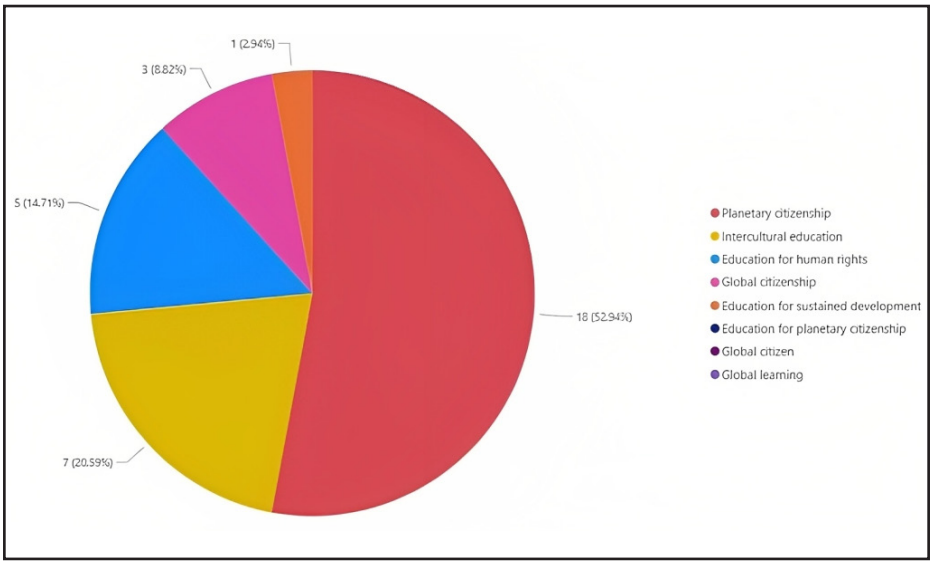
16 INSTUTO HUMANITAS UNISINOS. "Uma catástrofe no século XXI, a menos que a humanidade mude subitamente de rumo". Entrevista com John Bellamy Foster. 2020. Disponível em: <http://www.ihu.unisinos.br/78-noticias/597888-uma-catastrofe-no- seculo-xxi-a-menos-que-a-humanidade-mude-subitamente-de-rumo-entrevista-com-john-bellamy-foster>. Acessado em 15. 08. 2020

17 Freire, Paulo (1996) Pedagogia da Autonomia : saberes necessários à prática educative. São Paulo: Paz e Terra, 1996. – (Coleção Leitura)

18 Freire, Paulo (2005) Pedagogia do Oprimido. Rio de Janeiro: Paz e Terra, 46ª edição

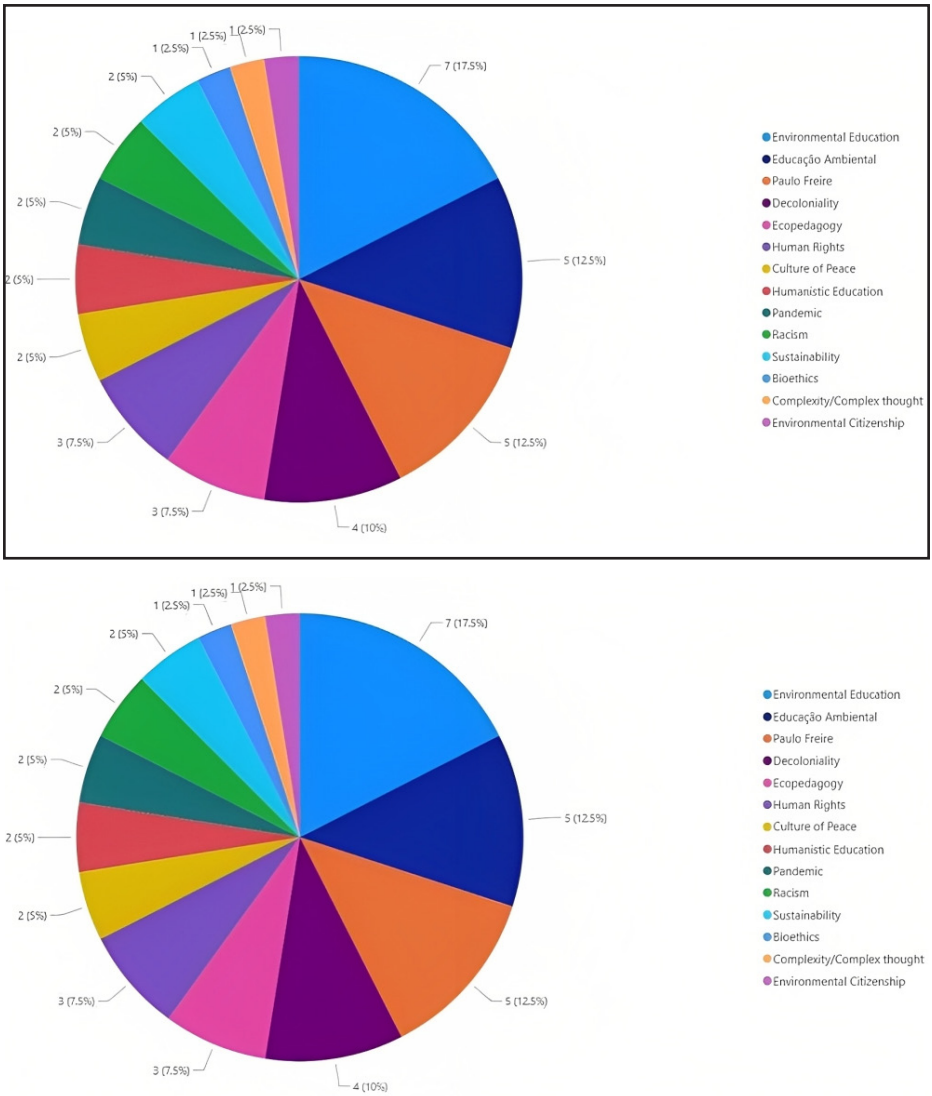
ning meetings with the Portugal team, and Trends, recurring concepts in texts sent for publication, keywords, titles, discussed at conferences, students and professors' work, or presented at academic meetings.

The Search Terms are Global Citizenship Education, Global Citizenship, Global Learning, Planetary Citizenship, Planetary Citizenship Education, Sustainable Development Education, Human Rights Education, and Intercultural Education. Planetary citizenship appears in evidence (n=18), followed by Intercultural Education (n=7), which intersect in several works. We also have Global Citizenship (n=3), Global Citizenship (n=0), Education for Sustainable Development (n=1); Education for Planetary Citizenship (n=0) and Education for Human Rights (n=5).



Graphic 1: Terms

Among what we call Trends, we have Environmental Education (n=7); Paulo Freire (n-5); Decoloniality (n=4); Human Rights (n=3); Ecopedagogy (n=3); Racism (=2), Sustainability (n=2); Cultura of Paz (n=2); Humanistic Education (n=2); Pandemic (n=2) Bioethics (n=1); Environmental Citizenship (n=1); Complexity (n=1).



Graphic 2: Trends

Comparing with the average of previous years (DIGEST 2021), there was a duplication of production, with a total of 55 works collected. Publications compiled for the Brazilian context are as follows: academic articles published in scientific journals (n=29), books (n=1), book chapters (n=18), and PhD thesis (n=7).

Portuguese: References

Formal education

Academic Journal Article

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Slovenský

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Úvod: Slovenský Jazyk

Slovenský príspevok do Global Education Digest 2022 zahŕňa publikácie v oblasti globálneho vzdelávania (GV) tak, ako to definovala Maastrichtská deklarácia o globálnom vzdelávaní (2002). Celkovo sa jedná už o v poradí piate vydanie Digest-u, ktoré mapuje, aké publikácie boli o GV vydané. Čo sa týka slovenského jazyka, je to po prvý raz, čo boli do Digest-u zahrnuté aj publikácie o GV v slovenskom jazyku. Z tohto dôvodu aj bibliografický zoznam, ktorý slovenský príspevok obsahuje, pozostáva z akademických článkov, výskumov a iných relevantných publikácií, ktoré boli uverejnené v rokoch 2010 až 2021.

Metodológia

Nakoľko hlavnými aktérmi, ktorí podporujú učiteľov a odborníkov na SR a stanovujú celkovú GV agendu, sú mimovládne rozvojové organizácie (MVRO), zvolili sme si také kľúčové slová na vyhľadávnie publikácií o GV, ktoré sú používané práve týmito aktérmi. Toto rozhodnutie sme spravili preto, aby sme priamo reflektovali situáciu GV na SR. Okrem toho, sme vyhľadávané kľúčové slová a neskôr aj publikácie konzultovali spracovnou skupinou GV, ktorá pozostáva z odborníkov tých MVRO, ktoré sa stretávajú v rámci AMBRELY -slovenskej platformy pre MVRO. Na vytvorenie zoznamu vedeckých a odborných publikácii o GV v slovenskom jazyku sme si teda stanovili nasledujúce kľúčové slová:

- **Globálne vzdelávanie** - čo je najpoužívanejší výraz vzťahujúci sa na GV.
- **Rozvojové vzdelávanie** - v porovnaní s výrazom globálne vzdelávanie je pojem rozvojové vzdelávanie menej zaužívaný. Nakoľko však je výraz rozvojové vzdelávanie explicitne používaný v slovenskej legislatíve, ktorá sa priamo dotýka GV, výraz bol zahrnutý.
- **Globálne rozvojové vzdelávanie** - zatiaľ čo tento výraz sa používal väčšinou v raných rokoch GV na Slovensku (t.j., 2013-2015), v menšej miere sa používa aj v súčasnosti; preto sme ho zaradili medzi naše kľúčové slová.

Pri vyberaní kľúčových slov na účely tejto štúdie sme tiež zvážili iné ter-

míny ako vzdelávanie k udržateľnému rozvoju, či vzdelávanie pre globálne občianstvo, príp. výchova ku globálnemu občianstvu. Avšak po prvotnom hľadaní sme zistili, že hoci tieto výrazy existujú, sú využívané len v legislatívnych a iných politických a strategických vládnych dokumentoch. Keďže tieto typy dokumentov nespadajú ani do rozsahu pôsobnosti Digestu ani do súčasnej akademickej terminológie opisujúcej GV na Slovensku, rozhodli sme sa ich nezahrnúť.

Aby sme našli relevantné publikácie o GV, použili sme nasledujúce akademické databázy a iné relevantné zdroje informácií:

- Na základe odporúčaní GEL Digest tímu sme nahliadli do medzinárodných akademických databáz Scopus, Web of Science, EBSCO, ProQuest, JSTOR a Google Scholar.
- Použili sme tiež regionálnu databázu Central and Eastern European Online Library (CEEOL).
- Na národnej úrovni sme hľadali v databáze Slovenskej národnej knižnice a v databázach Centra vedecko-technických informácií SR (CTVI SR).
- Taktiež sme hľadali v akademickej databáze najväčšej univerzity na Slovensku – Univerzity
- Komenského, ktorá uchováva všetky publikácie akademických pracovníkov a výskumníkov. Táto databáza sa nazýva Evidencia publikačnej činnosti UK.
- Pri vyhľadávaní záverečných prác sme používali Centrálny register záverečných a kvalifikačných prác (CRZP). Tento register obsahuje všetky záverečné práce študentov vysokých škôl na Slovensku.
- Tiež sme systematicky prezreli dva akademické žurnály, ktoré sa tématicky venujú téme vzdelávania - Pedagogika.sk a Academia .
- Navyše sme hľadali aj na internetovom portáli globalnevzdelavanie.sk, ktorý uverejňuje vzdelávaciu, metodickú a čiastočne aj tzv. „šedú literatúru“, t.j. neformálne publikované materiály venujúce sa GV. Táto webová stránka je využívaná MVRO, učiteľmi, odborníkmi z praxe a inými relevantnými aktérmi.
- Po predbežnom vytvorení bibliografie relevantných publikácii pre účely tejto štúdie sme poprosili členov pracovnej skupiny Ambrela o doplnenie iných publikácií, ktoré sme mohli predtým prehliadnuť. Tento krok bol dôležitý pre zaistenie väčšej kompletizácie distupných publikácií.
- V neposlednom rade sme využili aj metódu „snowballing“, t.j. reťazový alebo nepravdepodobný výber, počas ktorého sme nahliadli

do bibliografií v nájdených publikáciách o GV, aby sme identifikovali ďalšie možné publikácie v slovenskom jazyku, ktoré by boli relevantné. Avšak tieto zoznamy použitej literatúry väčšinou obsahovali prevažne anglické príspevky.

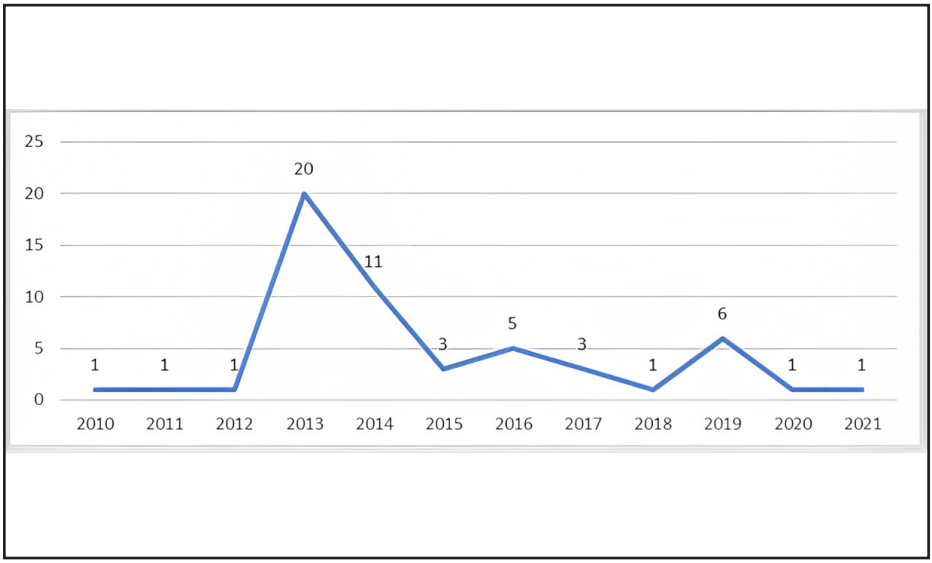
Výsledky

V rozmedzí medzi rokmi 2010 a 2021 sme dokopy našli 57 publikácií v slovenskom jazyku. Nižšie ponúkame krátku analýzu našich výsledkov. Zamerali sme sa na analýzu troch aspektov, a to roku vydania, typu publikácií a ich hlavných tém.

Čo sa týka roku vydania publikácií, analýza poukazuje skôr na nepriaznivú klesajúcu tendenciu. Z 57 publikácii, bolo 32 (čo predstavuje 56%) vydaných v rozpätí dvoch rokoch, a to 20 publikácii (35%) v roku 2013 a 12 publikácií (21%) v roku 2014. Pred rokom 2013 a po roku 2014 bolo vydané pomerne malé množstvo publikácií. Vo viacerých prípadoch sme dokázali nájsť iba jednu publikáciu za rok a maximálne 6 publikácii za rok 2019. Toto potvrdzuje, že množstvo vydaných publikácií o GV za rok nemá stabilne rastúcu tendenciu.

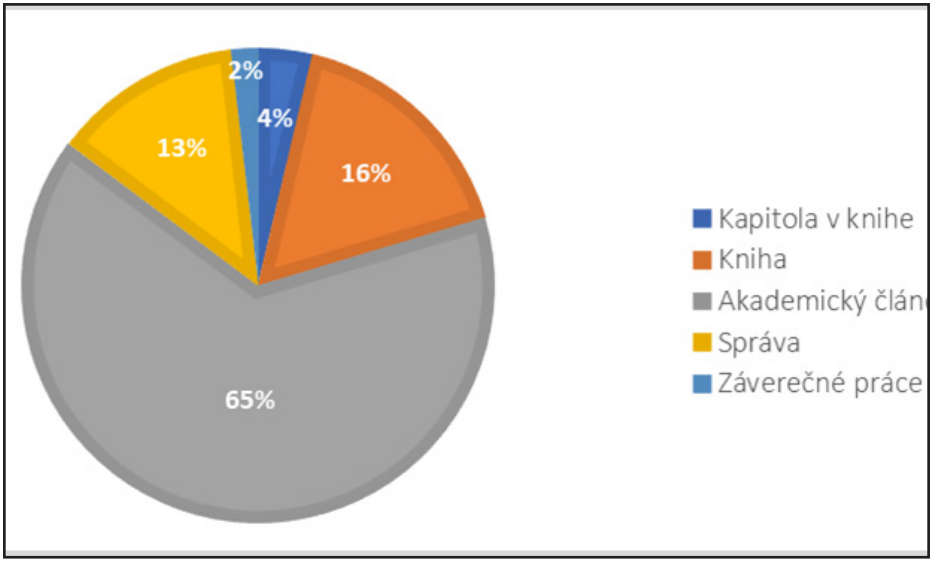
Zatiaľ čo pozorovaný vrchol vydaných publikácií v rokoch 2013 a 2014 vyzerá na prvý pohľad ako „outlier", teda prípad, ktorý sa dôrazne vymyká zo všeobecného pozorovania za celé obdobie, existuje niekoľko vysvetlení, ktoré tento jav môžu ozrejmiť. Za prvé, vládou prijatá Národná stratégia pre globálne vzdelávanie z roku 2012 mohla viesť k náhlemu nárastu záujmu o GV, čo následne viedlo k väčšej publikačnej činnosti v danej téme. Od oficiálneho ukončenia Stratégie v roku 2016 nebola schválená žiadna nová Stratégia, čo môže tiež vysvetľovať, prečo sa záujem výrazne zmenšil po počiatočnom vysokom záujme. Pokles v záujme o publikovanie o GV po prvotnom „boome" môže vysvetľovať aj nedostatok finančných zdrojov a celková nejednoznačná agenda v oblasti GV, ktorá je výsledkom chýbajúcej Národnej stratégie pre GV. Druhým výrazným faktorom stojacim za vysokým číslom vydaných publikácií v tomto období je to, že 24 z 32 publikácií bolo vydaných ako súčasť dvoch rozsiahlych vedeckých projektov financovaných zo zdrojov Kultúrnej a edukačnej grantovej agentúry (KEGA), ktorá spadá pod Ministerstvo vzdelávania, vedy, výskumu a športu

Slovenskej republiky. Zdá sa teda, že aj vďaka financiám z takejto grantovej schémy sa zvýšil počet publikácií. To, že množstvo publikácií o GV sa zvýši, keď spadajú pod grantové schémy alebo iné rozsiahlejšie projekty, potvrdzuje aj zistenie z roku 2019. Práve v tomto roku bolo vydaných ďalších 6 publikácii (11%) a všetky boli výsledkom rozsiahlej Analýzy GV pripravovanej viacerými MVRO a v spolupráci s Pedagogickou fakultou Univerzity Mateja Béla v Banskej Bystrici pod vedením Ambrely a iných projektov financovaných SlovakAid a GENE.



Graf č.1: Počet vydaných publikácií o GV v slovenčine za rok.

Pokiaľ ide o nájdené typy publikácii o GV, najviac publikácií bolo typu akademického článku, a to 37 (65%). Za nimi nasledovalo 9 kníh (16%), 7 správ (12%), 3 kapitoly v knihách (5%) a 1 záverečná práca (2%). Treba však poznamenať, že identifikovaná práca je rigoróznou prácou – čo je podobný typ kvalifikačnej práce ako dizertačná práca; a tak sme ju zoznamu započítali. Na záver treba tiež spomenúť, že aj keď bakalárske a diplomové práce sme do našej štúdie nezahrnuli, krátke preskúmanie Centrálneho registra záverečných a kvalifikačných prác ukázalo, že za posledných pár rokov bolo napísaných minimálne 50 prác o GV, čo je sľubným znakom do budúcnosti.



Graf č. 2: Publikácie o GV v slovenčine podľa typu publikácie

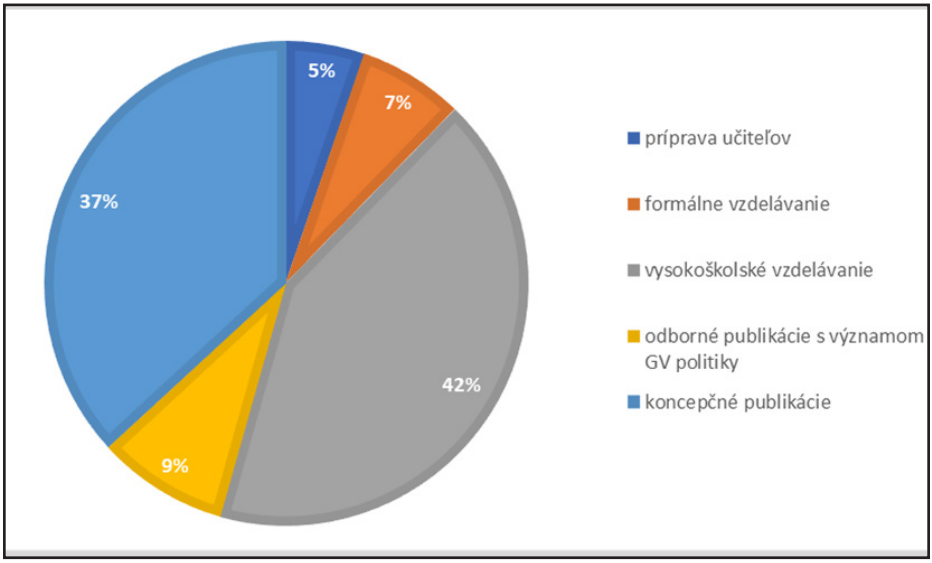
Pokiaľ ide o hlavnú tému publikácií, najvyšší počet publikácií – 24 publikácií (42 %) – tvorili publikácie z oblasti výskumu o vysokoškolských inštitúciách v súvislosti s GV. Veľký počet publikácií tohto typu môžu vysvetliť dva faktory.

Po prvé, ako sme uviedli vyššie, v posledných rokoch boli na Slovensku finančne podporené dva veľké výskumné projekty financované ministerskou agentúrou KEGA. Hlavným zameraním oboch týchto projektov bola implementácia GV na vysokých školách, čo vysvetľuje, prečo existuje toľko publikácií zaoberajúcich sa touto témou. Po druhé, zdá sa, že vysokoškolský výskum a výskum vzdelávania učiteľov zarezonovali medzi MVRO a ďalšími relevantnými aktérmi v oblasti GV, pretože učitelia a študenti pedagogických fakúlt (teda budúci učitelia) sú považovaní za hlavné hnacie sily ďalšej inštitucionalizácie a propagácie GV. Z tohto dôvodu bolo tejto téme venované aj značné množstvo publikácií. Druhý najvyšší počet predstavuje 21 koncepčných publikácií (37 %).

O týchto typoch publikácií treba povedať dve veci. V tejto súvislosti možno poznamenať, že väčšinou tieto publikácie obsahovali aj pod-témy, ako vysokoškolské vzdelávanie alebo formálne vzdelávanie. Čo sa týka

celkového formátu, štruktúry a kvality týchto publikácií, väčšina z nich bola napísaná spôsobom „eseje“, ktorá v sebe zahŕňa názory autorov a ich odporúčania týkajúce sa ďalšej implementácii a inštitucionalizácii GV. Naopak, koncepčné publikácie s rigoróznym výskumom a empirickými výsledkami sú vo veľkej miere absentujúce.

Ak konceptuálne publikácie používali kvantitatívne a kvalitatívne metódy výskumu, zvyčajne autori merali len veľmi všeobecné aspekty GV, ako sú hlavné témy GV, ktoré učitelia implementujú v inštitúciách formálneho vzdelávania, koľko učiteľov a študentov má skúsenosť s GV a pod. Aj na základe týchto výsledkov môžeme tvrdiť, že GV doposiaľ nie je predmetom etablovaného akademického výskumu v plnom rozsahu, ale je skôr súčasťou koncepčných a teoretických debát a úvah. Odborné a výskumné publikácie s významom pre tvorbu politík tvorili 5 publikácií (9 %) a všetky boli súčasťou projektov financovaných SlovakAid a GENE alebo boli iniciované Ambrelou. Napokon, pokiaľ ide o publikácie o formálnom vzdelávaní, tie boli to 4 (7 %) a 3 (5 %) publikácie sa venovali vzdelávaniu učiteľov. Treba však povedať, že tieto témy boli často sekundárnou témou iných konceptálnych a politických výskumov



Graf č. 3: Publikácie o GV v slovenčine podľa hlavných tém

Limitácie

Aj napriek dodržiavaniu vopred určených metód a následnému dôkladnému a systematickému vyhľadávaniu publikácií, sme si vedomé nasledovných limitácií, ktoré môžu naštrbiť validitu nášho výskumu:

Aj keď našim cieľom bolo zaručiť úplnosť výsledkov, je viac ako pravdepodobné, že bibliografia, ktorú uvádzame, nie je kompletná.

Tento nedostatok môže byť spôsobený aj tým, že na Slovensku neexistuje jednotná národná databáza akademických a výskumných publikácií. Tak ako to uvádzame, prehľadali sme Evidenciu publikačnej činnosti UK, t.j. databázu najväčšej univerzity na Slovensku. Databázy a materiály publikačných činností iných univerzít a vysokých škôl by tak mohli byť v budúcnosti preštudované tiež.

Podobne nie je k dispozícii ani žiadna databáza pre výskum súvisiaci s politikou, čo znamená, že tzv. „šedú literatúru" sme mohli prehliadnuť, nakoľko sa môže nachádzať na rôznych internetových doménach, a preto je náročné ju nájsť.

Tým, že sme zúžili našu štúdiu na tri kľúčové slová, mohli sme vynechať také publikácie, ktoré nie sú explicitne spojené s nami zvolenými zastrešujúcimi výrazmi, ale s inými príbuznými konceptami a ideami GV, ako napr. ľudsko-právne vzdelávanie, multikultúrne vzdelávanie, vzdelávanie k udržateľnosti, k de- radikalizácii, alebo environmentálne vzdelávanie.

Introduction: Slovakian

The Slovak contribution to the Global Education Digest 2022 includes publications in the field of global education (GE) as defined by the Maastricht Global Education Declaration (2002). Since the Slovak language has been added to the Digest only this year, this is the first contribution. Due to this, the bibliography is composed of academic, research, and other relevant materials that were published between the years 2010 and 2021.

Methodology

Since, in Slovakia, the main drivers of the promotion, agenda setting in GE, and support for teachers and practitioners are non-governmental development organizations (NGDOs), the search terms were determined by terms used in practice by these actors. In addition, we consulted the search terms and publications with the Working Group on GE, composed of experts from NGDOs that operate under AMBRELA, a Slovak platform for NGDOs. As a consequence, we used the following search terms to compile a list of the relevant publications about GE in the Slovak language:

- **Globálne vzdelávanie (global education)** – this is the most commonly used term referring to GE.
- **Rozvojové vzdelávanie (development education)** – in comparison to the term "global education", "development education" is less frequently used. But because "development education" is explicitly used in the leading Slovak legislation about GE, naturally, this term has also been used.
- **Globálne rozvojové vzdelávanie (global development education)** – while this term was mostly used in the earlier years (e.g., 2013-2015), it is used even these days; thus, we included it among our keywords.

While deciding upon the search terms, we also considered other terms such as education for sustainable development (vzdelávanie k udržateľnému rozvoju) and global citizenship education (vzdelávanie pre globálne občianstvo/ výchova ku globálnemu občianstvu). However, after a preliminary search, we have found out that even though these terms exist, they are used only in

legislative and other policy and governmental documents. Since these types of documents are outside of Digest's scope, we decided not to include the terms that can be found in them as they are not reflected in the actual academic terminology used to describe GE. In order to find the publications, we have consulted the following academic databases and other relevant sources of information.

- International academic databases that were consulted, as previously suggested by the GEL Digest team, were: Scopus, Web of Science, EBSCO, ProQuest, JSTOR, and Google Scholar.
- A regional database called Central and Eastern European Online Library (CEEOL) was also consulted.
- As for the national database, we have consulted the Slovak National Library and Slovak Centre of Scientific and Technical Information (Centrum vedecko-technických informácií SR - CTVI SR).
- We have also consulted an academic database of the biggest university in Slovakia – Comenius University – that stores all the publications of the academic staff and researchers. This database is called Register of the Publication Activity of CU (Evidencia publikačnej činnosti UK).
- For theses, the Central Register of Final and Qualifying Theses (Centrálny register záverečných a kvalifikačných prác – CRZP) was consulted. This Register includes all theses written by students of higher education institutions in Slovakia.
- We also conducted a systematic review of two academic journals which focus primarily on education – those were: Pedagogika.sk and Academia.
- In addition, we have also consulted a webpage called globalnevzdelavanie.sk, which is a webpage dedicated to educational, methodological, and partly also "grey literature" content that deals with global education. This webpage is widely used by NGDOs dealing with GE,
- practitioners, and other relevant actors.
- After conducting the preliminary search, we asked the members of the Ambrela Working Group on GE to go through the bibliography and add publications if some were missing. We took this step to ensure that we would increase the completeness of the results.

Finally, we also used "snowballing" as a method. Once we have identified a publication, we consulted the references used in the publications to identify other potential publications. However, most of them were English publications.

Results

In total, there have been 57 publications identified between 2010 and 2021. Below, we provide a short analysis of the results. We focused on the analysis of the publication year, publication type, and the main theme of the publication.

In terms of the publication year, the analysis shows a rather unpleasant downward trend. Out of 57 total publications, 32 publications (56%) were published in the span of two years. More concretely, 20 publications (35%) were published in 2013 and 12 (21%) in 2014. Before 2013 and after 2014, a relatively modest number of publications were produced. In fact, more than once, we have been able to find only 1 publication per year, with a maximum of 6 publications in 2019. This shows that the number of publications produced by year does not have a stable increasing tendency.

While the peak in 2013 and 2014 might seem like an outlier case at first glance, there are few possible explanations for the high number of publications. First, the government approved the first National Strategy for GE in 2012, which may have led to the sudden increase of interest in global education that subsequently led to more publications. Since the official end of the Strategy in 2016, no new Strategy has been approved, which can also explain why the interest has dwindled significantly after the initial spur in publications about GE. This was also coupled up with a lack of finances for the GE sector as well as the lack of overall direction of GE in Slovakia since the National Strategy for GE has been outdated.

The second significant factor that stands behind the high number of publications published between 2013 and 2014 is that out of these 32 publications, 24 were published as a part of two more extensive research projects funded by the grant scheme of Cultural and Educational Grant Scheme Agency (Kultúrna a edukačná grantová agentúra – KEGA) of the Ministry of Education, Science, Research and Sport. It, thus, appears that due to the

finances coming from such a grant scheme, the number of publications increased. The increasing trend of GE publications under larger academic or policy-driven research was also confirmed in 2019 when there was a small peak – 6 publications (11%) were published. More specifically, all publications in 2019 were either a result of a Global Education Analysis conducted by several NGDOs and Pedagogical Faculty of Matej Bél University under the guidance of Ambrela or a project funded by GENE and SlovakAid.

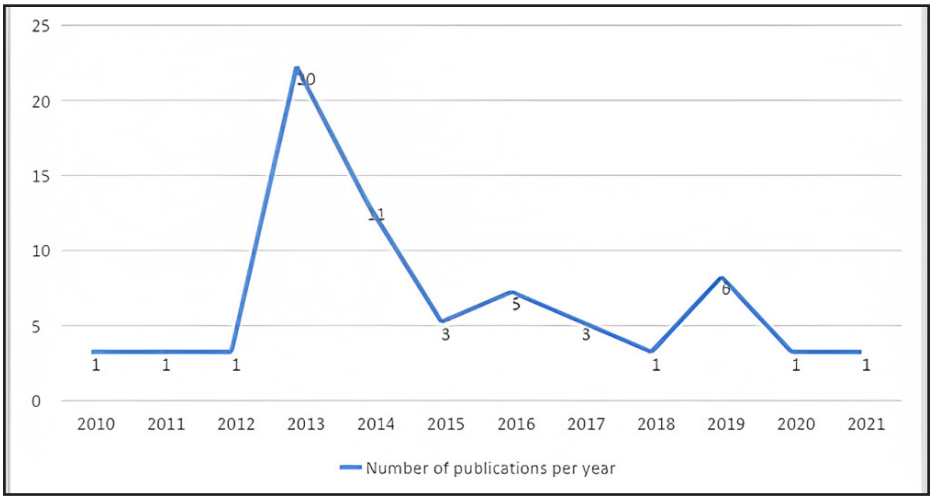


Figure no. 1: Number of GE publications in Slovak by year.

Regarding the publication type, academic journal articles comprise the largest portion of the publications – 37 (65%). These are followed by 9 books (16%), 7 reports (12%), 3 book chapters (5%), and 1 thesis (2%).

However, it shall be mentioned that the identified thesis is a rigorous thesis – which is a similar type of qualification work as a dissertation thesis; thus, we have counted it in. Finally, it also should be mentioned that even if bachelor's and master's theses have not been covered, a quick search on the Central Register of Final and Qualifying Theses has shown that there are at least 50 theses published about GE in recent years, which shows a promising trend.

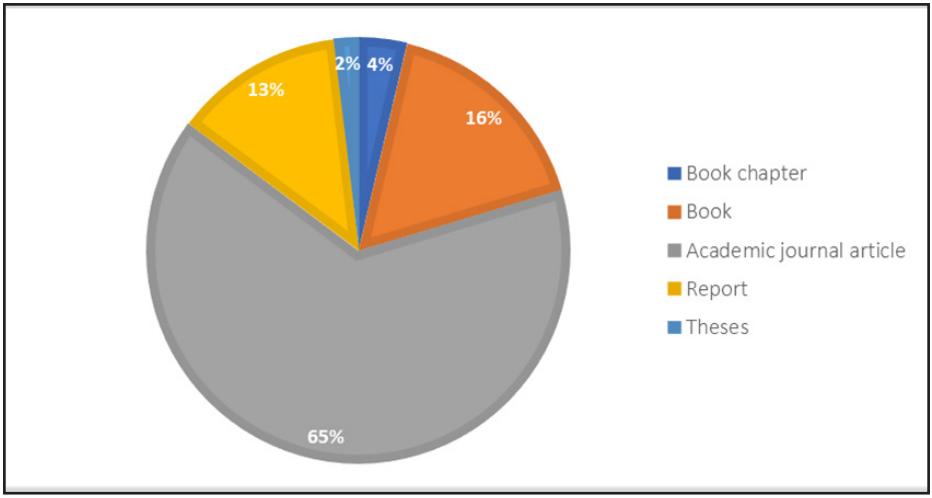


Figure no. 2: Global education publications in Slovak by publication type.

When it comes to the publications' main theme, the highest number of publications – 24 publications (42%) – were higher education research publications. Two factors can explain the large number of this type of publication. First, as mentioned above, there were two larger research projects funded by the ministerial agency. The main focus of both of these projects was the implementation of GE in higher education institutions which explains why so many publications concerned with this theme exist. Second, it seems that higher education research, and teacher education research have resonated among NGDOs and other relevant actors in the field of GE because teachers and students of pedagogical faculties (thus, future teachers) are considered to be the main drivers for further institutionalisation and promotion of GE. For this reason, a significant number of publications have also been dedicated to this theme.

The second highest number stands for 21 conceptual publications (37%). Two things shall be said about these types of publications. First, although they were conceptual in essence, they often contained a second theme – usually higher education or formal education research area. The second comment concerns the overall format and quality of these publications. Most of them were written in an "essay" way where authors' recommendations (e.g., publications about further implementation and institutionalisa-

tion) and opinions about GE were included. Hence, there is a lack of conceptual publications where rigorous research (with empirical results) would be presented. If quantitative and qualitative methods are used, they usually measure very general aspects of GE, such as the main GE topics teachers implement at formal education institutions. This leads us to conclude that GE is not considered a fully established academic research area in Slovakia as of yet. Instead, GE is still a matter of conceptual or theoretical debates and considerations.

Next, policy-related publications made up 5 publications (9%), and they were all a part of the projects funded by SlovakAid and GENE or initiated by Ambrela. Finally, for publications about formal education, there were 4 (7%) publications and there were 3 (5%) publications about teacher education. It must be said, however, that these topics were often a secondary theme in other conceptual and policy-related research.

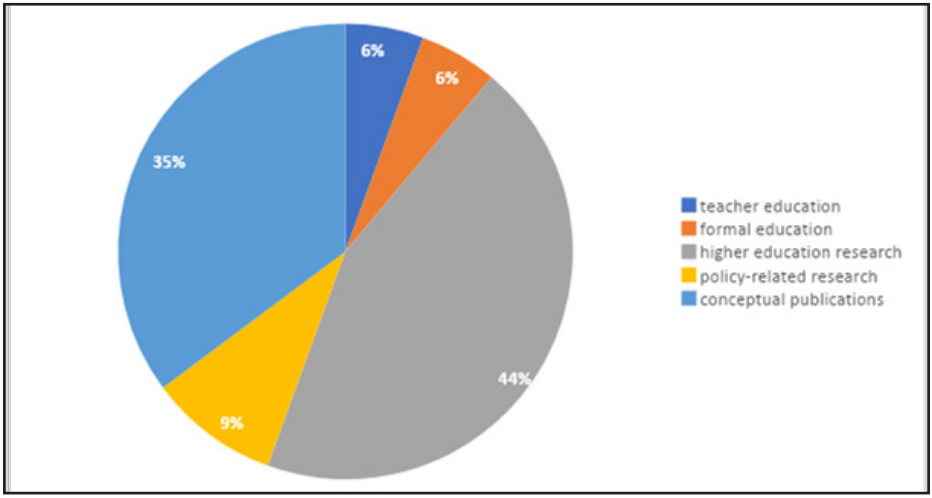


Figure no. 3: Global education publications in Slovakia by main theme.

Limitations

As for the limitations of the research, we have identified the following ones:

While trying to ensure the highest completeness of results, it is still highly unlikely that we have been able to locate every relevant publication, and thus, as a result, some publications in Slovak might be missing from the bibliography.

This is further aggravated by the fact that Slovakia has no unified national database for research and academic publications. As we stated, we have only surveyed the database of the largest university in Slovakia – Register of the Publication Activity of CU (Evidencia publikačnej činnosti UK). In the future, databases or materials of publication activities of other universities and higher education and research institutions should be surveyed as well.

Likewise, no database for policy-related research is available, meaning that the so-called "grey literature" might have been overlooked as it is the hardest to find since these types of publications are spread out over different sites.

By narrowing our search down to three key terms we might have missed out on some of those publications that are not explicitly linked to the above-mentioned "umbrella" search terms, even though they might have been related to the concepts and ideas of GE in general – such as human rights education, multicultural education, education towards de-radicalization, or environmental education.

To conclude, the first-ever mapping-out exercise of GE publications in the Slovak language was mostly an explorative project. We sought to find out how many and what kind of academic and scientific publications about GE there are in the first place. This leaves room for improvement and sharpening the methodology for future GEL Digest endeavours.

Slovakian: References

Formal education

Academic Journal Article

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Español

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Introducción: Español

En la anterior edición del Digest, se detectó la necesidad de realizar búsquedas más específicas en bases de datos del ámbito Latinoamericano para acceder a un mayor número de literatura especializada publicada en español. Así, para la edición del Global Education Digest 2022 se ha conformado un equipo de cuatro investigadores, dos del ámbito español (Adelina Calvo Salvador y Carlos Rodríguez Hoyos, Universidad de Cantabria) y dos del ámbito Latinoamericano (Silvia Espinal Meza, peruana basada en la Universidad de Bristol, Reino Unido y Diego Posada, uruguayo basado en la Universidad de Padova, Italia).

Aunque las búsquedas realizadas desde los dos ámbitos tienen elementos en común, también tienen otros que les diferencia, por lo que en esta introducción describiremos la metodología seguida y los resultados que se han obtenido en cada contexto.

Ámbito Español[1]

La Estrategia Cántabra de Educación para el Desarrollo y la Transformación social (2018) define el campo como "un proceso activo de aprendizaje (formal, no formal e informal), basado en los principios metodológicos del diálogo y la participación, orientado a generar conciencia crítica sobre las problemáticas mundiales y su relación con nuestro modo de vida y a favorecer una ciudadanía global que se compromete y participa en propuestas de transformación social orientadas al desarrollo humano sostenible, la defensa de los Derechos Humanos, el cuidado del planeta y la promoción de la justicia y la equidad tanto en el ámbito local como global" (p. 16).

La reciente publicación de la nueva Ley Orgánica de Educación para todo el territorio español (LOMLOE, 2020) establece la necesidad de trabajar desde el enfoque de la Ciudadanía Mundial y el Desarrollo Sostenible, y en consonancia con la Agenda 2030 en todos los niveles del sistema educativo,

1 Este trabajo se ha realizado en el marco del proyecto Investigando nuevos escenarios socioeducativos para la construcción de la ciudadanía global en el siglo XXI (PID2020-114478RB-C21) financiado por MCIN/ AEI /10.13039/501100011033 (IP Adelina Calvo Salvador).

así como la introducción de este enfoque en los procesos de formación del profesorado y de acceso a la función docente.

Teniendo en cuenta este marco general, en este apartado se presenta el resultado de la búsqueda bibliográfica sobre literatura en español publicada en el año 2021 a partir de los cinco términos principales que consideramos fundamentales para rastrear el campo: Educación para el Desarrollo, Educación para la Ciudadanía Global, Educación para el Desarrollo Sostenible y Educación para la Transformación Social.

También se han realizado búsquedas combinando estos cinco términos principales con otros que consideramos emergentes en el campo como Ciudadanía Planetaria y Justicia Social Global. Finalmente, también se han realizado búsquedas combinando estos cinco términos principales con las siguientes dimensiones de la Educación para el Desarrollo: Derechos Humanos, Educación Intercultural y Género.

Con relación al procedimiento seguido, para la búsqueda se han utilizado las siguientes bases de datos internacionales: Scopus, Web of Science, ProQuest, Google Scholar y Scielo y nacionales: ERIC, Google Académico, Dialnet, Redined, ÍnDICEs (Buscador del CSIC) y TESEO (tesis doctorales).

En segundo lugar, se ha hecho una revisión sistemática de las revistas más afines al campo en España: Revista de Educación Ambiental y Sostenibilidad (REAyS, Universidad de Cádiz); Revista Iberoamericana de Estudios de Desarrollo (Cátedra de Cooperación para el 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-).

Se constata que la revista E-DHC. Quaderns Electrònics sobre El Desen-

volupament Humà i La Cooperació/ Cuadernos Electrónicos sobre el Desarrollo Humano y la Cooperación (Universidad de Valencia) ha publicado su último número en el año 2019.

En tercer lugar, se ha realizado una búsqueda de fuentes específicas en el buscador de Hegoa (Instituto Vasco de estudios sobre desarrollo y cooperación internacional, Universidad del País Vasco), 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 cuatro grupos emergentes de investigación en Educación para la Ciudadanía

Global, el coordinado por Renée DePalma Úngaro (Universidad de La Coruña), el vinculado a la Universidad de Zaragoza, coordinado por Ana Cristina Blanco-Serrano (Educación y Diversidad, línea Educación para la Ciudadanía Global), el de la Universidad de Oviedo, coordinado por Aquilina Fueyo Gutiérrez (Investigación sobre Innovación Educativa con TIC en Entornos Virtuales de Enseñanza y Aprendizaje) y el Grupo Global Education. Investigación de nuevos escenarios para la ciudadanía global (Universidad de Cantabria,coordinado por Adelina Calvo Salvador).

Finalmente, se han contrastado los principales hallazgos de esta búsqueda con Ana Cristina Blasco Serrano (Universidad de Zaragoza), Gema Celorio Díaz (Hegoa-Universidad del País Vasco) y Aquilina Fueyo Gutiérrez (Universidad de Oviedo), tres reconocidas especialistas en este campo.

Resultados

Con relación a la clasificación conceptual de la literatura encontrada, el término Educación para el Desarrollo va progresivamente perdiendo peso, mientras que van ganando relevancia términos como Educación para la Ciudadanía Global y Educación para el Desarrollo Sostenible. Como indicamos en la anterior edición del Digest, esta evolución conceptual se explica, por un lado a partir de la teoría de las generaciones de la Educación para el Desarrollo (Boni, Belda-Miquel & Calabuig, 2020; Mesa, 2011; Calvo, 2017) y por otro lado, por el aumento del protagonismo de la Agenda de los Objetivos de Desarrollo Sostenible en la investigación en España. Así, del total de referencias consignadas (55), 18 se refieren al ámbito de la Educación para la Ciudadanía Global (31%), 14 al de Desarrollo Sostenible (24%), 5 al de Educación para el Desarrollo y la Ciudadanía Global (8,6%), 5 al de Educación para el Desarrollo (8,6%) y 5 al término Educación para la Transformación Social/Educación Transformadora (8,6%). Con menor peso aparecen los términos Ciudadanía Mundial (2 ítems, 3,4%), Ciudanía Planetaria (1 item, 1,7%), Derechos Humanos (2 items, 4%) y Justicia Social Global (3 ítems, 5,4%). Para realizar esta clasificación, se han tenido en cuenta no sólo los términos utilizados en el título y palabras clave, sino también en el cuerpo del artículo, sobre todo en su introducción.

Con relación a la clasificación temática de la literatura, de las 55 referencias, 16 se corresponden con estudios teóricos (29%), 9 hacen referencia a la educación formal (15,5%), 8 a la investigación en la universidad (13,7%), 8 a investigaciones sobre políticas (13,7%), 6 a la formación de profesorado (10,3%), 4 a la educación no formal (6,8%), 2 a la educación informal (3,4%) y 2 a la formación de formadores (3,4%). Tal y como se constató en el anterior Digest, es llamativa la ausencia en España de la línea de investigación sobre voluntariado internacional, estudios en el extranjero y hermanamientos/partenariados en educación cuenta no sólo los términos utilizados en el título y palabras clave, sino también en el cuerpo del artículo, sobre todo en su introducción.

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la educación formal (15,5%), 8 a la investigación en la universidad (13,7%), 8 a investigaciones sobre políticas (13,7%), 6 a la formación de profesorado (10,3%), 4 a la educación no formal (6,8%), 2 a la educación informal (3,4%) y 2 a la formación de formadores (3,4%). Tal y como se constató en el anterior Digest, es llamativa la ausencia en España de la línea de investigación sobre voluntariado internacional, estudios en el extranjero y hermanamientos/partenariados en educación.

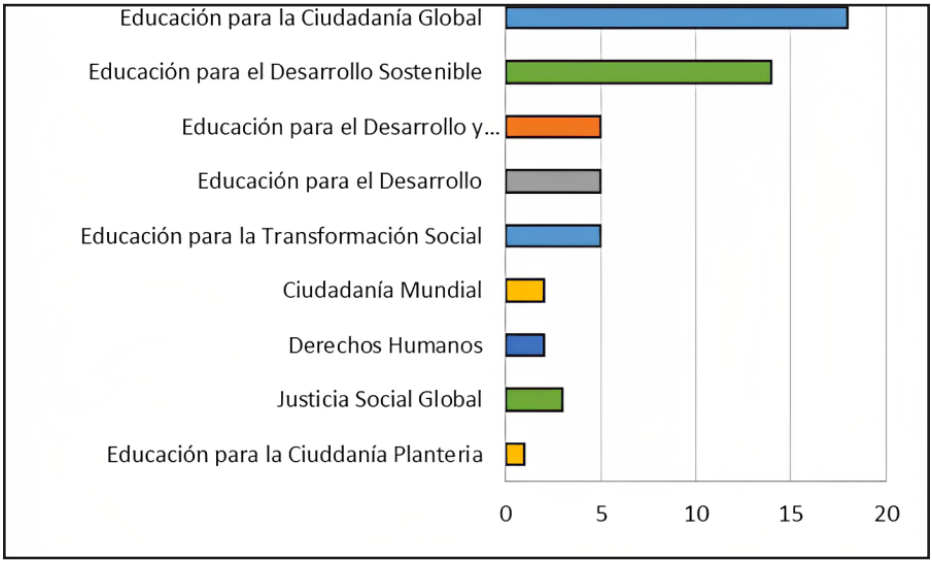

Gráfico 1. Clasificación conceptual España.

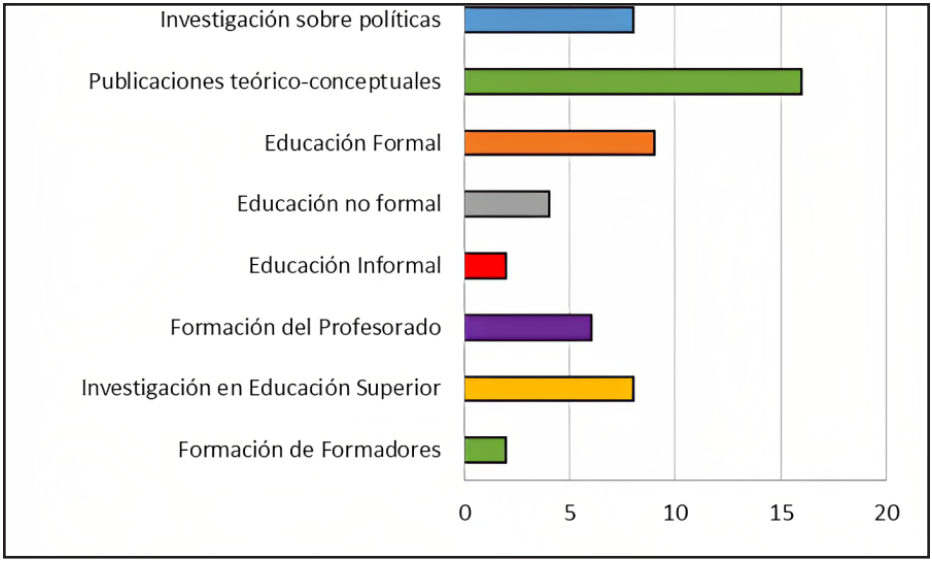

Gráfico 2. Clasificación temática España.

Nuestra hipótesis sigue siendo que la menor presencia de este tipo de trabajos podría estar relacionada con la escasa inversión en el país en el ámbito de la Cooperación al Desarrollo y de la Educación para el Desarrollo, lo que tiene repercusiones en el nivel de investigación en el campo, así como con la menor tradición en el país (si lo comparamos con el entorno europeo) de programas de voluntariado internacional, con una clara ausencia de apoyo económico por parte de las administraciones públicas.

Por contra, este año es destacable la existencia de varias tesis doctorales sobre la temática (6 en total), así como estudios que abordan el análisis de políticas (8 referencias), novedad con respecto al anterior Digest.

Este año no se ha publicado ningún número monográfico de revista y los libros publicados (6) lo han sido en su mayoría en editoriales universitarias, cuya difusión es menor. También destaca la publicación de 7 capítulos de libros. La publicación en artículos de revistas sigue siendo el medio más utilizado en el campo (32 items).

Limitaciones

La principal limitación que hemos encontrado es que existen algunos trabajos que se han publicado en revistas de divulgación pedagógica que no están indexadas en las bases de datos utilizadas. En este sentido, y dado que estas revistas son utilizadas en el ámbito de nuestra docencia y son consultadas por los investigadores de manera recurrente, se propone para próximas ediciones poner atención a lo publicado en estas revistas.

En segundo lugar, son varias las comunicaciones a congresos que no se han incluido en el Digest, pues este tipo de literatura no se contempla. Sí se han incluido aquellas que, si bien en el origen nacen como comunicación a congreso, posteriormente se han publicado como capítulo de libro, pues se trata de aportaciones que cumplen con el rigor académico adecuado.

Agradecimientos

Ángela Saiz Silió y el equipo de apoyo a la investigación de la Biblioteca de la Universidad de Cantabria, Ana Cristina Blanco Serrano (Universidad de Zaragoza), Gema Celorio Díaz (Hegoa-Universidad del País Vasco) y Aquilina Fueyo Gutiérrez (Universidad de Oviedo).

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Ámbito Latinoamericano

En el contexto del ámbito latinoamericano, se ha llevado a cabo una búsqueda específica en las siguientes bases de datos: Repositorio de tesis de Perú, Repositorio México CONACYT, Repositorio Polìticas educativas de UNESCO, Redalyc, Repositorio FLACSO, Repositorio CLACSO, Repositorio académico Ecuador, Repositorio académico Argentina.

Estos repositorios recogen las producciones desde la región para el año 2021 en base a los siguientes términos como eje: Educación para la Transformación Social, Educación para el Desarrollo Sostenible Educación para la Ciudadanía Global y Ciudadanía Planetaria. Estos términos fueron combinados con los siguientes términos: Justicia Social, Interculturalidad, Derechos Humanos, Perspectiva de Género, Educación Popular, Pedagogía crítica y Ecofeminismo.

Desde Latinoamérica la Educación para la ciudadanía global se inserta en contextos profundamente desiguales donde el reconocimiento de la diversidad e identidades culturales resulta crucial para la construcción de una educación con justicia social. En este sentido, la Educación para la Ciudadanía Global (o Educación para la ciudadanía mundial según UNESCO, 2018), "implica formar y educar para una interdependencia política, social y cultural entre las personas. Hacer esto requiere articular lo local, lo nacional y lo global para la construcción de conocimientos y sentidos comunes que nos permitan convivir en paz y bajo una justicia social" (UNESCO, 2018, p. 8).

Esta articulación entre lo global, nacional y local se realiza sobre un contexto medio ambiental afectado por el cambio climático, la pérdida de la biodiversidad y las disputas por los recursos naturales en un continente marcado por las desigualdades y sistemas de poder que afectan a comunidades indígenas, mujeres, niñas, entre otros grupos vulnerables (Bárcena et al, 2020; CLADE, 2021). Por ello, la Educación para el Desarrollo Sostenible emerge como un término clave al colocar el énfasis sobre el desarrollo de competencias, valores y acción necesarios a través de competencias transversales en las dimensiones cognitiva, socioemocional y conductual del aprendizaje en el proceso educativo (UNESCO, 2020). Así, la escuela debe

afrontar los desafíos medioambientales en la búsqueda de espacios más justos y menos desiguales.

Basado en lo anterior, el término Educación para la justicia social también emergió como importante en la región dadas las aún profundas desigualdades históricas que impactan sobre el proceso educativo de los niños, niñas y jóvenes en Latinoamérica.

Resultados

La búsqueda bibliográfica para América Latina recuperó un total de 36 publicaciones entre artículos en revistas académicas, capítulos de libros, reportes de UNESCO y tesis. Como se puede observar en el Gráfico 3, la amplia mayoría de las publicaciones son de carácter conceptual (24), seguido por publicaciones dentro del marco de la educación formal (7).

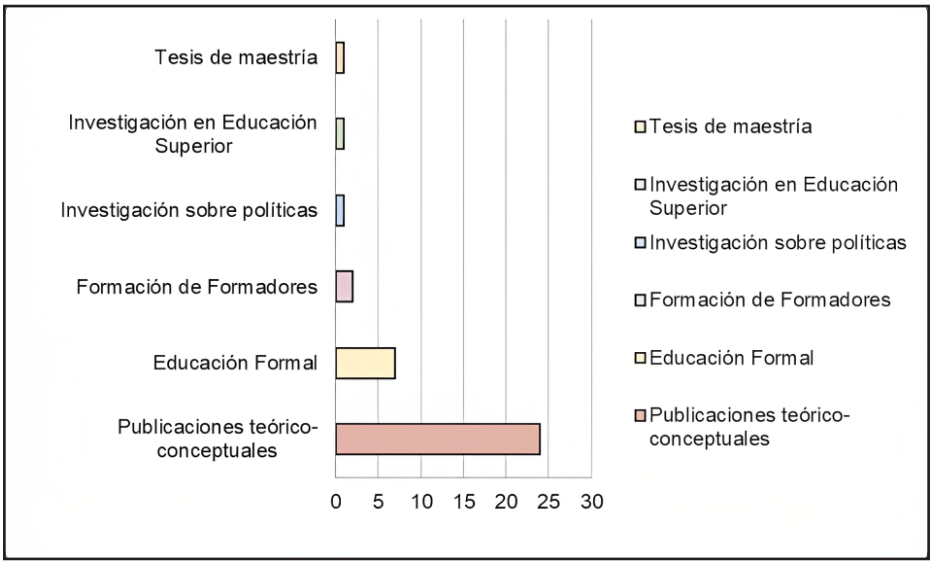

Gráfico 3. Clasificación temática LAC.

Desde un punto de vista conceptual, como se observa en el gráfico 4, los términos Educación para la ciudadanía global y Educación para el desarrollo sostenible concentran un total de 9 publicaciones cada uno que

representan, a su vez, el 50% de los títulos reportados. Tal y como se indicó en el apartado anterior, ambos términos han logrado posicionarse en la agenda educativa de la región a partir de los reportes de UNESCO y las políticas de los países latinoamericanos alineadas con estos objetivos mundiales.

Sobre el término Educación para las Pedagogías Críticas, éste concentra un total de 7 publicaciones lo que muestra un importante interés por enfoques críticos que enfatizan los procesos de co-construcción y diálogo en los espacios educativos siguiendo el modelo freireano (Freire, 1970). Además, cabe mencionar que el año 2021 marca el centenario del natalicio del pedagogo brasileño Paulo Freire. En este sentido, se han publicado trabajos en homenaje a Freire que recogen su aporte y legado desde una perspectiva del Sur global que incluye a la región latinoamericana.

Por su parte, el término Educación intercultural es el tópico principal de 4 publicaciones incluidas en esta búsqueda bibliográfica. Esto se debe a que América Latina es una región con un gran diversidad de grupos étnico-raciales con lenguas, tradiciones y costumbres particulares. Desde hace varias décadas, estos grupos demandan una educación bilingüe intercultural que respete y valore su cultura en diálogo con los saberes occidentales. En este sentido, las producciones en educación intercultural siguen una línea histórica muy presente en la región a lo largo del s. XX y con mayor relevancia hacia la década de los setenta (Candau, 2010). Finalmente, los términos Educación para la Justicia Social, Educación Popular, Educación ambiental y Ciudadanía Planetaria concentran entre 2 a 1 publicación para este registro bibliográfico.

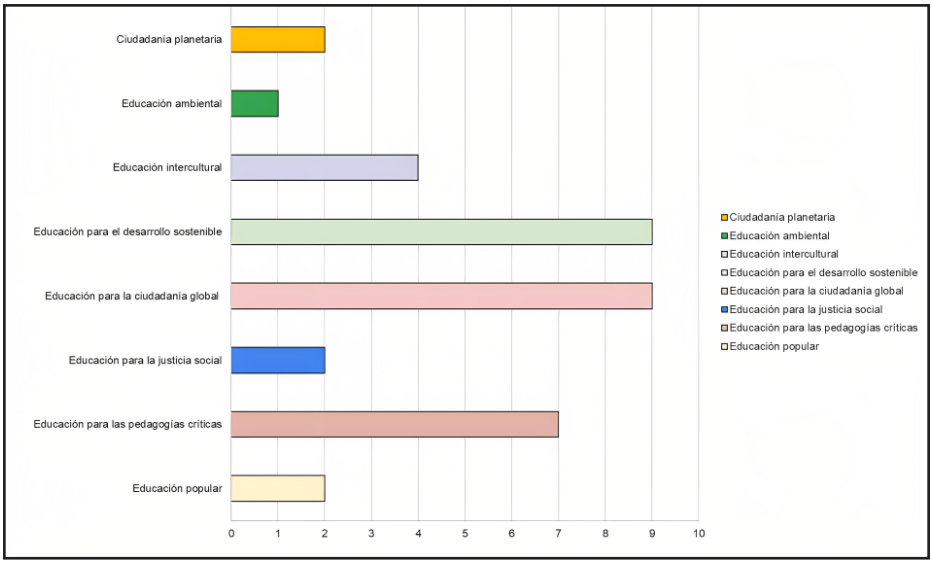

Gráfico 4. Clasificación conceptual LAC.

Referencias

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Introduction: Spanish

In the previous edition of the Digest, a need to to carry out more specific searches in Latin American databases published in Spanish was identified to access a greater number of specialised literature. Thus, for the 2022 edition of the Global Education Digest, a team of four researchers has been formed, two from Spain, Adelina Calvo Salvador and Carlos Rodríguez-Hoyos, University of Cantabria, and two from Latin America, Silvia Espinal Meza, a Peruvian PhD candidate in Education based at the University of Bristol and Diego Posada, a Uruguayan PhD candidate at the University of Padova. Although the searches carried out in both contexts have elements in common, there is also a degree of diversity. Therefore, in this introduction we will describe the applied methodology and the results obtained in each context.

Spanish context[1]

The Cantabrian Strategy of Development Education and Education for Social Transformation (2018) defines the field as "an active learning process (formal, non-formal and informal), based on the methodological principles of dialogue and participation, aimed at generating critical awareness of global issues and their relationship with our way of life and to promote a global citizenship that is committed to and participates in proposals of social transformation aimed at sustainable human development, the defence of Human Rights, care for the planet and the promotion of justice and equity both locally and globally" (p. 16). The recent publication of the new Organic Law on Education in Spain (LOMLOE, 2020) establishes the need to work based on a Global Citizenship and Sustainable Development approach, and in line with the 2030 Sustainable Development Agenda across all levels of the education system, as well as introducing this approach in the processes of teacher training and access to the teaching profession.

1 This study has been carried out within the framework of the R+D+i project entitled Researching new socio-educational scenarios for the construction of global citizenship in the 21st century (Reference PID2020-114478RB-C21), financed by the State Research Agency in its call for research proposals focused on societal challenges (IP Adelina Calvo Salvador).

Bearing this framework in mind, this section presents the results of the Spanish literature search published in 2021 based on the five main terms that we consider fundamental for tracing the field: Development Education, Global Citizenship Education, Education for Sustainable Development and Education for Social Transformation.

Firstly, searches have also been conducted combining these five main terms with other emerging terms in the field such as Planetary Citizenship and Global Social Justice. Furthermore, searches have also been carried out combining these five main terms with the following dimensions of Development Education: Human Rights, Intercultural Education and Gender.

Insofar as the procedure followed, the following international databases were used for the search: Scopus, Web of Science, ProQuest, Google Scholar, Scielo and national databases: ERIC, Google Scholar, Dialnet, Redined, ÍnDICEs (CSIC search engine) and TESEO (doctoral theses).

Secondly, a systematic review of the most relevant Spanish journals in the field was carried out: Revista de Educación Ambiental y Sostenibilidad -Journal of Environmental Education and Sustainability- (REAyS, University of Cadiz); Revista Iberoamericana de Estudios de Desarrollo -Iberoamerican Journal of Development Studies- (Chair for Cooperation for Development - University of Zaragoza); Revista Española de Desarrollo y Cooperación -Spanish Journal of Development and Cooperation- (REDC, Universidad Complutense de Madrid); E-DHC. Quaderns Electrònics sobre El Desenvolupament Humà i La Cooperació - Electronic Notebooks on Human Development and Cooperation- (University of Valencia); Hariak. Recreando la educación emancipadora - Recreating emancipating education- (Hegoa), Revista iberoamericana de aprendizaje servicio: Solidaridad, ciudadanía y educación -Iberoamerican Journal of Service Learning: solidarity, citizenship and education- (RIDAS, University of Barcelona) and Revista Internacional de Educación para la Justicia Social -International Journal of Education for Social Justice - UNESCO Chair for Education for Social Justice at Universidad Autónoma de Madrid in collaboration with the the Iberoamerican Network of Research focused on change and school eficiency, RINACE. It is worth noting that the journal E-DHC.

Quaderns Electrònics sobre El Desenvolupament Humà i La Cooperació (University of Valencia) has published its last issue in 2019.

Thirdly, a search for specific sources was carried out using the Hegoa search engine (Basque Institute for Development Studies and International Cooperation, University of the Basque Country), the repository of CEIPAZ -Fundación Cultura de Paz (Autonomous University of Madrid) and the Instituto de Desarrollo- Fundación Etea-Universidad Loyola, the three most important institutions in Spain dedicated to the study of the field.

Fourthly, through the Dialnet database, a search for the scientific production of the four most significant Spanish authors in the field was conducted: Alejandra Boni Aristizábal (Polytechnic University of Valencia), Gema Celorio Díaz (Hegoa-University of the Basque Country), Manuela Mesa Peinado (Director of CEIPAZ- Fundación Cultura de Paz of the Autonomous University of Madrid) and M. Luz Ortega Carpio (Development Institute of the Loyola University).

Another specific search was also been carried out regarding publications by four emerging research groups in Global Citizenship Education: one coordinated by Renée DePalma Úngaro (University of La Coruña), one linked to the University of Zaragoza, coordinated by Ana Cristina Blanco-Serrano (Education and Diversity, Education for Global Citizenship), one at the University of Oviedo, coordinated by Aquilina Fueyo Gutiérrez (Research on Educational Innovation with ICT in Virtual Teaching and Learning Environments) and the Global Education Group, Research on new scenarios for global citizenship (University of Cantabria, coordinated by Adelina Calvo Salvador).

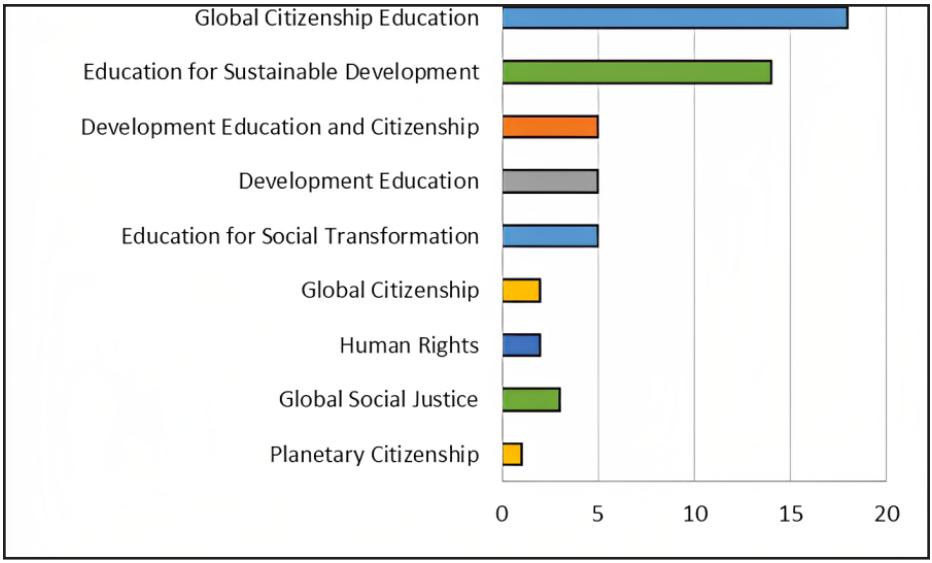
Finally, the main findings of this research have been corroborated with Ana Cristina Blasco Serrano (University of Zaragoza), Gema Celorio Díaz (Hegoa-University of the Basque Country) and Aquilina Fueyo Gutiérrez (University of Oviedo), three recognised specialists in this field.

Results

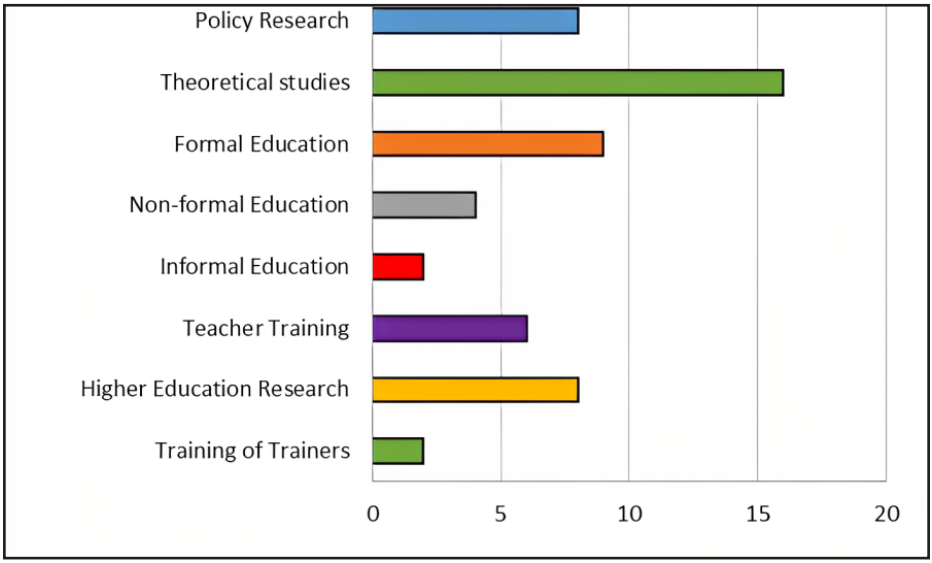
About the conceptual classification of the literature review, the term Development Education is progressively losing prevalence, while terms such as Education for Global Citizenship and Education for Sustainable Development are gaining relevance. As we indicated in the previous edition of the Digest, this conceptual evolution is explained, on the one hand, by the theory of the generations of Development Education (Boni, Belda-Miquel & Calabuig, 2020; Mesa, 2011; Calvo, 2017) and, on the other hand, by the increased prominence of the Sustainable Development Goals Agenda in research in Spain. Thus, of the total number of references (55), 18 refer to the field of Education for Global Citizenship (31%), 14 to Sustainable Development (24%), 5 to Development Education and Global Citizenship (8.6%), 5 to Development Education (8.6%) and 5 to the term Education for Social Transformation/Transformative Education (8.6%). The terms Global Citizenship appeared on two occasions (3.4%) and Planetary Citizenship in one (1.7%).

Lastly, Human Rights was identified twice (4%) and Global Social Justice 3 times (5.4%). This ranking took into account not only the terms used in the title and keywords, but also in the body of the article, especially in the introduction.

With regard to the thematic classification of the literature, out of the 55 references, 16 correspond to theoretical studies (29%), 9 refer to formal education (15.5%), 8 to university research (13.7%), 8 to policy research (13.7%), 6 to teacher training (10.3%), 4 to non-formal education (6.8%), 2 to informal education (3.4%) and 2 to training of trainers (3.4%). As noted in the previous Digest, in Spain there is a notable absence of research focused on international volunteering, study abroad and twinning/partnerships in education.



Graph 1. Conceptual Classification - Spain.



Graph 2. Thematic Classification - Spain.

Our hypothesis indicates that the lower presence of some of these works could be related to two factors: firstly, the scarce level of national investment in the field of Development Cooperation and Development Education, which has repercussions on the research conducted. Secondly, the lack of tradition in Spain about international volunteering programmes compared to the European environment with little to no financial support from public administrations.

On the other hand, this year several doctoral theses have focused on the subject (6 in total), and studies on policy analysis (8), a positive novelty with respect to the previous Digest. No monographic issues of journals were published this year, and the books published (6) were mostly by university publishers, which are less widely distributed. Also noteworthy is the publication of 7 book chapters. Publication in journal articles continues to be the most widely used medium in the field (32 items).

Limitations

The main limitation we have found is that there are some works that have been published in educational journals that are not indexed in the databases used. In this sense, and given that these journals are used in the field and are consulted by researchers on a recurring basis, we propose paying attention to what has been published in these journals for future editions. Secondly, there are several conference related communications that have not been included in the Digest, as this type of literature is not included. However, we have included those which, although they were originally written as conference papers, have subsequently been published as book chapters, as they are contributions that meet the appropriate academic rigour.

Acknowledgements

Ángela Saiz Silió and the research team of the Library of the University of Cantabria, Ana Cristina Blanco Serrano (University of Zaragoza), Gema Celorio Díaz (Hegoa-University of the Basque Country) and Aquilina

Fueyo Gutiérrez (University of Oviedo).

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Latin American context

In the context of the Latin American context, the search has been carried out in the following databases: Repositorio de tesis de Perú, Repositorio México CONACYT, Repositorio Polìticas educativas de UNESCO, Redalyc, Repositorio FLACSO, Repositorio CLACSO, Repositorio académico Ecuador, Repositorio académico Argentina.

These repositories gather the academic works in the year 2021 based on the following axis terms: Education for Social Transformation, Education for Sustainable Development, Education for Global Citizenship and Planetary Citizenship. These terms were combined with the following ones: Social Justice, Interculturality, Human Rights, Gender Perspective, Popular Education, Critical Pedagogy and Ecofeminism.

In Latin America, Education for Global Citizenship is inserted in deeply unequal contexts where the recognition of diversity and cultural identities is crucial for the construction of an education with social justice. In this sense,

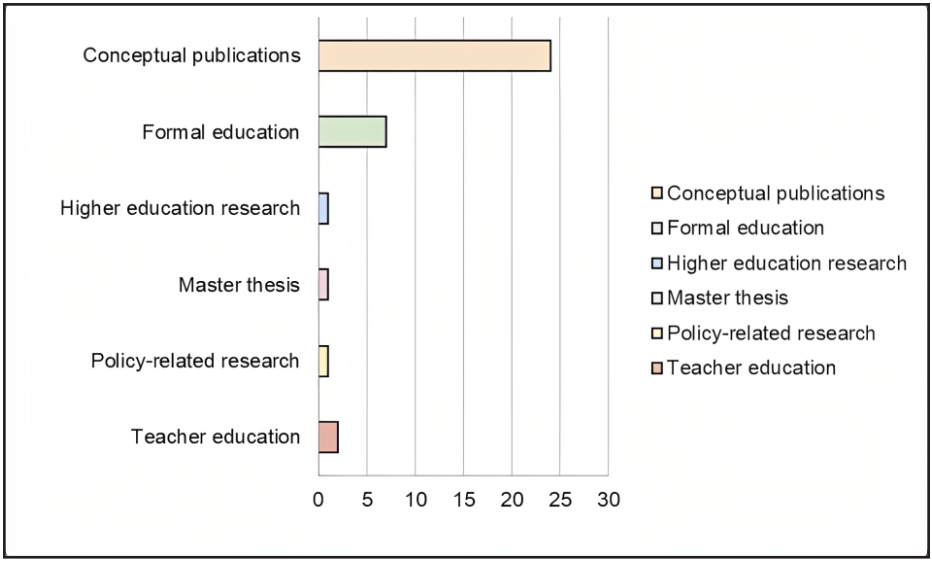
Global Citizenship Education (or World Citizenship Education according to UNESCO, 2018), "implies training and educating for political, social and cultural interdependence among people. Doing this requires articulating the local, the national and the global for the construction of knowledge and common meanings that allow us to live together in peace and under social justice" (UNESCO, 2018, p. 8).

This articulation between the global, national and local takes place in an environmental context affected by climate change, biodiversity loss and disputes over natural resources in a continent marked by inequalities and power systems that affect indigenous communities, women, girls, among other vulnerable groups (Bárcena et al, 2020; CLADE, 2021). Therefore, Education for Sustainable Development emerges as a key term by placing emphasis on the development of competencies, values and necessary action through transversal competencies in the cognitive, socio-emotional and behavioural dimensions of learning in the educational process (UNESCO, 2020). Thus, schools must face environmental challenges in the search for fairer and less unequal spaces.

Based on the above, the term Education for social justice also emerged as important in the region given the still deep historical inequalities that impact on the educational process of children and young people in Latin America.

Results

The literature search for Latin America retrieved a total of 36 publications including articles in academic journals, book chapters, UNESCO reports and theses. As it can be observed in Graph 3, the vast majority of the publications are conceptual in nature (24), followed by publications within the framework of formal education (7).



Graph 3. Thematic Classification - Latin America.

From a conceptual point of view, as depicted in Graph 4, the terms Education for Global Citizenship and

Education for Sustainable Development account for a total of 9 publications each, which combined represent 50% of the titles reported. As indicated in the previous section, both terms have managed to position themselves on the region's educational agenda as a result of UNESCO reports and the policies of Latin American countries aligned with these global objectives.

The term Education for Critical Pedagogies concentrates a total of 7 publications, which shows an important interest in critical approaches that emphasise the processes of co-construction and dialogue in educational spaces following the Freirean model (Freire, 1970). Furthermore, it is worth mentioning that the year 2021 marks the centenary of the birth of the Brazilian pedagogue Paulo Freire. In this sense, several works have been published in honour of Freire that reflect his contribution and legacy from a perspective of the global South that includes the Latin American region.

The term Intercultural Education is the main topic of 4 publications included in this bibliographic search. This can be partly explained by the fact that Latin America is a region with a great diversity of ethnic-racial groups each with their own specific languages, traditions and customs. For several decades, these groups have been demanding intercultural bilingual education that respects and values their culture in dialogue with Western knowledge. In this sense, productions focused on intercultural education follow a historical line in the region throughout the 20th century and with greater relevance during the 1970s (Candau, 2010). Finally, the terms Education for Social Justice, Popular Education, Environmental Education and Planetary Citizenship concentrate 2 or 1 publications.

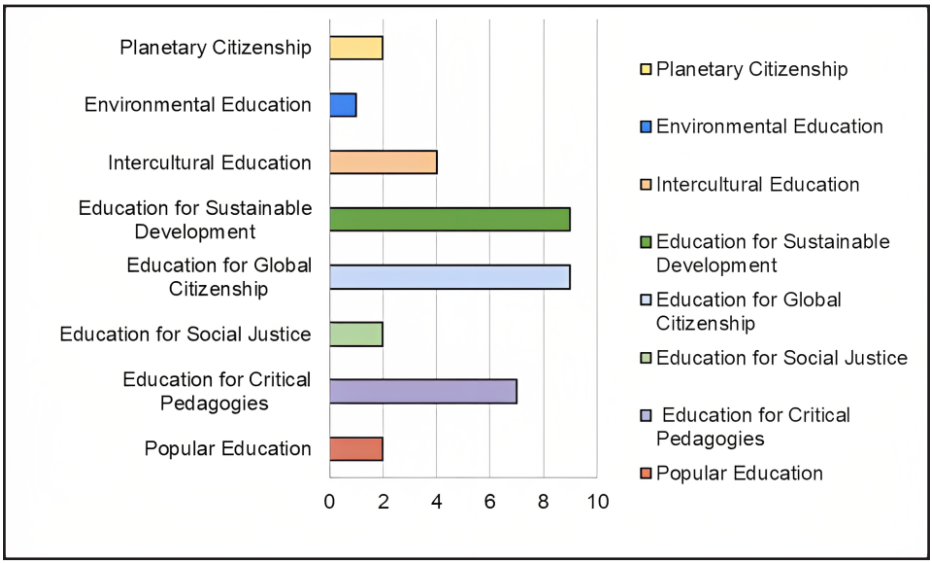


Gráfico 4. Conceptual Classification - Latin America.

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Contributors

Dutch

Maayke de Vries is a PhD student at the IIOE, UCL's Faculty of Education & Society. 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

Dr Fran Hunt works as Senior Research Officer in the Development Education Research Centre (DERC) at IOE, UCL's Faculty of Education and Society. Her research focuses on global learning, global citizenship education and student voice. She ran the research and evaluation strand of the Global Learning Programme (GLP) in England 2013-2018. Fran teaches on the MA Global Learning, supervises doctoral students and runs two free online short courses for teachers on FutureLearn: Global Education for Teachers and Educating for Sustainable Development in Schools and Universities.

Follow Fran on Twitter: @drfranhunt or click here to link to her publications.

Finnish

Global Education Research in Finland (GERIF) network brings together researchers to encourage academic debate and cooperation, to bridge gaps between research and practice and to present research in an accessible way. Since

its founding in 2018, the network has organised events for global education researchers and practitioners, for instance in connection to the annual Finnish Educational Research Association conference. Importantly, it also takes part in continuous critical discussions on the position and objectives of global education.

Riikka Suhonen (MA) is a doctoral candidate in the Doctoral Programme in School, Education, Society and Culture (SEDUCE), Faculty of Educational Sciences at the University of Helsinki. In her PhD research, she examines how global citizenship education is understood and enacted in upper secondary vocational education and training. Her earlier academic background is in African Studies and Global Development Studies, and current interests include youth civic participation and engaging with controversial issues in education.

Vihtori Kylänpää is a human rights and global educator who works with young adults at the Non-Military Service Centre in Finland (Siviilipalveluskeskus) and a doctoral researcher at the University of Oulu. The topic of his forthcoming doctoral degree concerned the possibilities to get young adult students to undertake actions for human rights.

Hanna Posti-Ahokas, PhD., Adjunct Professor, is a senior researcher in the Global Innovation Network for Teaching and Learning at the Faculty of Educational Sciences, University of Helsinki. Her current research focuses on global education and intercultural pedagogy in higher education and on internationalization of higher education through North-South collaboration. Research profile.

Oona Piipponen, PhD, completed her doctoral research at the University of Eastern Finland on the topic of children's intercultural encountering. She is also a primary teacher with a MA (Hons) in Primary Education from the University of Glasgow. She has many years of experience learning and now teaching in international schools.

Tuija Kasa (M.Soc.Sci) is a PhD researcher in the School, Education, Society and Culture Doctoral Programme at the Faculty of Educational Sciences, University of Helsinki. Her PhD focuses on human rights education from a multidisciplinary perspective combining critical theories, human rights law, educational sciences and moral philosophy. Kasa has diverse working experience in the field of French

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 scien-

ces from the Université catholique de Louvain. She works on citizenship and globalisation, and on rural development in Central Africa.

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 für 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.

Rachel Bowden has over two decades experience in global education, as a volunteer, a teacher, teacher trainer, project manager and researcher. She is currently Research Associate at the University of Bristol Centre for Comparative and International Research (CIRE), and a research Associate at the Technical University of Dresden, Centre for Teacher Education and Education Research. Her work centres around multilingual education, education for sustainability, teacher education and

education systems reform.

Italian

Luca Vittori is a PhD student at the Department of Life Quality Studies at the University of Bologna, holder of the 'Global Citizenship Education and Sport' grant. With educational background in Sport Science and Sport Health and Tourism, and a past as athlete, Luca is currently collaborating with the International Research Center on Global Citizenship Education (IRC-GCE) and with the UNESCO Chair in Global Citizenship Education in Higher Education assigned to Massimiliano Tarozzi. Research interest: Sport and Physical Education as resources for GCE

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 Uni-

versity 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.

Francesca Rapanà is a Post Doc researcher at the University of Verona where she is involved in a national project on school activities and civic engagement. Her research interests cover adult education, citizenship education, intercultural education, prison education and qualitative research methodology. In addition to academic research, she has also been involved in prison educational projects for over 15 years.

Stefania Moser is currently a PhD student at the Free University of Bolzano, in Italy. She worked as primary school teacher with a master's degree in Primary Education acquired at the same University. She also holds a master's in International Cooperation and Inclusive Education acquired at the University of Bologna. Her research interests include Global Citizenship Education, volunteering, and International Cooperation. She is a member of the group of the early career researchers of the UNESCO Chair in Global Citizenship Education at the University of Bologna.

Giulia Filippi is a PhD student at the Faculty of Education at the Free University of Bozen/

Bolzano, developing a research project on ITE programmes. Holds a degree in Primary Education and a Master in Italian L2, at the University of Turin. She is also a primary school teacher in the italian systems, and has worked as Italian L2 teacher in the southtyroler context.

Laura Landi is currently completing a PhD in Reggio Childhood studies, a joint program between University of Modena and Reggio Emilia and Reggio Children Foundation. Researcher, primary school teacher, former supervisor for pre-service teacher internship, volunteer for the Red Cross and Intercultura/AFS, her education includes MA in International Relations from The Johns Hopkins University (SAIS), in cooperation for development from University of Pavia and in science and math teaching methodologies from University di Modena e Reggio Emilia. Her research interests include Global Citizenship Education, intercultural education, non-formal education, teaching methodologies, teacher professional development, lesson study.

Martina Giurato holds a Bachelor Degree in Education in childhood social services and a Master Degree in Development and Management of Education Intervention at University of Bologna. During her visiting in the Social Work Department at University of Texas at Austin (USA), she had experience in social and qualitative research. Her project thesis analyzed the correlation between Texas and Italy in the field of Immigration, Social Prejudice and Immigration Policy. Her current research interests are Global Citizenship Education and Global Learning.

Polish

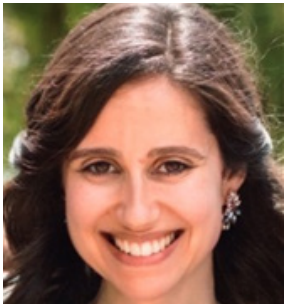
Magdalena Kuleta-Hulboj has a PhD in Pedagogy from the University of Warsaw (Poland). A researcher and lecturer with 15+ experience in teaching courses on undergraduate and postgraduate levels, she has authored and co-edited 3 monographs on global and intercultural education and published over 20 articles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

Portuguese

Team from Portugal

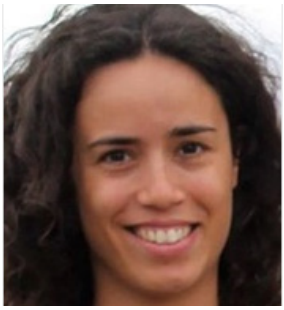
Sinergias ED is a project led by the Centre for African Studies of the University of Porto and FGS – Gonçalo da Silveira Foundation since 2013, and co-funded by Camões – Institute for Cooperation and Language, I.P. and the University of Porto. Its main goals are to promote the quality of Development 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 (University of Porto, Polytechnic of Viana do Castelo) is an educator, researcher and project consultant in the field of Development Education and Global Citizenship Education at the Centre for African Studies of the University of Porto and the Polytechnic Institute of Viana do Castelo. She is working as a consultant for GENE – Global Education Network Europe and for the Catholic University of Beira, in Mozambique. She is the secretary of the Initiative of Global Citizenship for Sustainable Development of the Ibero-American General Secretariat. She is a member of the Advisory Board of ANGEL and of the Sinergias ED Community, also participating in the Editorial Board of the journal Sinergias - Educational Dialogues for Social Transformation. She has experience as trainer and consultant in Development Cooperation projects in the field of education, in Portugal, Mozambique and Guinea-Bissau. Photo: Heli Pekkonen-Rauhankasvatusinstituutti.



Dalila P. Coelho is a 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, and intersects development, racism and education issues. She integrates the teams responsible for the external evaluation of ENED (2015-2017 and 2018- 2022), 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 member of the DEAR Multistakeholder group and 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

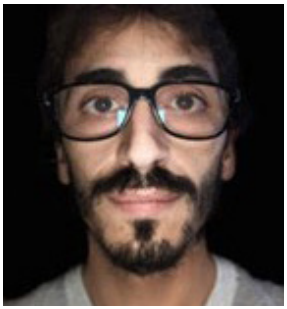
Mónica Lourenço is a Researcher at the Research Centre for Didactics and Technology in the Education of Trainers (CIDTFF) of the University of Aveiro, Portugal, and a member of the Sinergias ED community and ANGEL network.

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.

Andreia Reis is a Ph.D. student in the Doctorate in Education specialization Teacher Education and Supervision, at the Institute of Education, University of Lisbon. Her doctoral research with a scholarship granted by the FCT- Foundation for Science and Technology, focuses on the topic of pre-service primary school teachers' education for global citizenship and social justice. She completed her Master's Degree in the area of Teacher Training, in 2006 at the Faculty of Psychology and Education Sciences at the University of Lisbon.

As a primary school teacher with sixteen years of experience, she worked in different private educational establishments in Portugal. Her research interests are teacher education and professional development, transforming pedagogies, research approaches and methodologies, education for citizenship and social justice perspectives.



Francisco P. da Silva is a PhD student with a research grant from Science and Technology Foundation at Research Centre for Didatics 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. Re-

cently, he works 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.

Team from Brazil

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.

Carlos Eduardo Tabosa Lopes PhD student in Education at the Federal University of Ceará - UFC; Master in Family Health from the Federal University of Ceará- UFC; Specialist in Character of Multiprofessional Residency in Family Health by the School of Public Health Visconde de Saboia and State University Vale do Acaraú - UVA; Acupuncturist; Singer and composer; Member of the Research Group on Critical Theory NEXOS (CNPQ), Member of the research group HABITUS TEACHING: INTERPRETING TRAINING EXPERIENCES NARRATED BY STUDENTS IN THE MUSIC COURSE, PROFARTES AND PPGE-FACED UFC; Consultant in education and creative economy.

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 Methodo-

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Slovakian

Kristína Rankovová is a PhD. student at the Institute of European Studies and International Relations at the Faculty of Social and Economic Sciences (Comenius University in Bratislava). Her doctoral thesis focuses on the applicability of critical and postcolonial perspectives to the global education in Slovakia. Other research interests include positionality of Slovakia and Central Europe in the development and global education discourses, discourse and metaphors studies, and education for sustainable development.

Mária Hodorovská is a PhD. Candidate at the Institute of European Studies and International Relations at the Faculty of Social and Economic Sciences (Comenius University in Bratislava). By applying critical theoretical frameworks (postcolonialism, post-development theory and political ecology) and the methodological approach of Critical Discourse Analysis, she studies discourses of global education produced by third-sector actors in Slovakia. Currently, she is a visiting scholar

at the Centre of Discourse Studies in Barcelona where she deepens her knowledge about the method of CDA, attends courses and workshops, and consults her investigation with prof. Teun van Dijk.

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 Researching new socio-educational scenarios for the construction of Global Citizenship in the 21st century (Reference PID2020-114478RB-C21), financed by the State Research Agency (Agencia Estatal de Investigación) in its call for research proposals focused on societal challenges and the coordinator of the Gobal Education research group in her university.

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.

Silvia Espinal Meza is a PhD candidate in Education at the University of Bristol (UK) where she is also affiliated with the Centre for Comparative and International Research in Education (CIRE, Bristol). Silvia is a sociologist interested in critical perspectives to understand education, social justice and global citizenship education. She has more than 10 years of work experience as a lecturer and educational researcher in Peru and the UK. Her doctoral research focuses on the narratives of social justice and critical pedagogies from the voices of teachers in rural Peru. She is a member of ANGEL network, the British Association for International & Comparative Education (BAICE), the Education for Sustainable Development Network (University of Bristol, UK), among others.

Diego Posada is a PhD candidate at the University of Padova and a Research Assistant at MECCE (Monitoring and Evaluating Climate Change Communication and Education Project). His research explores the potential of education as a positive transformative socio-political agent in light of the.ecological and social crises we face. His studies focus on education for sustainability, decolonising knowledge and land-based learning from an inter-

national comparative perspective. Diego has been working in the educational field for over 10 years in NGOs and schools based in Uruguay, Australia, Brazil, Cambodia, Denmark and Italy.

About the ANGEL

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 850 members in more than 80 different countries as of November 2022. Several large and successful conferences have been held, and a number of publications produced. For more details, please visit our website http://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)

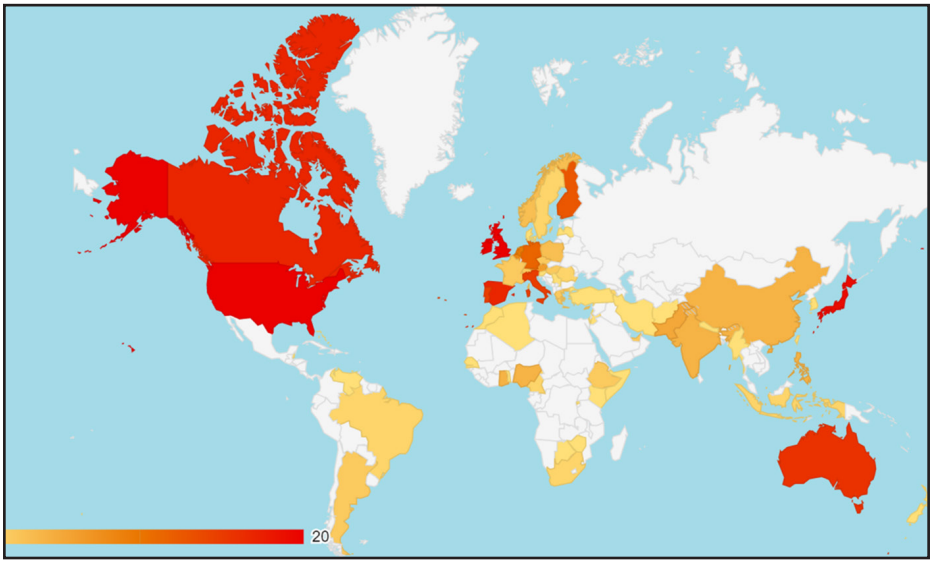

Figure: Member distribution

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.

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

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

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

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ANGEL

The Multilingual Global Education Digest is a bibliography of recent published academic and research material, in Dutch, English, Finnish, French, German, Italian, Polish, Portuguese, Slovakian 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 UNESCO Chair in Global Citizenship Education in Higher Education, University of Bologna. The project is delivered as part of the activities of the Academic Network on Global

Education & Learning

UNESCO Chair in Global Citizenship Education in Higher Education

The Academic Network on Global Education & Learning (ANGEL) is 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. The 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.

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.

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