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MULTILINGUAL GLOBAL EDUCATION DIGEST2023

SIXTH EDITION

AN **ACADEMIC NETWORK ON GLOBAL EDUCATION & LEARNING** PROJECT

ANGEL

GLOBAL EDUCATION DIGEST 2023

Edited by the Academic Network on Global Education & Learning

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GENERAL INTRODUCTION

A further multilingual edition

This is the sixth edition of ANGEL's Global Education Digest, which is now a well-established facet of ANGEL's efforts to support scholars, policymakers, and practitioners from all over the world who are interested in the topic of global education and learning (GEL). This publication marks a change from previous editions of the Digest. The project contributors continue to collate all publications in the field of global education, written in a range of languages, however all references can now be sourced and searched systematically in the GEL database[1] which was launched in 2023. This publication therefore provides an introductory overview to those publications, reflecting a state-of-the-art overview from different language settings and cultural contexts. The section introductions presented later in this text by the multilingual research teams are its most significant contribution, offering a meta-analytical look at current academic literature.

Scope

This publication covers material published in 2022 and until October 20th in 2023, although in some cases older material is included if it was omitted from previous editions. It includes an overview of publications in nine languages: English, French, Finnish, German, Italian, Polish, Portuguese, Slovak, and Spanish. Material published in these languages, irrespective of the nationality of the authors or the publishers, is included. Please note the development of contributions in Portuguese, Spanish and French that reach increasingly outside of the language's countries of origin, significantly expanding the inclusion of material from outside of Europe, and particularly from African and Latin American scholars.

This year, the multilingual bibliography of academic and research materials in the field of global education includes 9 chapters: one for each language, following the structure of previous editions.

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

- Global Education Digest 2015 - 2017
- Global Education Digest 2018
- Global Education Digest 2020
- Global Education Digest 2021
- Global Education Digest 2022

Project Goals

As in past editions, the Digest is a cooperative project with contributors drawn from amongst the network's growing membership. It aims to achieve several goals simultaneously:

- Provide a comprehensive picture of the relevant literature published in GEL 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 international network of researchers working on GEL.

1. Access the database at https://projects.dharc.unibo.it/digestgel/

Each chapter is the product of extensive collaborative work of a 'linguistic team'. The chapters vary considerably, but at a minimum they feature at least two sections: an overview section mapping the scope of publications, their focus, and the context from which they emerge; and an outline of the methods used to draw together the publications. Whilst there are similarities across the language teams, each language team adopted an individual methodological approach which is noted here.

Broad overview of publications 2022-23

Key emerging themes from the literature

The language teams highlighted a number of key themes and issues:

- The introductory chapters highlight the flexibility and movement within 'global education' terminology used for inclusion in the GEL database, which varies from previous years and contexts. The German entry notes the "pluralisation of the research landscape in terms of actors and subjects is continuing".
- Decoloniality is also a theme highlighted in introductory discussions, as well as being strongly evident within the publication entries. Language teams note the growing range of voices included within the literature and the impact this has on the terminology used for inclusion and the thematic focus of publications included. The Portuguese entry specifically has a strong focus on this, noting the increased focus on terms such as 'planetary citizenship education' as driven by practitioners and researchers in Latin America.
- There was discussion on how recent the conceptual framing of global education in the 'Dublin Declaration'[2] (2022) had helped provide clarity for language teams, providing "a contemporary lens ... which guided our process for selecting keywords for the literature search" (Finnish team). There was also discussion on the extent to which the ideas embedded within the Dublin Declaration, alongside the new UNESCO Recommendation on Education for Peace, Human Rights and Sustainable Development[3], should provide the framework for inclusion or whether there should be broader conceptual parameters.
- There was continuing focus on global education which broadly incorporates a range of literature around education for climate change and sustainable development, particularly where it relates to ideas of global citizenship.
- Many of the chapter introductions note a growth of publications that focus on theorisation of concepts and methodologies in global education and related themes, which the English language team suggests is evidence of "the emergence of global education as a distinct and unique field".
- The important role NGOs play in global education in terms of supporting practice, as well as shaping the terminology used in practice is highlighted. In many contexts, NGOs drive engagement, filling in gaps where national policy is lacking. Understanding this dynamic helps us understand the output of academic publications within particular language contexts.
- The entries also show how particular initiatives help drive research publications within language contexts. For example, how language-specific academic journals help promote engagement and provide an outlet for global education scholarship; similarly, the establishment of university posts (UNESCO Chairs of GCE), provide environments to support the growth of academic communities.
- There is also some discussion evident about the overlap with related terms and, in particular, how the field might align better with peace and human rights education. The current limited literature base in global (citizenship) education alongside peace education is challenged; and the call put out to researchers to address this gap.

2. European Declaration on Global Education to 2050: https://www.gene.eu/ge2050-congress
3. Full title: Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development. https://www.unesco.org/en/node/82093

Overall trends

Overall trends in DIGEST GEL 2022-23: data analysis

The GEL database now includes 1251 new publications in the languages highlighted in Table 1.

Language	'05	'07	'15	'16	'17	'18	'19	'20	'21	'22	'23	Total
English										322	212	**534**
Finnish									2	38	20	**60**
French		1	1		3	1	1	3	12	30	1	**53**
German									1	39	22	**62**
Italian						3	3		3	49	25	**83**
Polish										7	2	**9**
Portuguese										30	10	**40**
Portuguese (BR)	1				1	1		3	5	19	187	**217**
Slovakian			6	8	4	2		5	3	8	2	**38**
Spanish								1	1	64	36	**102**
Spanish (LA)									1	27	25	**53**
Total	**1**	**1**	**7**	**8**	**8**	**7**	**4**	**12**	**28**	**633**	**542**	**1251**

Table 1: Languages of GEL database entries collected for the Digest 2023 (Note that data for 2023 only runs until 20 October)

Table 2 shows that publications in English continue to dominate, but there are considerable and growing numbers of texts in other languages, particularly, Spanish, Portuguese and Italian.

Language	'15	'16	'17	'18	'19	'20	'21	'22	'23	Total
English	159	138	149	368	227	269	469	322	212	**2313**
Finnish			20	11	20	25	28	38	20	**162**
French	19	7	26	14	13	19	31	30	1	**160**
German	19	21	19	21	37	38	49	39	22	**265**
Italian	5	8	8	15	12	25	21	49	25	**168**
Polish	23	19	16	9	10	4	14	7	2	**104**
Portuguese	18	29	17	31	24	42	82	49	197	**489**
Slovakian	9	13	7	3	6	6	4	8	2	**58**
Spanish	115	119	108	114	99	86	93	91	61	**886**
Total	**367**	**354**	**370**	**586**	**448**	**514**	**791**	**633**	**542**	**4605**

Table 2 Digest 2015-2023 overall by language and year. (Note that data for 2023 only runs until 20 Oct)

Figure 1 highlights that, while the large majority of publications are still in English (43%), the publications in languages other than English are increasing. This has changed since in the last Digest, where English language publications represented more than half of the material identified (52%). There has been a very significant growth of publications in Portuguese and Spanish (thanks to the inclusion in the search of Latin American countries that write in those languages) and Italian.

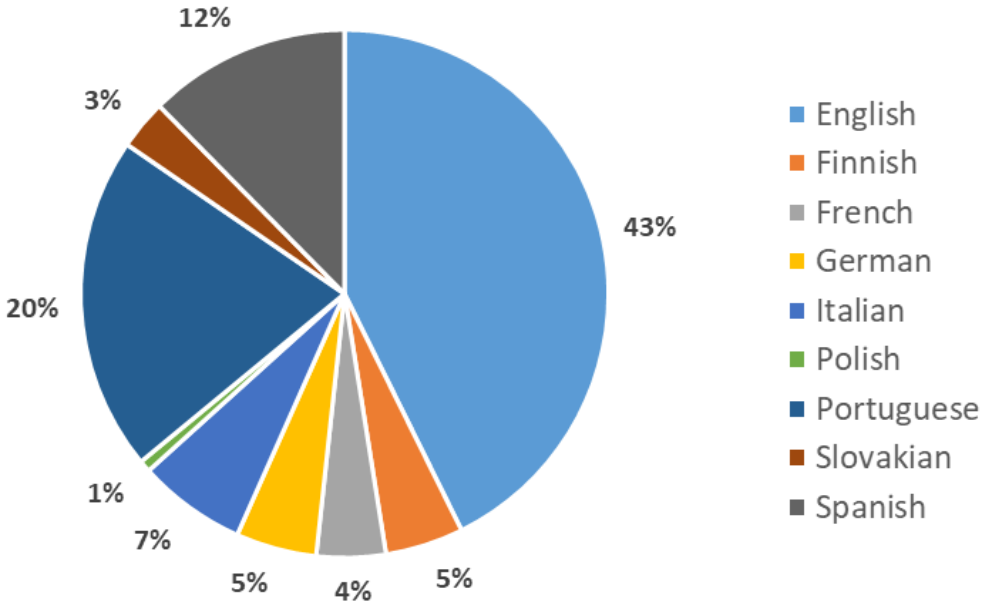


Figure 1: Publications by language (2022-2023) (Note that data for 2023 only runs until 20 October)

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

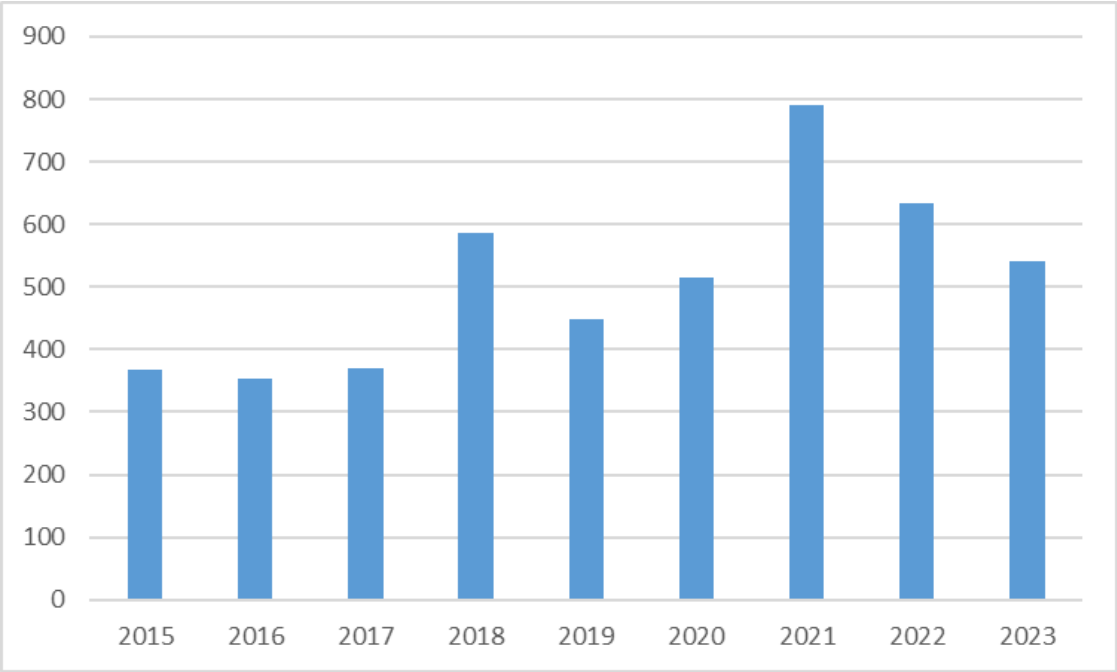


Figure 2: Numbers of publications included by year (2015-2023) (Data for 2023 only runs until 20 October)

Figure 3 show the distribution of publications typologies: 89 new books on global education and learning have been published during the examined period. Articles are seen to be the most widespread (66%), followed by book chapters (16%). This result is in line with an academic publication system that prioritises journal articles.

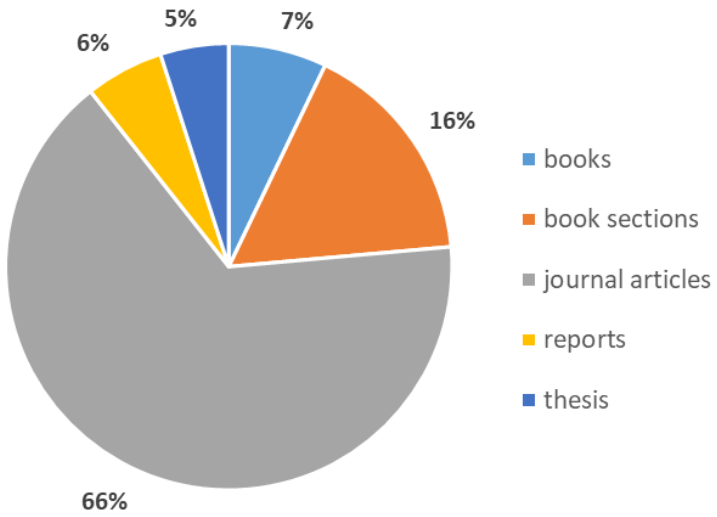


Figure 3: Type of publications (2022-23)

Tracking English terminology

Figure 4 shows the relevant terms present in the titles of all publications in English in the Digest 2023 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.

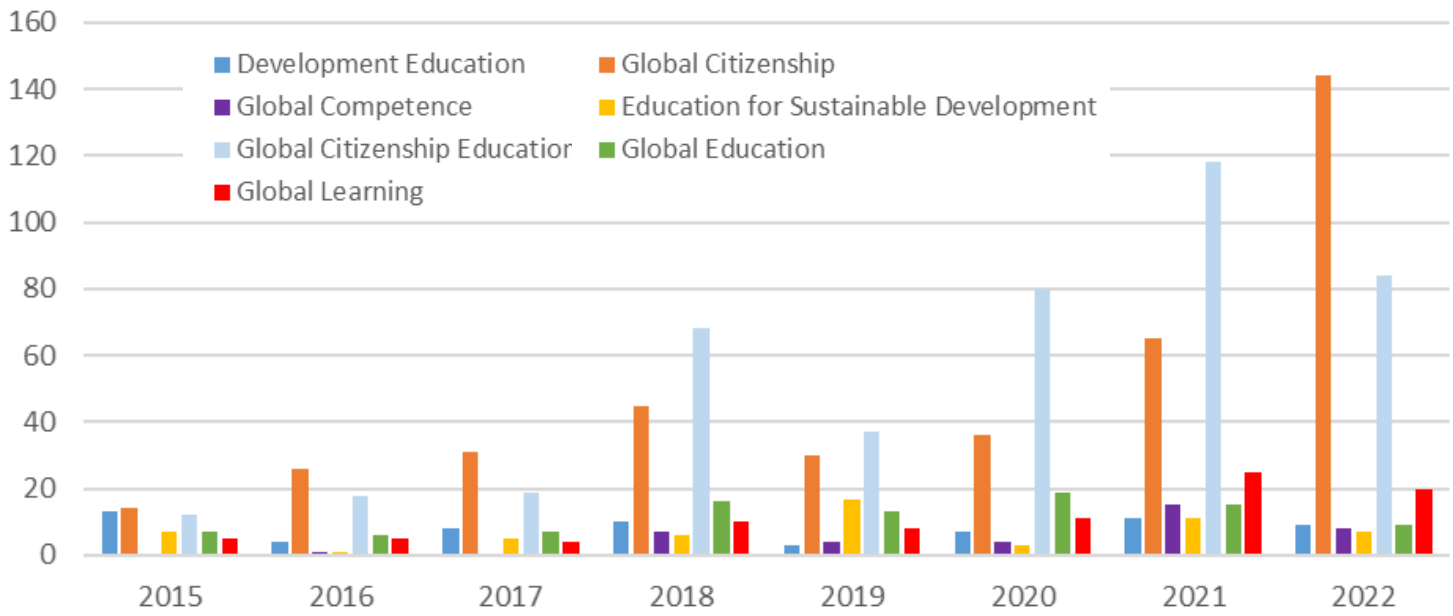


Figure 4: Use of key terms in titles of English language items (2015 - 22)

Figure 4 shows that the use of the term Global Citizenship (GC) has significantly increased compared to the others. This trend echoes two crucial recent policy events: the new European Declaration on Global Education to 2050, adopted in Dublin in 2022, and the new UNESCO Recommendation on Education for Peace, Human Rights and Sustainable Development. The first was a participatory process that included Ministers of Education, Foreign Affairs and Development Cooperation, including representatives of youth organizations, civil society, local and regional governments, academia, and international organizations from all over Europe. The second was approved in November 2023 by the general assembly of UNESCO. The growing prominence of GC in titles of publications, is in line with the use of this term in both policy processes.

The GEL database and inclusion of publications

About the GEL database

The GEL Database was established in 2023. All publication references from 2022-3 assembled by the contributor teams can now be found in the GEL Database. The GEL Database is a freely searchable digital archive, available through the University of Bologna library system, and available for inclusion in libraries all over the world. This multilingual dataset increases the level of formalization of data, providing powerful instruments for data organization and analysis, and allows further visibility, and recognition, of the ANGEL community. It serves as a useful 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 to broaden the GEL community. Access it at https://projects.dharc.unibo.it/digestgel/

Publications within the GEL database are organised into eight themes that constitute the primary subject of each item:

- 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

Some publications have a second theme as, occasionally, items may be considered to have a 'dual focus'. In this case, the reference will show in multiple results scenarios if you are searching by 'subject'

Inclusion of publications into the GEL database

Each team of contributors to this publication worked autonomously, and with slightly varying approaches that reflect differing local and linguistic characteristics. However, all teams were following recommendations, which were initially outlined by the research coordination project team, and then discussed and finalized by all contributors collectively, including a process of peer-review. Please refer to the introductory sections of each chapter for details on the methodology adopted to explore the literature in each language.

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

Terminology

The term Global Education is a semantically indefinite concept: It is informative only when you look at it from afar. The more you approach it, the more its definitory power decreases. Nevertheless, in order to ensure coherence across linguistic research traditions, this publication relies on the definition of Global Education laid out in the Dublin Declaration (2023), and that term's translation in national languages, will be the main search starting point.

> *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.*
>
> *We consider it essential to the transformative power of, and the transformation of, education.*

The development of this definition of Global Education was led by ANGEL project partners Global Education Network Europe (GENE) and is both widely recognised and available in multiple languages. It serves as an umbrella for differing traditions while putting an enlightening educational process and values of equity, sustainability and human rights at the core of the process. This contrasts with the use being made of this term in other fields such as the examination of global aspects of educational governance, or the analysis of global dynamics and trends in education.

Through project meetings, it was established whether or not each chosen language indeed possessed a term directly analogous to Global Education, as defined above – a single umbrella term, or, as with English, a pair. These team meetings were crucial to negotiate a common understanding of terms and concepts which are not clearly defined and often do not have precise translations.

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

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

Or their equivalent in different languages.

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

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

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

Reflections on the project

DIGEST GEL is a growing project in three key dimensions: in incrementally increasing the number of languages included, in accumulating a bigger team of contributors with more diverse nationalities, and in the development of a more powerful set of tools through the creation of a digital archive.

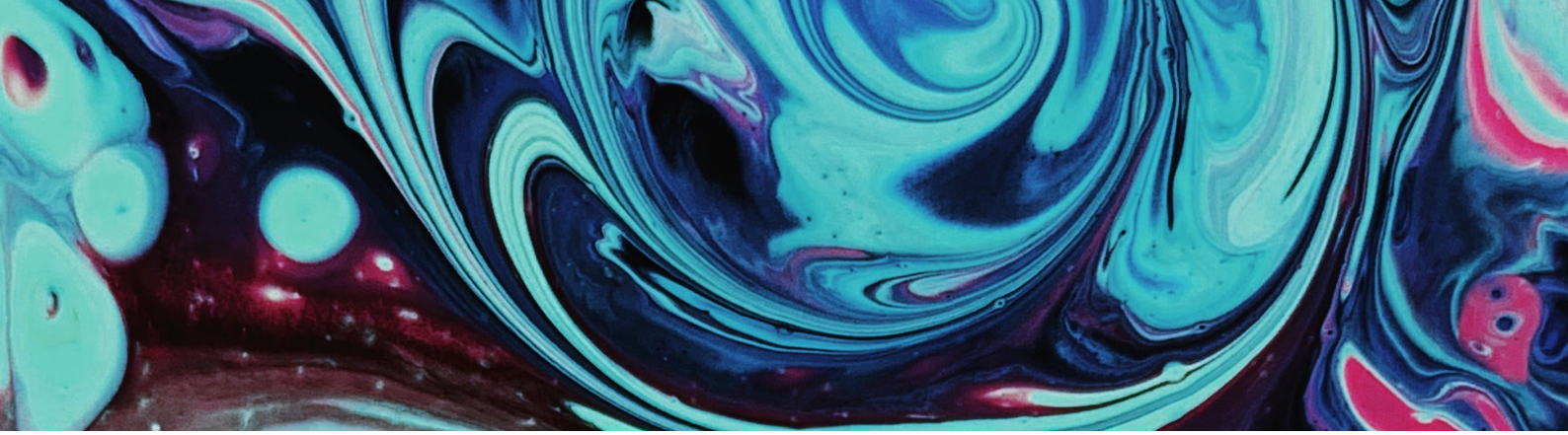
We are aware, however, that the languages reflect a European perspective and lack a global dimension. Therefore, although publications written in English, Spanish, Portuguese and French include non-European perspectives, the inclusion of materials into the database is not yet representative of the world more widely. As the ANGEL community is now spread worldwide in more than 100 countries, going forward we are planning to expand the number of languages represented in this dataset.

ACKNOWLEDGEMENTS

The number of people involved this year increased from 36 to 40. We have to acknowledge and thank the effort of the DIGEST contributors: well established researchers 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 inter-group collaboration was further expanded thanks to the consolidated peer review process in which every team served as a 'critical friend' to another teams' work.

You can find details of the contributors listed on the inside cover, as well as on the title page of each language section. Further details including pictures, and biographies can be found at the end of the publication.

We would also like to recognise the contributions of the ANGEL advisory board, of DERC staff and of the GENE secretariat, as well as the support of the University of Bologna.



GLOBAL EDUCATION DIGEST 2023

ENGLISH

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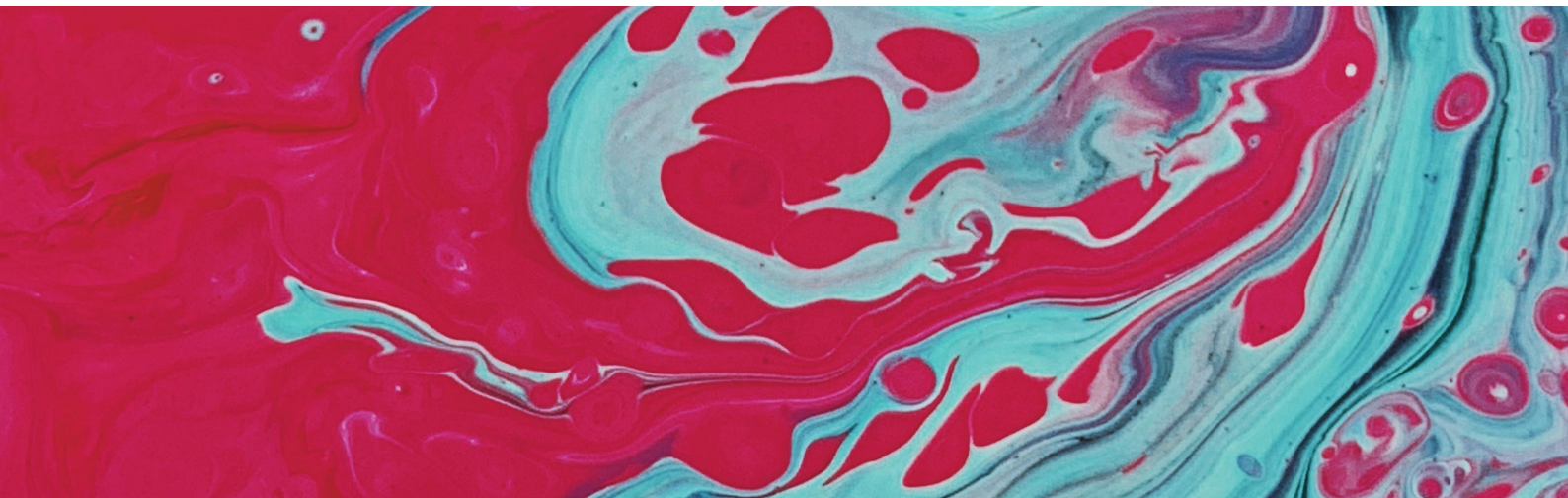

ENGLISH: INTRODUCTION

Selection methodology

The re-defined 'Global Education' (GE) definition provided by the Dublin Declaration frames the theoretical scope of our research. Due to the vast number of publications in the English language and the various meanings that each of the GE-related terms can take in individual contexts, we used the following key terms in our search: 'global education', 'global citizenship education', 'global learning', and 'development education'. Recognising the increasing theoretical diversity in the field, the following optional terms were also incorporated: 'global citizen', 'social justice', 'global social justice', 'education for sustainable development', 'human rights education', 'peace education', 'intercultural education', 'values-based pedagogy/education', 'global mindedness' and 'SDG 4.7'. However, optional terms were only used in conjunction with the aforementioned key terms.

There was some discussion within the team about what to include within a global education conceptual framing. Global education and learning is a distinct field of practice (Scheunpflug, 2021), influenced by a commitment to global social justice (Bourn, 2020) as seen in the work of ANGEL, GENE, and the Dublin Declaration. Across the wider international literature though, approaches to 'global citizenship' can be influenced by human capital theory (e.g. Reimers), or neoliberal ideologies (for instance, PISA's Global Competence). The team considered whether a commitment to global social justice forms one of the key features of the field and whether approaches of a neoliberal nature should be incorporated within the scope of our search. We decided to include all research that explores 'global citizenship' across the ideological spectrum as we acknowledge this is an emergent field. We would like, however, to point out that reflections on such ideological matters are important and should influence future debates, especially if we consider the long history of teaching global issues and the work of civil society organisations that date back to the post-World War II era (Bourn 2015; Hicks 2008).

The bibliographical search was conducted using the following channels:

1. Literature search in the following major electronic databases:
    - Google Scholar
    - ProQuest for doctoral theses
    - Scopus
    - Web of Science

2. Systematic searches in the main academic journals in the field, in order to ensure the acquisition of those items available in academic journals that are not necessarily indexed in international databases:
    - International Journal of Development Education and Global Learning
    - Policy & Practice: a Development Education Review
    - Journal of Global Education and Research
    - ZEP – Journal for International Educational Research and Development Education
    - Journal of Global Citizenship & Equity Education
    - South African Journal of Higher Education

3. Special issues of relevant academic journals were also considered in the systematic bibliographical search. For instance, the International Journal of Development Education and Global Learning's special issue on 'Global citizenship as a pedagogy of hope' published as part of Volume 15.
4. UCL library catalogue and collections were consulted to identify books and book chapters.
5. Informal discussions with colleagues in the field were also undertaken.
6. Colleagues working on the Digest in other languages also identified and contributed English language publications as part of their searches, for instance, the Portuguese and Finnish teams.

Key texts and publication trends, 2022-23

The number of publications in global education and related fields continued to grow in 2022-23. The inclusion of GCE within the SDGs and UNESCO's recent revision of the 1974 Recommendation provide a policy focus that serves to fuel interest in global education. This increasing interest and engagement in the field is further evidenced through events such as the ANGEL Conference 2023: 'Global Education & Learning for a Just, Peaceful & Sustainable World', where 215 participants joined together in the UNESCO buildings in Paris (212 attended online), and the 2022 signing of the Dublin Declaration: European Declaration on Global Education to 2050.

A range of other international conferences on the theme of Global Education and Learning and its adjectival educations were also noted in 2023, for example, the International Conference on Education and Democratic Citizenship on the theme of 'Human Rights Education: past, present and future' (University College Dublin); and the 8th International Conference on Global Citizenship Education on the theme of 'Unpacking Global Citizenship Education: transformative learning for critical empowerment' (Asia-Pacific Centre on Education for International Understanding). Common threads can be drawn amongst the themes emerging from these events. These include a focus on a general commitment to the 'betterment' of society, as well as issues relating to global social justice, something echoed in research (Myers, 2020). These trends are important as they reinforce conclusions by Bourn that global education and learning offer alternative possibilities for viewing the world and consciously seek to challenge structures of dominance and power.

The 2022-23 publications also increasingly highlight a range of diverse perspectives and voices writing about global (citizenship) education related themes. This includes perspectives in the English language from around the world. Bosio and Waghid's (2023) volume 'Global Citizenship Education in the Global South' is an important example of edited works where the authors bring contemporary academic debate about 'southern theory' to GCE. There also continues to be an important focus on decolonial approaches from authors publishing works that draw on and link to global (citizenship) education. This includes, for example, research about classroom practices (Alviar-Martin and Baildon, 2023); curriculum and pedagogy (McLennan, Forster, Hazou, 2022); teachers and teacher education (Tikly et al, 2022; Ajani, 2022); and youth voice and action (Watson, McIntosh, and Watson, 2022; Pillay and Karsgaard, 2023).

Additionally in 2022-23, we see a growth of publications that focus on theorisation of concepts and methodologies in global education and related themes, which suggests the emergence of global education as a distinct and unique field. A landmark publication edited by Bourn and Tarozzi (2023): 'Pedagogy of Hope for Global Social Justice: Sustainable Futures for People and the Planet', draws on the ideas of Paolo Freire to conceptualise the field of global education and learning within a pedagogical framework of hope. Emerging from the ANGEL 2021 conference on the same theme, this edited volume calls on educators and policymakers to embrace hope to help navigate issues of global social justice. Methodologically-focused writing from early career researchers is celebrated in Bourn's (2023) edited volume 'Research in Global Learning', which includes 13 chapters from (post)-doctoral students. The publication is the first of its kind to place such an emphasis on the role of methodology and research methods in the global education field.

Global education has a key role in supporting educators and students to engage critically and thoughtfully with global issues and events. Given the increasingly volatile global situation in 2022- 23, it is interesting to note the extent to which global education research and publications reflect this focus or have thus far been able to respond to these events. We noted the strong ties global (citizenship) education has with peacebuilding education and education for sustainable development, e.g. SDG 4.7. The edited volume 'Comparative Education for Global Citizenship, Peace and Shared Living through uBuntu' (Assié-Lumumba, Cross, Bedi, and Ekanayake, 2022) opens up spaces for discussion around the values of compassion and the recognition of our common humanity around the philosophy of Ubuntu. In particular, in this volume, Mukwedeya (2022) writes about Peace and Harmony through uBuntu in a Globalized World. Kester (2022) also provides a timely review of global citizenship education and peace education, noting both the similarities and differences between the fields. He advocates for a postcritical approach that offers new possibilities for teaching and learning that challenge dominant ideologies and Western-centric approaches. Finally, global (citizenship) education is advocated as an important educational approach in conflict affected areas. For example, Kim (2023) notes how the history of conflict in South Korea complicates teachers' attempts to implement GCE and calls for more contextualized iterations of GCE, especially in fragile and

vulnerable societies. Adu and Olowu (2022) highlight a GCE pedagogical and values-based approach to conflict resolution in Nigeria. It will be interesting to observe how this field develops and we would call on researchers to think more about these ideas.

Overall trends

Having built on previous editions of the English Digest, a simple bibliographical search using the term 'global citizenship education' was conducted in Scopus. While we are aware that this analysis is not rigorous, it is hopefully helpful in illustrating wider publication trends. Analysis of the number of publications demonstrates a steadily increasing trend of GCE-related outputs from 2015 to December 2023 (see Figure 1).

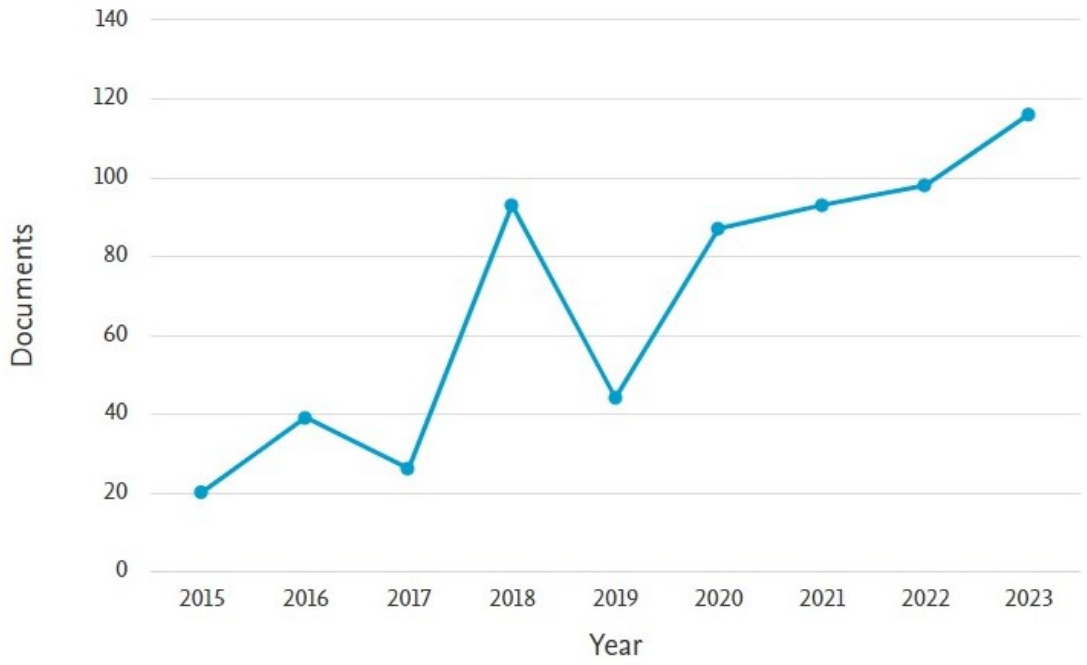

Figure 1: Number of global citizenship education publications indexed in Scopus (2015-2023)

Efforts to diversify the voices influencing the 'global citizenship education' discourse have been explicitly noted above. However, English-speaking countries still appear to dominate across the academic narrative. Figure 2 shows the distribution of publications from Figure 1 per country (i.e. where the researcher / research is based). It shows the top 10 country locations of the researcher / research, with the top 4 countries mainly English-speaking. That said, publications from researchers in those countries where English is not a national language have been increasing steadily in recent years, suggesting an increased diversification of voices which will hopefully continue to grow.

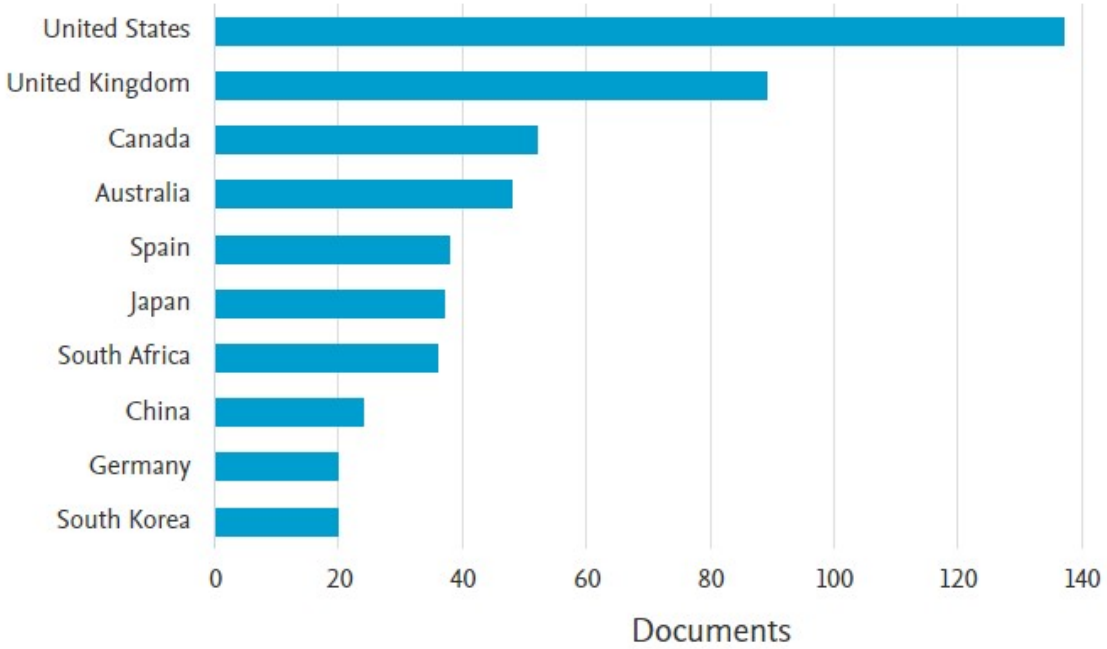

Figure 2: Number of countries GCE-related publications located as indexed in Scopus (2015-2023) (N)

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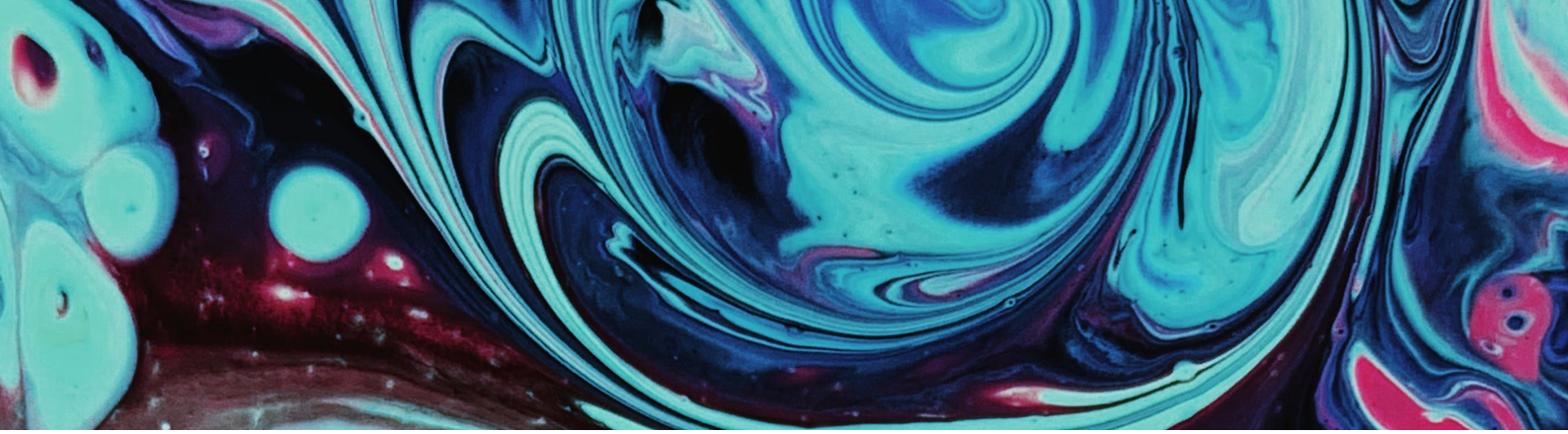


GLOBAL EDUCATION DIGEST 2023

SUOMI

Vihtori Kylänpää (Non-Military Service Centre in Finland), **Meri Häärä** (Tampere University), Riikka Suhonen, **Selja Koponen** (University of Helsinki)

SUOMI: JOHDANTO

Esittelemme tässä luvussa tekemämme katsauksen suomenkielisestä globaalikasvatuksen tutkimuksesta. Olemme iloisia voidessamme osallistua toista kertaa Global Education Digestiin ja sitä kautta globaalikasvatuksen tutkimusta koskevaan keskusteluun. Suomenkielisen haun teki GERIF-verkoston (Global Education Research in Finland) ryhmä, jolla on asiantuntemusta globaalikasvatukseen liittyvistä aiheista, kuten ihmisoikeuskasvatuksesta ja kulttuurienvälisestä opetuksesta ja oppimisesta.

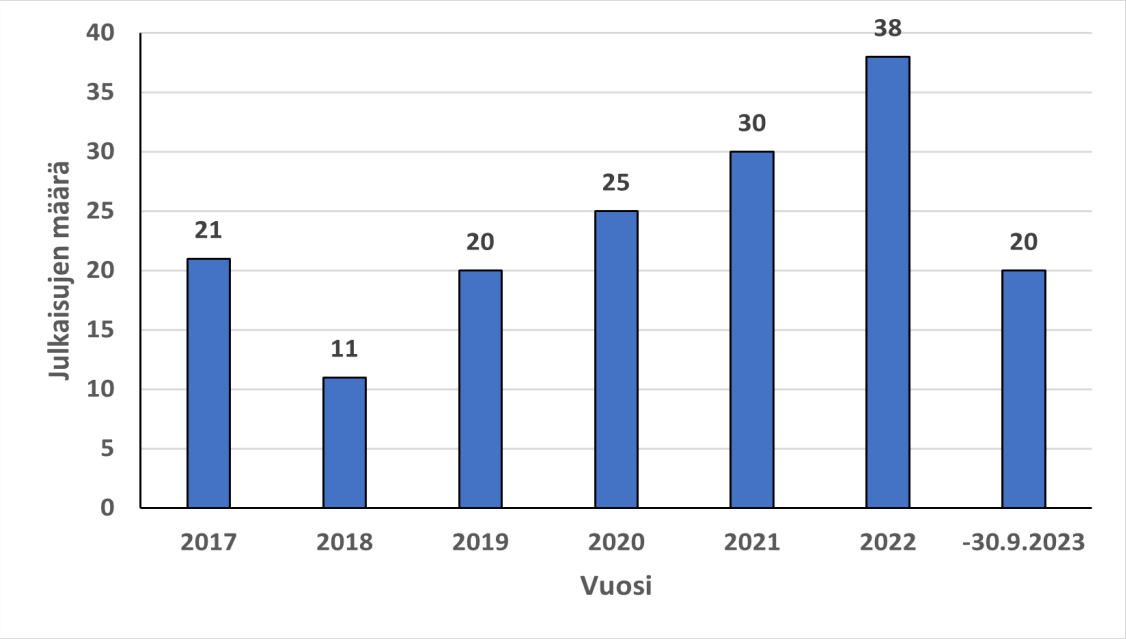
Haku kattoi julkaisut 1.1.2022–30.9.2023 väliseltä ajalta ja sen tuloksena löytyi 58 suomenkielistä julkaisua, jotka luovat kuvaa alan uusimmasta kehityksestä. Globaalikasvatukseen liittyvistä aiheista ilmestyy vuosittain merkittävä määrä suomenkielisiä julkaisuja, ja tässä luvussa käymme läpi katsauksemme tuloksia sekä suomenkielisen globaalikasvatuksen kehityssuuntauksia.

Käsitteet ja yleiskatsaus

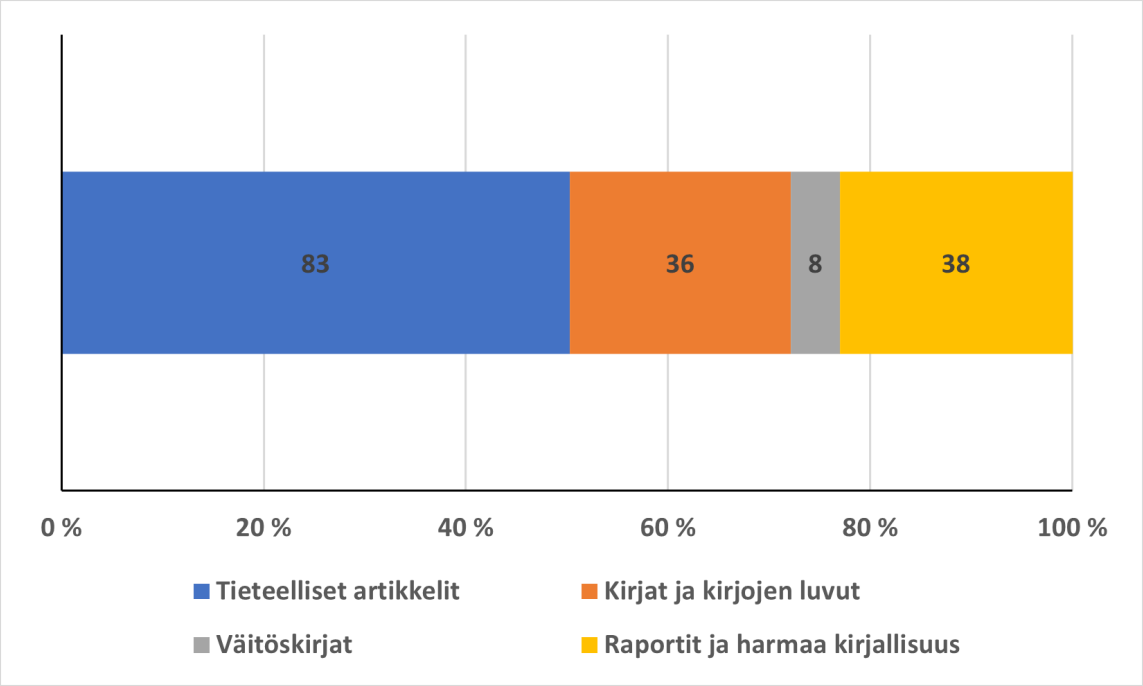
Tämänvuotisessa katsauksessa syvennyimme suomalaiseen globaalikasvatuksen maailmaan. Katsausta tehdessämme totesimme, että alaan liittyvät käsitteet eivät ole staattisia, vaan ne vaihtelevat ja ovat muuttuneet ajan myötä. Otimme katsauksen teossa erityisesti huomioon marraskuussa 2022 hyväksytyn Dublinin julistuksen (GENE, 2022).

Kansallisissa opetussuunnitelman perusteissa ei ole tapahtunut merkittäviä muutoksia vuoden aikana. Perusopetuksen opetussuunnitelman perusteissa (2014) globaalikasvatuksen käsitteen rinnalla käytetään myös ilmaisua globaali vastuu. Lukion opetussuunnitelman perusteissa (2019) käytetään vuorostaan käsitteitä globaaliosaaminen, globaalikansalaisuus ja kansainvälinen osaaminen. Lisäksi koulujen opetussuunnitelmien perusteisiin sisältyy monia muita globaalikasvatuksen käsitteitä, jotka liittyvät kulttuuriseen, sosiaaliseen ja ekologiseen kestävyyteen sekä aktiiviseen kansalaisuuteen. Näin ollen opetussuunnitelmien perusteet heijastelevat kokonaisvaltaista käsitystä globaalikasvatuksesta ja tässä julkaisussa käytetyt hakusanat vastaavat tätä holistista käsitystä globaalikasvatuksesta ja kasvatuksesta maailmankansalaisuuteen.

Kuviossa 1 esitetään julkaisujen lukumäärää kuvaava pylväsdiagrammi aikavälilta 1.1.2017-30.9.2023. Kuvion mukaan vuosi 2022 on ollut julkaisujen määrissä kaikista vilkkain, yhteensä 38 julkaisua. Vuodelta 2021 otettiin vielä mukaan kaksi kirjalukua (Alemanji, 2021; Savallampi & Mehta, 2021) Dublinin julistuksen laajempaan globaalikasvatuksen määritelmään nojaten.



Kuvio 1: Suomenkielisen tutkimuksen julkaisut vuosittain 1.1.2017-30.9.2023



Kuvio 2: Julkaisutyypit aikavälillä 1.1.2017-30.9.2023

Hakusanat, linjaukset ja kriteerit

Työryhmänä päätimme käyttää mahdollisimman laajasti hakusanoja, jotka perustuivat edellä kuvattuihin globaalikasvatuksen käsitteisiin. Tavoitteenamme oli varmistaa, että hakumme kattaa myös yllättäviä globaalikasvatusjulkaisuja. Jos olisimme ottaneet mukaan vain sellaisia julkaisuja, joiden kirjoittajat ovat valinneet tietoisesti globaalikasvatuksellisen lähestymistavan, löydettyjen julkaisujen listasta olisi tullut huomattavasti lyhyempi.

Käytyämme läpi tietokantoja ja hakukoneita alla olevien hakusanojen avulla keskustelimme työryhmänä siitä, oliko löydetyillä julkaisuilla globaali yhteys ja liittyivätkö ne koulutukseen. Ryhmä kävi yhdessä läpi epäselvät tapaukset keskittyen otsikoihin, avainsanoihin ja tiivistelmiin. Keskeinen hyväksymiskriteeri oli, edustiko julkaisu globaalikasvatukseen liittyviä arvoja, tavoitteita ja transformatiivisuutta, vaikka globaalikasvatuksen käsitettä ei julkaisuista löytyisikään. Esimerkiksi sellaisia kestävyyttä käsitteleviä julkaisuja ei otettu mukaan, joissa keskityttiin vain ympäristöön ja joista puuttuivat kasvatukselliset ja/tai sosiaaliseen oikeudenmukaisuuteen tai epätasa-arvoon liittyvät ulottuvuudet, sillä ne eivät nähdäksemme täyttäneet Dublinin julistuksessa määriteltyä globaalikasvatuksen sisältöä.

Käytetyt hakusanat

- 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 (Kansalliskirjaston ylläpitämä julkaisuarkisto, jossa on usean organisaation tuottamaa sisältöä)
- Melinda (kansallinen metatietovaranto)
- Yliopistojen väitöskirjojen tietovarannot
- Finna (kulttuuristen ja tieteellisten materiaalien hakupalvelu)
- https://journal.fi/ (suomalaisten tieteellisten aikakauslehtien verkkosivusto)

Tieteelliset aikakauslehdet

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

Kirjankustantamot

- Gaudeamus
- Into Kustannus
- Vastapaino

Kansalaisjärjestöjen ja ministeriöiden kotisivut

- Opetus- ja kulttuuriministeriö
- Opetushallitus
- Ulkoministeriö
- Oikeusministeriö
- www.globaalikasvatus.fi (laaja sivusto kansalaisyhteiskunnan toimijoille ja oppilaitoksille)
- Fingo: www.fingo.fi

Trendejä

Yhteenvetona voidaan todeta, että tuloksemme viimeaikaisesta suomenkielisestä tutkimuksesta on samansuuntainen edellisen globaalikasvatuksen tutkimusta vuosilta 2007-2017 luotaavan katsauksen tuloksien kanssa, vaikka kyseinen katsaus sisälsikin myös englanninkielisiä julkaisuja (Lehtomäki & Rajala, 2020, s. 115). Käytännössä suurin osa löytämistämme vertaisarvioiduista julkaisuista voidaan luokitella myös joko kulttuurienväliseen kasvatukseen tai kestävän kehityksen kasvatukseen.

Rauhankasvatusta, ihmisoikeuskasvatusta tai kehityskasvatusta koskevat vertaisarvioidut julkaisut ovat sen sijaan harvinaisia, erityisesti suomalaisissa tiedelehdissä. Rauhankasvatuksen ja ihmisoikeuskasvatuksen tutkimuksen puute on huolestuttavaa erityisesti aikana, jolloin maailmanlaajuiset konfliktit kärjistyvät. Mielenkiintoinen seikka on, että samaan aikaan kun uuteen hallitusohjelmaan (2023, ss. 220–234) sisältyy suunniteltuja määrärahaleikkauksia budjettikohtiin, joita eri toimijat käyttävät Suomessa globaalikasvatuksen edistämiseen, siihen sisältyy myös kirjaus: "Edistetään demokratia- ja ihmisoikeuskasvatuksen hyvien käytäntöjen kehittämistä." (Valtioneuvosto, 2023, s. 193).

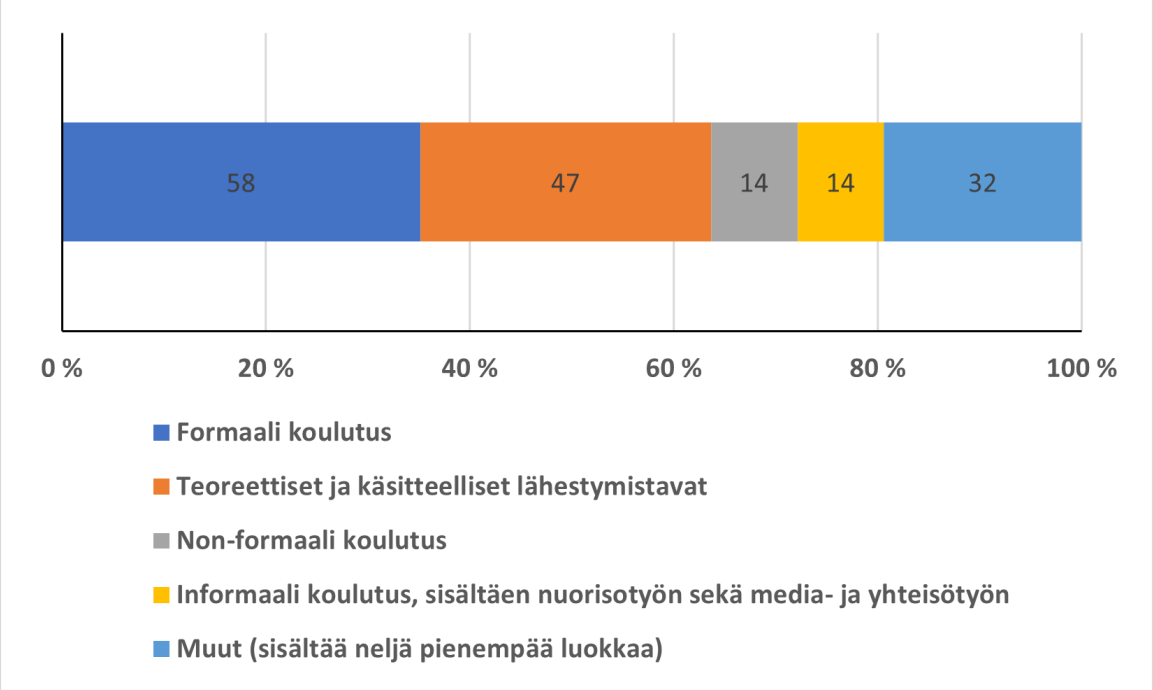
Tänä vuonna sisällytimme edelleen tulevaisuuskasvatuksen käytettyihin hakusanoihin, sillä se liittyy keskeisesti globaalikasvatuksen periaatteisiin. Käsite liittyy paremman maailman konkreettiseen kuvitteluun ja luomiseen. Näin se on läheisessä yhteydessä Dublinin julistuksen eettiseen tavoitteeseen edistää kriittistä ymmärrystä maailmasta ja antaa yksilöille mahdollisuus visioida ja työskennellä oikeudenmukaisemman, kestävämmän ja oikeudenmukaisemman tulevaisuuden puolesta.

Tämän vuoden katsaukseen sisältyi useita julkaisuja, joissa keskityttiin posthumanismiin kasvatuksessa ja koulutuksessa. Posthumanismia tarkasteltiin muun muassa Kasvatus ja Aika -aikakauslehden Kasvatus antroposeenin aikaan -erikoisnumerossa ja esimerkiksi Sami Kedon kirjassa (Keto, 2022). Käsite on otettu mukaan, koska sillä on yhteyksiä globaalikasvatukseen: Sillä pyritään haastamaan perinteinen ihmiskeskeinen ajattelu ja korostamaan kaikkien elävien olentojen ja ympäristön keskinäistä yhteyttä.

Viime vuoden tapaan myös tämänvuotisessa katsauksessa käsitteet ekososiaalinen sivistys ja ekososiaalinen kasvatus olivat hyvin edustettuina julkaisuissa. Suomalaisessa koulutuskeskustelussa nämä käsitteet yhdistävät kestävyysajattelun ja ekofeminismin periaatteita ja korostavat ihmisten suhdetta ja keskinäistä kietoutumista muihin eläviin olentoihin. Käsitteet edistävät globaalia näkökulmaa, jossa otetaan huomioon tulevien sukupolvien hyvinvointi ja korostetaan yhteistä vastuutamme maapallosta (Keto ym., 2022). Ekososiaalisen sivistyksen ja kasvatuksen tutkiminen on lisääntynyt 2010-luvulta lähtien kasvatustieteessä. Käsitteenä ekososiaalinen sivistys ja/tai kasvatus on sisällytetty peruskoulun opetussuunnitelman perusteisiin ja se on ollut esillä myös aiemmissa lukiokoulutuksen opetussuunnitelmissa. Tänä vuonna ekososiaaliseen sivistykseen/kasvatukseen keskittyneiden julkaisujen määrä kasvoi huomattavasti, mikä selittyy osittain Kasvatus antroposeenin aikaan -erikoisnumerosta, joka edisti ekososiaalista sivistystä koskevaa keskustelua Suomessa.

Teemanumero Kasvatus antroposeenin aikaan ja keskustelu ekososiaalisesta sivistyksestä ovat myös keskeisiä syitä, miksi myös teoreettisten julkaisujen osuus kasvoi huomattavasti. Nyt luokittelimme kaikista

julkaisuista 47 (28 %) teoreettisiksi, tosin formaali koulutus 58 (35 %) on edelleen yleisin tutkimusaihe. Osuudet julkaisuissa aikavälillä 1.1.2017-30.9.2023 on esitetty tarkemmin kuviossa 3.



Kuvio 3: Suomenkielisen tutkimuksen aiheet aikavälillä 1.1.2017-30.9.2023

Teemanumerot

Tänä vuonna löytyi kolme suomenkielisiä tieteellisiä aikakauslehteä, jotka ovat julkaisseet teemanumeron globaalikasvatuksen kannalta merkittävistä aiheista:

- *Aikuiskasvatus* – Tutkija aktivistina (1/2022)
- *Kasvatus & Aika* – Kasvatus antroposeenin aikaan (3/2022)
- *Ammattikasvatuksen aikakauskirja* – Eettinen kestävyysosaaminen ammattikasvatuksessa (4/2022)

Erikoisnumerot sisältävät huomattavan osan suomenkielisestä vertaisarvioidusta globaalikasvatuksen tutkimuksesta. Edelliseen katsaukseen sisältyi nimittäin kahdeksan teemanumeroa, jotka julkaistiin vuosina 2017–2021. Suomenkielisten akateemisten vertaisarvioitujen artikkelien kokonaismäärä puolestaan 1.1.2017–30.9.2023 välisenä aikana on 83. Haluamme kiittää teemanumeroiden toimittajia siitä merkittävästä työstä, jota he ovat tehneet suomenkielisen globaalikasvatuksen tutkimuksen edistämiseksi.

Rajoitukset

Globaalikasvatuksen tutkimuksen etsinnässä kansainvälisistä tietokannoista löytyi vain vähän suomenkielisiä julkaisuja aiheesta. Google Scholar oli tästä poikkeus, mutta sen avulla löytyi lähinnä opiskelijoiden tekemiä opinnäytetöitä, erityisesti pro gradu -töitä. Siksi hakumme keskittyi suomalaisiin tietokantoihin ja aikakauslehtiin sekä yhteiseen asiantuntemukseemme alalta.

Kansainvälinen ja englanninkielinen julkaisutoiminta on yliopistojen rahoituksessa ja vertailuissa arvostetumpaa kuin suomenkielinen. Tämän vuoksi suurin osa suomalaisesta globaalikasvatuksen tutkimuksesta julkaistaan englanniksi. Tästä huolimatta löysimme merkittävän määrän suomenkielisiä julkaisuja. Tutkimusta julkaistaan kuitenkin myös toisella Suomen virallisella kielellä ruotsiksi. Lisäksi suuri osa globaalikasvatuksen parissa tehtävästä työstä tapahtuu perinteisten akateemisten alojen tai virallisten raporttien ulkopuolella. Monet kansalaisyhteiskunnan organisaatiot kehittävät materiaaleja ja koulutusta kasvattajille tai työskentelevät suoraan tiettyjen kohderyhmien kanssa. Näitä materiaaleja ei Digest-ohjeistuksen vuoksi ole huomioitu selvityksessämme.

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INTRODUCTION: FINNISH

The authors are pleased to present this chapter in the latest edition of the Global Education Digest. This chapter represents the second inclusion of Finland in this publication, and the authors are happy to be able to further contribute to the discourse surrounding global education. Spearheading research efforts was a team from the Finnish GERIF network (Global Education Research in Finland), with expertise in topics related to global education, from human rights education to intercultural teaching and learning.

The search covered publications spanning from 1.1.2022–30.9.2023, and resulted in 58 publications, collectively offering a view of the latest developments and thoughts in the field. Annually, a considerable number of publications emerge on topics relating to global education. This chapter offers an overview of the findings and presents an overall narrative of the evolving educational landscape of global education in Finland.

Concepts and overview

In this year's research, we delved into the landscape of global education in Finland, acknowledging that the concepts surrounding this field are not static, but fluctuate - and have transformed in Finland over time. Our investigative framework was particularly influenced by the advanced conceptualizations of global education as outlined in the Dublin Declaration of November 2022 (GENE, 2022). The declaration provides a contemporary lens through which we can examine the Finnish approach to global education, and which guided our process for selecting keywords for the literature search.

Although there have been no significant changes in national curricula over the course of the year, it is noteworthy that the closest equivalents for global education 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' (*globaaliosaaminen*), 'global citizenship' (*globaalikansalaisuus*) and 'international competence' (*kansainvälinen osaaminen*). Moreover, the Finnish school curriculum integrates many other global education concepts, related to cultural, social and ecological sustainability as well as active citizenship. Therefore, the curricula include a more holistic understanding of global education than what is apparent when solely focusing on the term 'global education'. Our search terms in this publication reflect this holistic idea of global education and global citizenship education.

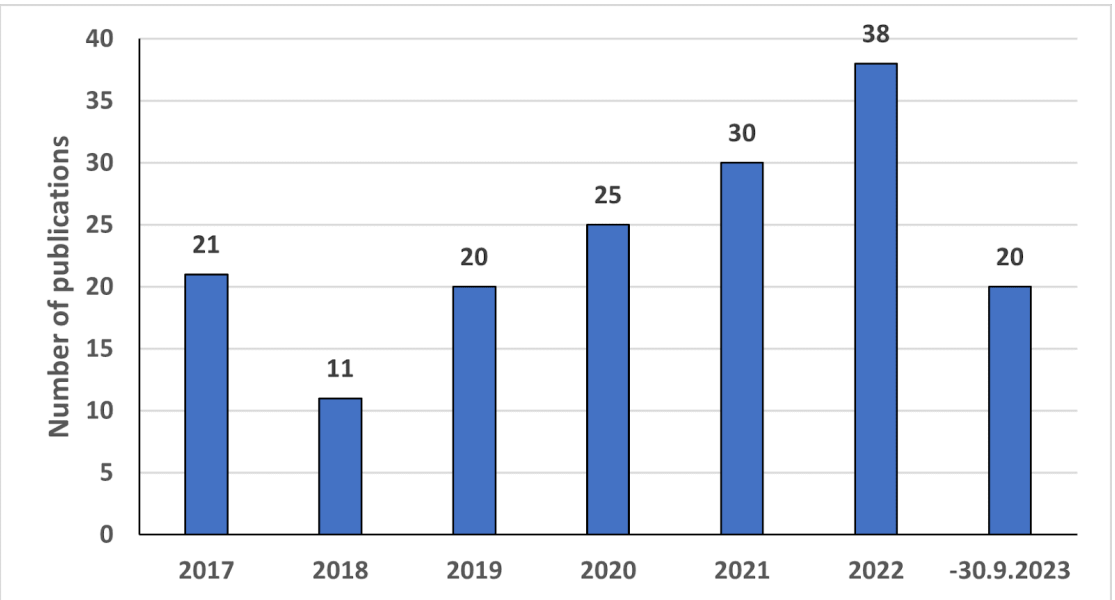

Fig 1: Publications per year in Finnish language research 1.1.2017–30.9.2023

The chart of the number of publications spanning from 1.1.2017 to 30.9.2023 can be found in Figure 1. As we can see, the year 2022 has been the most active year of them all, totalling 38 publications. The year

2021 saw the inclusion of two additional publications in the new Digest compared to the previous edition. The authors included two extra book chapters (Alemanji, 2021; Savallampi & Mehta, 2021) published that year, in alignment with the Dublin Declaration criteria.

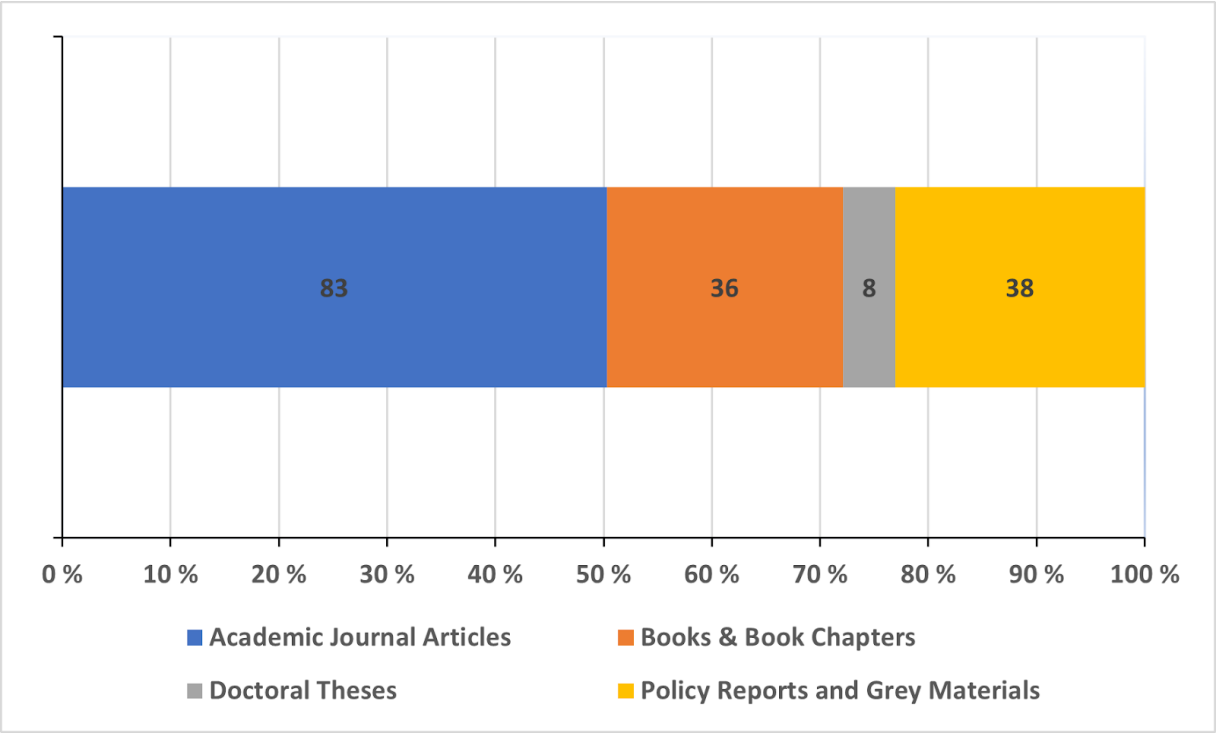

Fig 2: Publication types 1.1.2017-30.9.2023

Search terms, strategy and criteria

A deliberate decision was made by the team to include an extensive list of keywords, stemming from the concepts of global education described above. The aim was to ensure that we also covered unexpected publications related to global education. Including only publications where authors explicitly position themselves in the field of global education would have made the bibliography significantly shorter.

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 team collectively reviewed ambiguous cases, focusing on titles, keywords and abstracts. A central inclusion criterion was whether the publication demonstrated values, objectives and transformativeness related to global education even if the concept of global education was not explicitly used. For instance, publications on sustainability that focused only on the environment and lacked educational dimensions and/or dimensions relating to issues of social justice or inequity were not included, due to their lack of connections to the overall scope of global education as defined by the Dublin Declaration.

Search terms utilized

- 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)
- Journal.fi (Finnish Scholarly Journals Online)

Journals

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

Book publishers

- Gaudeamus
- Into Kustannus
- Vastapaino

Civil society organizations and ministry websites

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

Trends

In overview, our results about recent Finnish language research echo the prior result in the previous review of global education research in Finland from 2007 to 2017, that also included publications in English (Lehtomäki & Rajala, 2020, p. 115). Concretely, most of the peer-reviewed publications we found can also be classified as either intercultural education or education for sustainability.

In comparison, publications about peace education, human rights education, or development education are rare, especially in Finnish peer-reviewed journals. Although other publications in human rights education that are not peer-reviewed (e.g., policy-related reports and studies) can be found, the lack of peace education and human rights education research is concerning, especially amidst escalating global conflicts witnessed in recent years. Curiously, at the same time as the new Government programme (2023, pp. 246–264) includes planned budget cuts to funding instruments that are used by different actors to promote global education in Finland, it also includes the aim to “promote the development of good practices in democracy education and human rights education.” (Finnish Government, 2023, p. 214)

In this year’s chapter, we continue to incorporate into our review the concept of "tulevaisuuskasvatus" (futures education) based on its established relevance to global education principles. This concept, focusing on the concrete imagining and creation of a better world, aligns closely with the ethos of the Dublin Declaration, fostering a critical understanding of the world, empowering individuals to envision and work towards a more equitable, sustainable, and just future and has therefore maintained its importance in our review.

This year’s review included several articles focusing on posthumanism in education, especially in the thematic issue "Education in the Age of the Anthropocene" (Kasvatus antroposeenin aikaan) in the journal Kasvatus & Aika, as well as a book by Sami Keto (Keto, 2022). This concept has been incorporated into our review due to its connections to global education, specifically as it seeks to question our anthropocentric way of life, and emphasize the interconnectedness of all living beings and the environment.

As in the previous edition of the Digest, the concept ‘ecosocial Bildung’ (ekososiaalinen sivistys) or ‘ecosocial education’ (ekososiaalinen kasvatus) was strongly present in the literature review in Finnish. Within the Finnish educational context this concept merges the principles of strong sustainability and ecofeminism, emphasizing the interconnectedness and relational dynamics between humans and other living beings. It fosters a global perspective, taking into account the welfare of future generations and highlighting our collective responsibility towards the planet (Keto et al., 2022). The exploration of ‘ecosocial Bildung’ in Finnish educational research has gained momentum since the 2010s and the concept has been integrated into the core curricula of comprehensive education and was featured in the earlier curricula of general upper secondary education as well. This year, there was a notable surge in publications

focused on ‘ekososiaalinen sivistys’, driven in part by the special issue "Kasvatus antroposeenin aikaan" (Education in the Age of the Anthropocene), contributing to the discourse on ecosocial education in Finland.

The thematic issue "Education in the Age of the Anthropocene" and the discussion about ‘ecosocial Bildung’ are also notable reasons why the portion of theoretical texts of all the publications has risen considerably. We classified 47 (28%) of all publications between 1.1.2017-30.9.2023 as theoretical, with formal education being still the most common theme in research with 58 publications (35%). More details can be found in Figure 3.

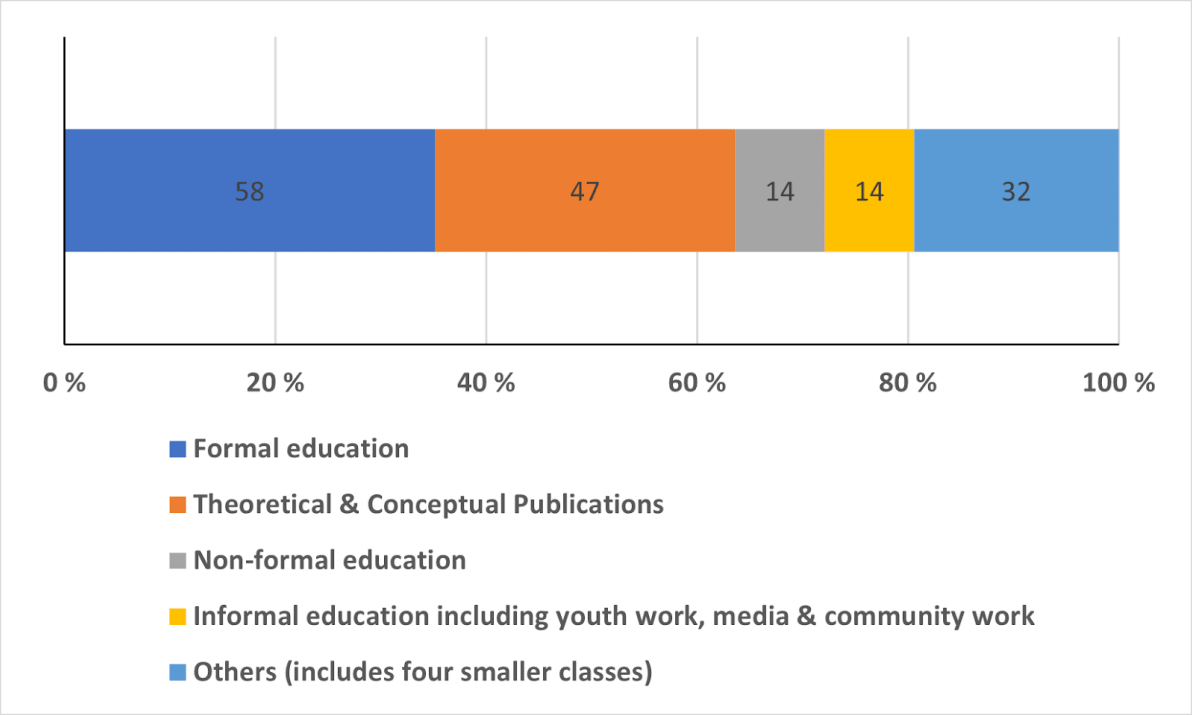

Fig 3: Themes in Finnish language research, 1.1.2017-30.9.2023

Special issues

Three Finnish-language scientific publications were found this year that have published a special issue on themes relevant to global education:

- *Aikuiskasvatus* on the researcher’s role as an activist (1/2022)
- *Kasvatus & Aika – Kasvatus antroposeenin aikaan* on education in the age of the anthropocene which focused specifically on posthumanist themes and ecosocial education (3/2022)
- *Ammattikasvatuksen aikakauskirja* on ethical sustainability competences (4/2022)

Considering the fact that the last edition included eight special issues which were published during the years 2017–2021, and the total number of academic articles during 1.1.2017–30.9.2023 is 83, the special issues compose a considerable part of the peer-reviewed global education research. The authors also consider it crucial to recognize the fundamental efforts and work that editors of special issues contribute to advancing global education research in the Finnish language.

Limitations

In the comprehensive search for literature on global education, international databases yielded a limited number of publications on this topic in Finnish, with Google Scholar being a notable exception. However, Google Scholar often yielded student-generated works, specifically Master theses. Consequently, our search therefore relied on Finnish databases and journals and our collective expertise within the field.

While 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 able to find a number of publications in Finnish. However, it is important to note that as Swedish is the second official language in Finland, research is published in Swedish as well. Additionally, it is crucial to note that a portion of work in global education also takes place outside of traditional realms of academia or official reports. Many civil society organizations develop resources and training for educators or work directly with specific target groups, and according to the guidelines for this Digest, these resources are not listed in our review.

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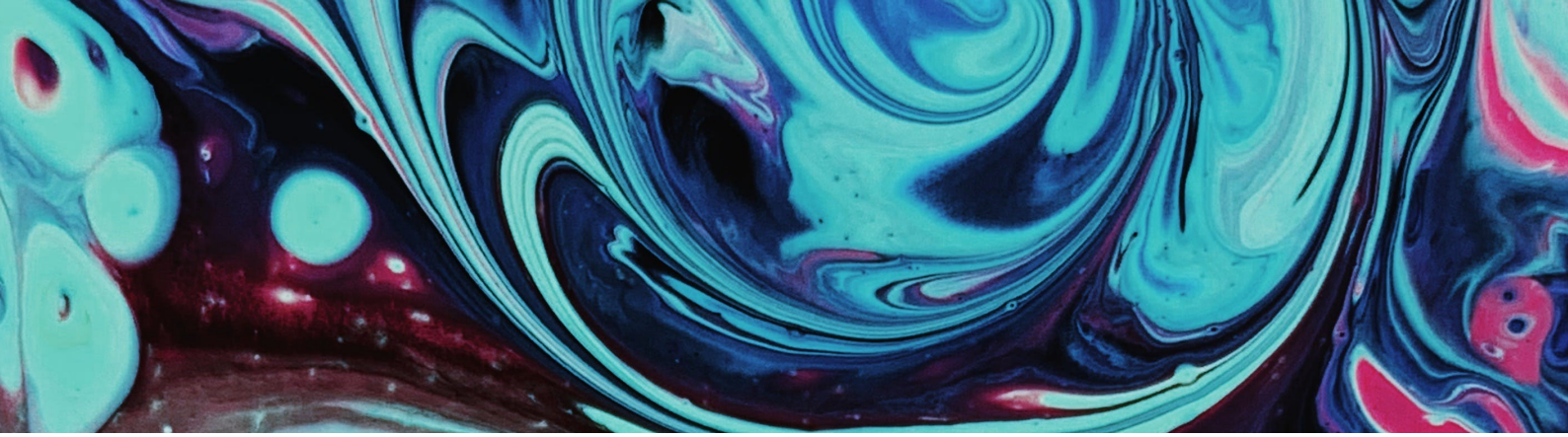

GLOBAL EDUCATION DIGEST 2023

FRANÇAIS

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Agathe Gillet (Università di Modena e Reggio Emilia),
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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 et un partage des bibliographies de chercheuses françaises (basées en France, Belgique et Italie) du réseau ANGEL travaillant sur ces enjeux.

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'.

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, «Éducation relative à l'environnement : Regards – Recherches – Réflexions»)
5. Littérature grise des organisations institutionnelles, des ONG et des associations (UNESDOC, Agence française de Développement, ENABEL, Ritimo, ITECO, ACODEV, Coordination Sud, EDUCASOL, Festisol).

Limites

Nous nous sommes limitées 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 au développement durable ou portant sur les liens entre éducation et justice sociale. Le terme "éducation à la citoyenneté mondiale" est la traduction francophone pour "Global Citizenship Education" mais peut se traduire par d'autres expressions selon les acteurs et les contextes nationaux. Nous avons pu également passer à côté de certaines publications du 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, 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'. De fait le terme "éducation à la citoyenneté mondiale", auquel il est parfois rajouté "active" est un terme plutôt utilisé par les institutions européennes et internationales et non par les acteurs associatifs ou institutionnels nationaux. Ceci peut expliquer que le terme choisi par les scientifiques s'intéressant à ces pratiques les désignent sur un autre terme que celui choisi pour cette revue de littérature.

Par manque de temps ou d'accès aux bases de données non-européennes, il se peut que nous n'ayons pas pu être exhaustives. Nous constatons également que des scientifiques francophones publient directement en anglais.

Nous n'intégrons pas dans cette revue de littérature les mémoires de Master qui pourraient cependant être un indicateurs de possibles travaux de recherche et thèses à venir.

Résultats

Pour 2021 et 2022, nous avons identifié 43 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 majoritairement 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), terme plutôt privilégié par les institutions, notamment scolaire. En France, le passage du terme "Éducation au développement et à la solidarité internationale" en "Éducation à la Citoyenneté et à la Solidarité Internationale(ECSI)" s'est opéré vers 2015 et a progressivement été reconnu et repris par les Institutions nationales, notamment par le principal bailleur (Agence Française de Développement).
2. Nous trouvons plus de publications sur l'éducation au développement durable - incluant une dimension internationale - que sur l'éducation à la citoyenneté mondiale. En France, l'Éducation au Développement Durable est portée et encouragée au niveau institutionnel et pousse les acteurs comme ceux de l'éducation à la citoyenneté et à la solidarité internationale à s'en revendiquer, notamment pour leurs relations avec le milieu scolaire et leur financement.
3. Par ailleurs, le terme générique "éducation à" est souvent utilisé par les scientifiques de l'éducation comme concept en construction dans lequel l'éducation à la citoyenneté mondiale peut s'inclure au côté de l'éducation au développement durable et d'autres types « d'éducation à ».
4. Nous avons choisi d'intégrer la littérature mentionnant les questions de citoyenneté en lien avec la question de l'éducation, et de l'engagement et de la participation politique des jeunes. Les quelques publications récentes sur le sujet semblent marquer un intérêt récent pour la dimension mobilisatrice de l'éducation à la citoyenneté mondiale.

INTRODUCTION: FRENCH

This review of French-language literature on the theme of global citizenship education was carried out following this methodology: keyword searches in databases and a sharing of bibliographies of French researchers (based in France, Belgium and Italy) from the ANGEL network working on these issues.

Keywords

Keywords related to global education: 'global citizenship education'; 'development education'; 'education for citizenship and international solidarity', alone or combined with thematic keywords: 'education for sustainable development'; 'intercultural education'; 'human rights education'; 'citizenship education'.

Databases

1. National and international academic databases (DIAL, HAL Open Archives, Portail des revues scientifiques marocaines, Sabinet African journals, Codesria);
2. Search engines (Scopus, Web of Science, Jstor, Google Scholar, érudit, cairn, openedition);
3. University databases (theses.fr, DIAL, Portail national de signalement des thèses Algérie, Thèses Tunisie, Portail thèses Canada, Unige, Synthèse Haïti);
4. Databases of French-language journals specializing in education (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, "Éducation relative à l'environnement : Regards - Recherches - Réflexions").
5. Grey literature from institutional organizations, NGOs and associations (UNESDOC, Agence française de Développement, ENABEL, Ritimo, ITECO, ACODEV, Coordination Sud, EDUCASOL, Festisol).

Limitations

We limited ourselves to literature explicitly mentioning global citizenship education, but we could have broadened the selection by including literature on the themes of education for sustainable development or on the links between education and social justice. The term "éducation à la citoyenneté mondiale" is the French translation for "Global Citizenship Education", but can be translated by other expressions depending on the actors and national contexts. We may also have missed some publications because French-language literature regularly addresses global citizenship education through thematic approaches: fair trade, environment, social justice, gender, human rights, interculturality, migration, etc.; or through a pedagogical prism, focusing on methods, tools and pedagogies (Freinet, Freire, Giroux, etc.) for teaching global citizenship education in the classroom. In this case, the name itself may be absent from the articles, while the content refers to what we call global citizenship education.

In addition, there is no consensus in French on the term to use when talking about global citizenship education. Depending on the country and region, we find: 'Education à la citoyenneté mondiale', 'Éducation à la citoyenneté et à la solidarité internationale', 'Éducation à la citoyenneté mondiale et solidaire'. In fact, the term "global citizenship education", to which "active" is sometimes added, is used more by European and international institutions than by national associations and institutions. This may explain why the term chosen by scientists interested in these practices refers to global citizenship education in a different way to the one chosen for this literature review.

Due to lack of time or access to non-European databases, we may not have been able to be exhaustive. We also note that some French-speaking scientists publish directly in English.

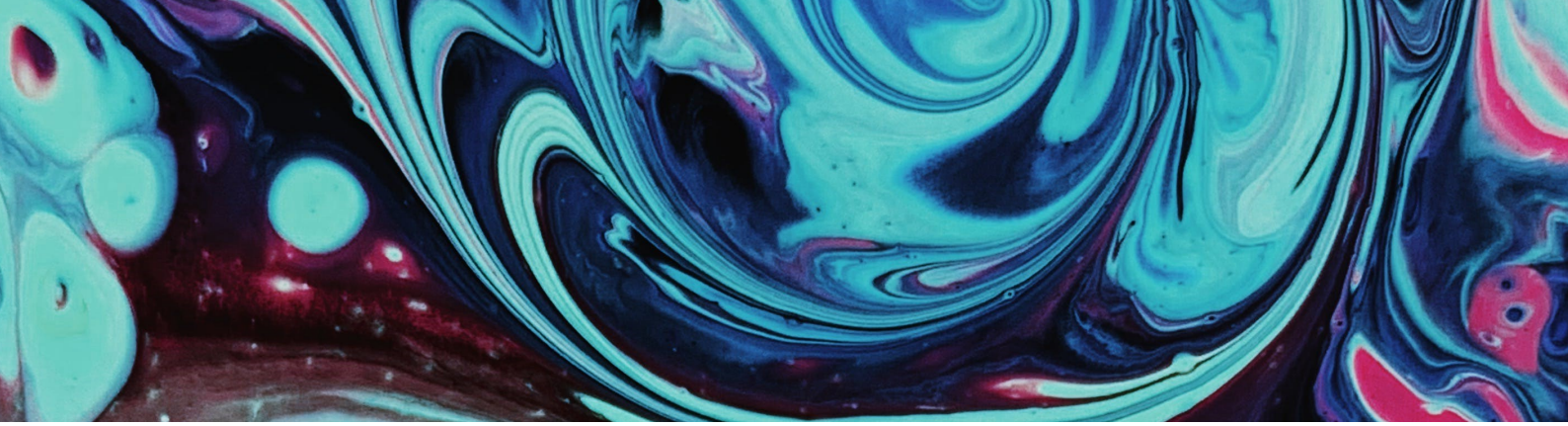
We have not included Master's theses in this literature review, although they could be indicative of possible future research work and theses.

Results

For 2021 and 2022, we identified 43 relevant francophone publications.

Based on the review of French-speaking literature on global citizenship education, trends indicate that:

1. The term 'development education' seems to have largely given way to the term 'global citizenship education', or at least it did not emerge in our research. The term 'development education' is now always accompanied by the term 'sustainable' (éducation au développement durable), a term favored by institutions, particularly schools. In France, the term "Éducation au développement et à la solidarité internationale" (Education for development and international solidarity) was changed to "Éducation à la Citoyenneté et à la Solidarité Internationale(ECSI)" (Education for citizenship and international solidarity) around 2015, and has gradually been recognized and taken up by national institutions, notably the main donor (Agence Française de Développement).
2. We find more publications on education for sustainable development - including an international dimension - than on global citizenship education. In France, Education for Sustainable Development is promoted and encouraged at the institutional level, encouraging players such as those involved in education for citizenship and international solidarity to lay claim to it, particularly in their relations with schools and funders.
3. Moreover, the generic term "education for" is often used by educational scientists as a concept under construction, in which global citizenship education can be included alongside education for sustainable development and other types of "education for".
4. We have chosen to integrate the literature mentioning citizenship issues in connection with the question of education, and the political involvement and participation of young people. The few recent publications on the subject seem to mark a recent interest in the mobilizing dimension of global citizenship education.



GLOBAL EDUCATION DIGEST 2023

DEUTSCH

Annette Scheunpflug, Susanne Timm
(University of Bamberg)

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, Österreich und der Schweiz beteiligt sind. Die Koordinierungsstelle des Deutschen Bildungsindex befindet sich im Informationszentrum für Bildung am DIPF | Leibniz-Institut für Bildungsforschung und Bildungsinformation in Frankfurt.

Einträge der deutschsprachige Literatur sind 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.

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EWIK Portal Globales Lernen = Eine Welt Internet Konferenz

Diese Datenbank wird von Engagement Global/BMZ finanziert.

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

- Gedruckte didaktische Materialien zum Globalen Lernen 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 4.608 Titel mit dem Stichwort "Globales Lernen", 1.115 Titel mit "Global Learning" (in englischer Sprache) und 2.786 Einträge mit "Entwicklungsbezogene Bildung" aus. Die Datenbank enthält Publikationen auf Deutsch, Englisch, Französisch, Spanisch und Italienisch.

- Für 2016 finden wir 183 Einträge "Globales Lernen" und davon 36 auf Deutsch.
- Für 2017 finden wir 190 Einträge "Globales Lernen" und davon 36 auf Deutsch.
- Für 2018 finden wir 181 Einträge "Globales Lernen" und davon 27 auf Deutsch.
- Für 2019 finden wir 183 Einträge "Globales Lernen" und davon 42 auf Deutsch.
- Für 2020 finden wir 167 Einträge "Globales Lernen" und davon 32 auf Deutsch.
- Für 2021 finden wir 139 Einträge „Globales Lernen“ und davon 26 auf Deutsch.
- Für 2022 finden wir 34 Einträge „Globales Lernen“ und davon 12 auf Deutsch.
- Für 2023 finden wir 4 Einträge „Globales Lernen“ und davon 4 auf Deutsch.

Insgesamt sind für den angegebenen Zeitraum 215 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 2022, Fokus auf Bildung / Lernen und globale Perspektiven, Policy und strategische Papiere, aber kein Unterrichtsmaterial.

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.

Zusammenfassung

Die Veröffentlichungslandschaft zum Globalen Lernen hat sich im deutschsprachigen Raum im fraglichen Zeitraum hinsichtlich der Veröffentlichungsformen etwas verschoben: 27 von 63 Beiträgen sind in wissenschaftlichen Zeitschriften erschienen. Ein Studienbuch zum Globalen Lernen macht mit 19 Einzelbeiträgen fast ein Drittel aller Einträge aus. Die übrigen Einträge setzen sich aus einer Doktorarbeit, Buchbeiträgen in weiteren Bänden und aus Berichten zusammen. Es bleibt ein breites Spektrum wissenschaftlichen Arbeitens zum Globalen Lernen sichtbar, das sich folgendermaßen beschreiben lässt:

- Hinsichtlich der Bezugsfelder setzt sich die Ausdifferenzierung in verschiedene Schul- und Unterrichtsbereiche fort, die z.B. Berufsschulen einschließt und markanter in Fachdidaktiken verankert ist. Dies bedeutet, dass die Pluralisierung der Forschungslandschaft hinsichtlich der Akteure und der Gegenstände anhält. Dazu gehören auch mehr Akteure in Grenzbereichen von Wissenschaft zur konzeptionellen Reflexion von Praxis und auf Bildungspolitik zielende Aufbereitung von Forschungsergebnissen.

- Die formale Bildung steht im Vordergrund (17 von 63 Einträgen), während die non-formale (4) und informelle Bildung marginal bleiben.

- Theoretische Fundierungen und konzeptionelle Sondierungen haben mit 35 von 63 Beiträgen an Gewicht gewonnen. Es ergeben sich auch mehr Überschneidungen zu anderen Forschungsfeldern und Forschungsweisen, zum Beispiel für Beiträge zu Kompetenzmodellen und -messungen Globalen Lernens, Global Citizenship Education und Lernen zur Transformation. Hierin spiegeln sich auch die international verankerten Diskurse.

- Es wird auch deutlich, dass der Diskurs in benachbarte Bereiche diffundiert, die wie z.B. Arbeiten zur Friedenspädagogik auf das Globalen Lernen bezogen werden können, vor allem aber im Kontext von

Bildung für Nachhaltige Entwicklung mit wenigen Bezügen zur globalen Dimension und zur sozialen Gerechtigkeit aufwarten. Sie wurden demzufolge nicht in die Literaturübersicht integriert.

Limitationen

Die Literaturrecherche für das Jahr 2022/2023 unterliegt durch den Cyberangriff auf die IT-Abteilung des DIPF, die bis zur Erstellung des Berichts für die Literaturdatenbank FIS-Bildung nicht abschließend aufgearbeitet werden konnte, Einschränkungen.

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, to 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 called "grey literature" of NGOs 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 1023467 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. A recent cyber attack hit DIPF's IT and affected the production system of the FIS Bildung literature database. Work to rebuild the database production is underway but still ongoing. A resumption of the quarterly update cycle is planned for the end of the second half of 2023.

In general, 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 from NGOs. 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 4608 titles with “Globales Lernen”, 1115 titles with “Global Learning” (in English) and 2786 entries with “Entwicklungsbezogene Bildung” [Development related education]. The Database contains publications in German, English, French, Spanish and Italian.

- For 2016 we find 183 entries “Globales Lernen” and from these 36 in German.
- For 2017 we find 190 entries “Globales Lernen” and from these 36 in German.
- For 2018 we find 181 entries “Globales Lernen” and from these 27 in German.
- For 2019 we find 183 entries “Globales Lernen” and from these 42 in German.
- For 2020 we find 167 entries “Globales Lernen” and from these 32 in German.
- For 2021 we find 139 entries “Globales Lernen” and from these 26 in German.
- For 2022 we find 34 entries “Globales Lernen” and from these 12 in German
- For 2023 we find 4 entries “Globales Lernen” and from these 4 in German.

In total, there are 215 publications in German language registered for the indicated period. The number of entries still changes retroactively compared to last year's Digest because there are continuously new entries for previous years, especially from publications abroad.

Some more entries appear when using “Entwicklungsbezogene Bildung” or “Eine Welt”. Utilising “globalization”, many 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 than Scopus or Web of Science for German literature. Material and literature published in Austria and Switzerland are included, as FIS-Bildung is a German language based database.

We searched the key journal “Zeitschrift für 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 intensively, as long as it follows the criteria of German language, and focuses 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.

Summary data of what we found

The publication landscape on global learning in German-speaking countries has shifted in terms of publication formats during the period in question: 27 out of 63 of the contributions appeared in academic journals. A study book on global learning accounts for nearly a third of all entries with 19 individual contributions. The remainder is composed of one doctoral thesis, book contributions in other volumes, and reports. A broad spectrum of academic work on global learning remains visible, which can be described as follows:

- With regard to the fields of reference, the differentiation into various school and teaching areas continues, which includes vocational schools, for example, and is more strikingly anchored in didactics of subjects. This means that the pluralisation of the research landscape in terms of actors and subjects is continuing. This also includes more actors in borderline areas of science for the conceptual reflection of practice and the processing of research results aimed at educational policy.

- Formal education is the main focus (17 out of 63 entries), while non-formal (4) and informal education are at the periphery.

- Theoretical foundations and conceptual explorations have gained in importance with 35 out of 63 contributions. There are also more overlaps with other fields of research and research methods, for example for contributions on competence models and measurements of global learning, global citizenship education and learning for transformation. This also reflects the internationally anchored discourses.

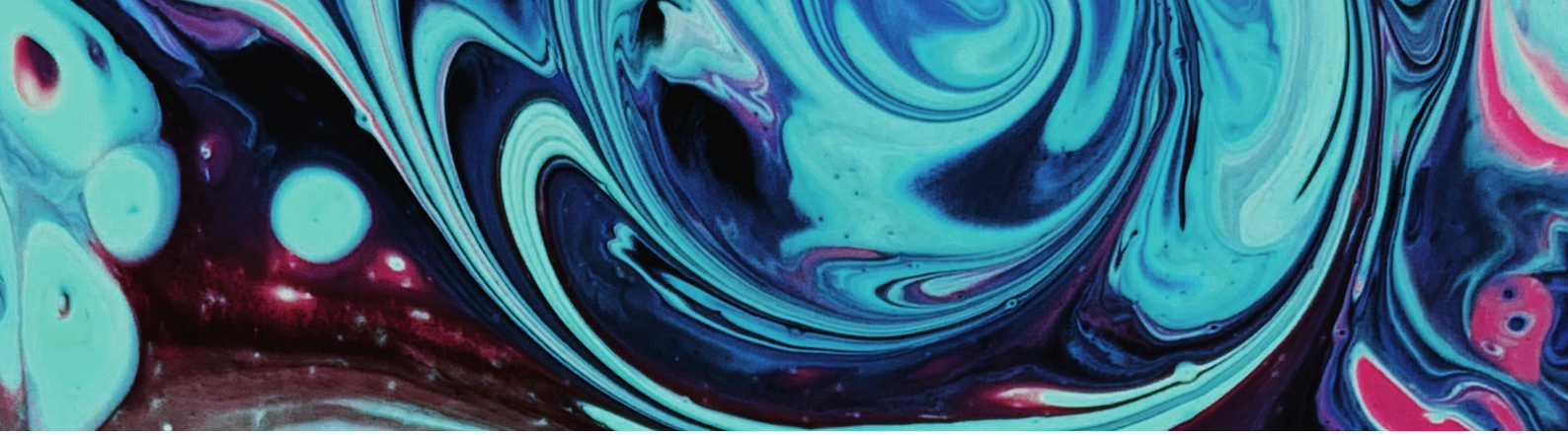
- It is also clear that the discourse is spreading into neighbouring areas that can be related to global learning, such as work on peace education, but above all in the context of education for sustainable development with few references to the global dimension and social justice. They were therefore not included in the literature review.

Limitations

The literature search for the years 2022/2023 is subject to restrictions due to the cyber attack on the IT department of the DIPF, which was still affecting the literature database FIS-Bildung at the time of writing the report.

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.



GLOBAL EDUCATION DIGEST2023

ITALIANO

Giorgia Bertolini, Luca Vittori, Carla Inguaggiato (University of Bologna), **Stefania Moser, Giulia Filippi** (University of Bolzano), **Laura Landi** (University of Modena and Reggio Emilia).

INTRODUZIONE: ITALIANO

Per questa edizione del Multilingual Global Education Digest il team italiano è costituito da Giorgia Bertolini (UNIBO), Giulia Filippi (PhD UNIBZ), Carla Inguaggiato (visiting researcher UNIBO), Laura Landi (assegnista di ricerca UNIMORE), Stefania Moser (PhD UNIBZ), Luca Vittori (PhD UNIBO). Il team si è impegnato in una ricerca bibliografia ragionata di materiali accademici e di ricerca rilevanti nel campo dell'Educazione Globale (EG) pubblicati dal 01.01.2022 al 30.09.2023. Il quadro di indagine è stato delineato sulla base delle concettualizzazioni relative all'Educazione Globale contenute nella Dichiarazione di Dublino dell'ottobre 2022.

Nelle sezioni che seguono si descriveranno la metodologia adottata e i risultati della ricerca. Di questi si propone un'analisi in comparazione con i risultati ottenuti nelle precedenti edizioni e nuove chiavi di lettura che possono tornare utili per future edizioni e non solo.

Inizialmente, il Team si è diviso in unità di lavoro ognuna delle quali si è concentrata sulla ricerca di specifiche tipologie di contributi, adottando, in alcuni casi e previa approvazione del gruppo, strategie di ricerca su misura. In secondo luogo, dopo che le unità di lavoro hanno concluso la ricerca, ogni membro ha svolto una revisione su un numero uguale di contributi non segnalati da lei-lui. Infine, in una riunione collettiva si sono espressi dubbi e perplessità rispetto all'inserimento o all'esclusione di alcune pubblicazioni fino ad accordarsi in rispetto ai criteri precedentemente stabiliti.

In breve, il numero totale delle pubblicazioni individuate è aumentato in modo significativo rispetto all'edizione precedente, passando da 25 a 86. Le ragioni di tale incremento sono descritte nelle sezioni che seguono.

Metodologia

Il team italiano ha cercato letteratura rilevante sui temi dell' Educazione alla Cittadinanza Globale (ECG), prediligendo una ricerca ampia rispetto ai canali, ma mirata nelle parole chiave scelte. L'introduzione a partire da settembre 2020 dell'educazione civica come disciplina trasversale nella scuola dell'obbligo, ha determinato un aumento di pubblicazioni che discutono dei potenziali legami tra educazione civica e educazione alla cittadinanza. Le tematiche affrontate hanno però poco a che fare con la dimensione globale della ECG. Per questo motivo, la ricerca è stata condotta utilizzando "Educazione Globale" (EG) singolarmente, oppure affiancata ai termini:

- cittadinanza
- sviluppo
- sostenibilità
- diritti umani
- interculturale
- pace
- decoloniale (sostituendo il termine ormai desueto di postcoloniale)
- democratica

Altra stringa utilizzata è stata "Educazione alla Cittadinanza" singolarmente, oppure affiancata ai termini:

- planetaria
- sviluppo
- sostenibilità
- diritti umani
- interculturale

- pace
- decoloniale (sostituendo il termine ormai desueto di postcoloniale)
- democratica

Il termine "postcoloniale" già nelle edizioni precedenti del Digest non aveva portato ad un ampliamento dei risultati, per questo si è cercato di sostituirlo col termine "decoloniale", senza aggiungere alcuna pubblicazione. Un altro termine che non ha portato ad un ampliamento significativo dei risultati è "sviluppo". Invece termini come "democratica", "sostenibilità" ed "interculturalità" sono stati fondamentali per arricchire l'elenco delle pubblicazioni.

La ricerca bibliografica sistematica che ha portato a costruire la parte italiana del Multilingual Global Digest si è svolta inserendo le parole chiave precedentemente indicate nei canali e archivi di ricerca che riportiamo qui di seguito. L'utilizzo di motori di ricerca di tipo commerciale è risultato utile per identificare libri pubblicati di recente. In particolare sono stati consultati:

- Google Scholar - Google Books - Google
- Amazon

Cataloghi

- Scopus
- Sistema Bibliotecario Nazionale: https://opac.sbn.it/ricercaavanzata#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

- ERIC - Directory of Open Access Repositories
- Web of Science
- OpenDoar - Directory of Open Access Repositories
- OPENGREY
- DART-Europe E-thesis Portal
- PubbliTesi
- OATD - Open Access Theses and Dissertations: https://oatd.org/
- EBSCO - Delivery Service
- Associazione ESSPER periodici italiani di economia, scienze sociali e storia
- EuroPub - Directory of Academic and Scientific Journals
- OCLC Worldcat - The World's Largest Library Catalog
- Pedagogia Oggi (ha pubblicato in passato numeri monografici sul tema)
- Torrossa (in particolare per ricercare capitoli di libri)

Social Network

- Research Gate

Come nelle edizioni precedenti è risultato molto difficile trovare tesi di dottorato. Uno dei problemi principali è la mancanza di un archivio nazionale affidabile che le raccolga. E' stata quindi adottata una strategia combinata particolarmente meticolosa. Per questo è stato ampliato il numero di database consultati andando a ricercare nei siti di quegli atenei presso le quali sono affiliati i principali studiosi italiani in ECG o quelle in cui sono state scritte tesi sul tema negli anni precedenti. Questa ricerca meticolosa ha riguardato gli atenei di:

- UNIMORE - Università di Modena e Reggio Emilia
- Alma Mater Studiorum - Università di Bologna
- Università degli studi di Verona
- Università Cattolica del Sacro Cuore
- Università degli Studi di Milano-Bicocca
- Libera Università di Bolzano
- Università degli Studi di Padova
- UNISA - Università degli Studi di Salerno
- UniBg - Università degli Studi di Bergamo
- UniGe - Università di Genova
- Università degli Studi di Parma

Nel campo della ECG sono di grande importantanza i report, intesi come resoconti formali a scopi valutativi o di sintesi di risultati di un'indagine o di un intervento o ancora per fornire informazioni dettagliate su fatti, circostanze o luoghi, preparate da un organismo deputato e riconosciuto come credibile. Per la ricerca sono stati consultati i seguenti siti web:

- Concord Italia (Network delle ONG in Europa)
- MIUR (Elenco fondazioni e istituti di ricerca)

Per trovare quelle pubblicazioni prodotte da Organizzazioni Non Governative (ONG), Fondazioni e Istituti di ricerca che si occupano di EG e ECG in Italia è stato inoltre produttivo utilizzare motori di ricerca per i materiali online come Google e Safari. Si è inoltre fatto riferimento alle bibliografie e alle citazioni presenti in alcuni report per scovarne ulteriori. Si può considerare tale approccio come una tecnica di "snowballing".

Sono risultati non utili ai fini di ampliare la ricerca o perché ridondanti rispetto ad altre fonti più complete o perchè non immediatamente utilizzabili per trovare materiale in lingua italiana, i seguenti canali che non verranno considerati nelle prossime edizioni:

- IBS
- ERIH PLUS - European Reference Index for the Human e Social Sciences
- Roar - Registry of Open Access Repositories
- DOAJ - Directory of Open Access Journals
- DRIJ - Directory of Research Journals Indexing
- JournalTOCs - Journal Tables of Contents
- MIAR - Information Matrix for the Analysis of Journals
- ROAD - Directory of Open Access scholarly resources

Risultati

Il team italiano ha lavorato nel periodo tra Settembre e Dicembre del 2023 rilevando un totale di 86 pubblicazioni. Il numero dei contributi che si segnalano in questa edizione del Multilingual Global Education Digest è più che triplicato rispetto alla precedente edizione (25).

Diverse le ragioni che si ipotizzano per tale incremento: il crescente interesse verso l'ECG nelle sue diverse concettualizzazioni, anche favorito dalle recenti pubblicazioni di documenti internazionali; la fine delle restrizioni dovute alla pandemia di Covid-19; modifiche nella metodologia di ricerca e nei criteri di inclusione ed esclusione decisi dal team; la presenza di un significativo numero di contributi pubblicati nell'anno 2022.

Infatti, si precisa che le 86 pubblicazioni presenti sono così distribuite:

- 52 pubblicate nel 2022
- 25 pubblicate nel 2023
- 3 pubblicate nel 2021
- 3 pubblicate nel 2019
- 3 pubblicate nel 2018

Qui di seguito si riporta il grafico (Figura 1) che mostra le pubblicazioni inerenti alle tematiche dell'ECG a partire dal 2009.

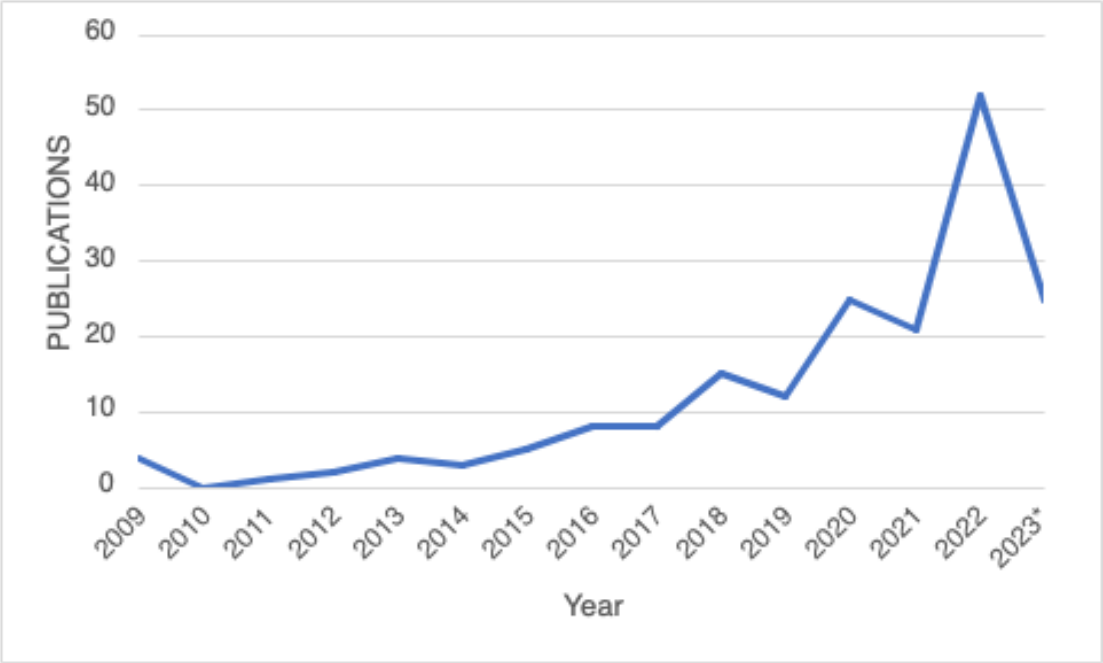


Figura 1. Distribuzione delle pubblicazioni sulla ECG 2009-2023. (Dati parziali)*

Rispetto all'edizione passata, è stata aggiornata l'analisi del numero totale delle pubblicazioni distribuite negli anni. Si è utilizzato il database GEL come strumento di ricerca (database che racchiude tutte le pubblicazioni inserite nelle cinque edizioni del Digest) filtrando per anno e lingua. Così, è stato possibile trovare il numero di pubblicazioni anno per anno. A queste sono state aggiunte anche le pubblicazioni trovate nell'edizione attuale che hanno come data di pubblicazione anni precedenti al 2022 (nello specifico 3 pubblicazioni del 2021, 3 pubblicate nel 2019 e 3 pubblicate nel 2018).

I numeri riportati hanno suggerito all'interno del Team una serie di riflessioni. In primo luogo, è evidente che l'aumento delle pubblicazioni è esponenziale. Infatti, sono state segnalate 20 pubblicazioni per l'anno 2021 e 52 per il 2022; in termini percentuali si tratta di un aumento del 160%. In secondo luogo, si sottolinea che la quasi totalità dei contributi segnalati in questa edizione è stata pubblicata negli anni 2022 e 2023. Questo confermerebbe l'accuratezza del lavoro svolto negli anni, in quanto il numero di contributi individuati successivamente all'edizione di riferimento è ridotto. Altro aspetto che emerge è che tutte le pubblicazioni individuate in questa edizione ma pubblicate nel 2018 e nel 2019 e 1 pubblicata nel 2021 sono report. Ciò conferma le difficoltà riscontrate anche in passato nella ricerca di questa tipologia di documento. Dalla scorsa edizione si è adottata una strategia di ricerca ad hoc, ulteriormente raffinata in questa (vedi metodologia), che ha portato ad una analisi ancora più approfondita dei siti web delle ONG italiane. Grazie a questi accorgimenti si sono individuati 14 report così distribuiti: 3 del 2018; 3 del 2019; 1 del 2021; 4 del 2022 e 3 del 2023.

Per quanto riguarda la distribuzione in base alla tipologia, rispetto agli anni precedenti si nota un aumento notevole dei contributi in volume/capitoli di libro. Le tesi di dottorato continuano ad essere presenti in percentuali minime, solo 1 per l'anno solare in corso. Anche qui, si confermano le difficoltà espresse nelle edizioni precedenti relative alla mancanza di un database nazionale. Si ipotizza, inoltre, una limitata propensione a condurre ricerche di dottorato su tematiche inerenti all'ECG.

La Figura 2 presenta i valori in percentuale delle diverse tipologie di pubblicazioni individuate per gli anni 2022 e 2023.

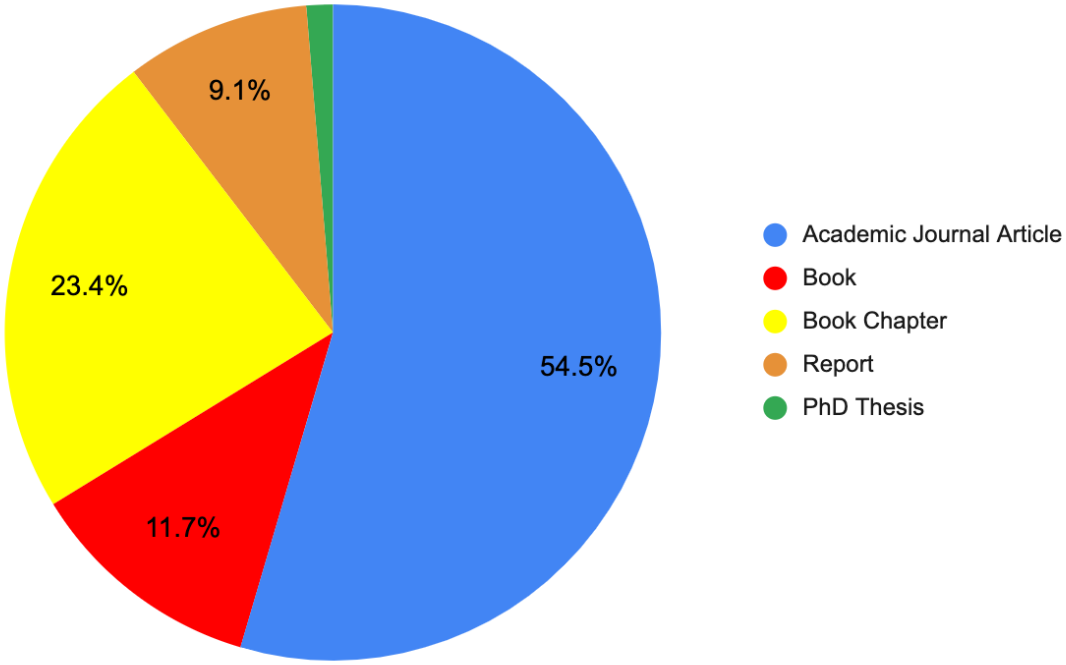


Figura 2. Diagramma pubblicazioni 2022 e 2023 per tipologia

Si è deciso di approfondire su quali riviste siano stati pubblicati gli articoli rappresentati nel diagramma. Pare interessante investigare questo tema per almeno tre ragioni:

1. gli articoli rappresentano più della metà delle pubblicazioni segnalate;
2. conoscere su quali riviste vengono pubblicati gli articoli che trattano tematiche legate all'ECG può essere di aiuto per giovani ricercatori che si apprestano a presentare i loro lavori;
3. individuare possibili variazioni nell'interesse dimostrato dalle riviste per il tema: nell'edizione precedente risultava un'ottima fonte per individuare articoli scientifici la rivista Pedagogia Oggi (rivista scientifica della Società Italiana di Pedagogia) e non ne venivano menzionate altre.

Come mostra la Figura 3, diverse sono le riviste presenti con due o più contributi. Tuttavia, tra queste è assente Pedagogia Oggi, mentre numerosi sono gli articoli pubblicati nelle riviste Personae. Scenari e prospettive pedagogiche e Formazione & Insegnamento. Una possibile spiegazione potrebbe essere connessa al fatto che le riviste abbiano pubblicato specifiche call for papers sull'ECG o tematiche relative.

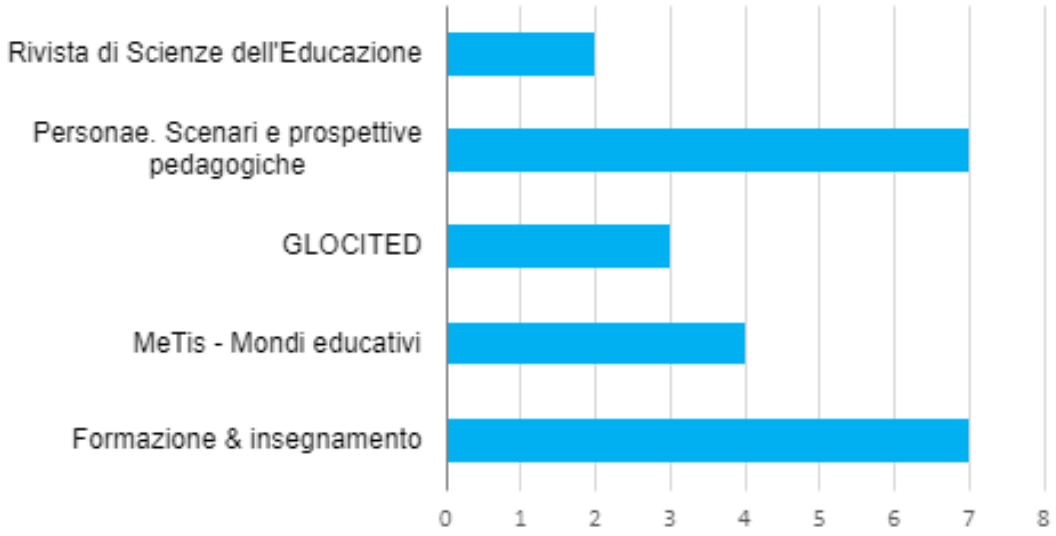


Figura 3. Istogramma delle riviste con pubblicazioni rilevanti nelle annate 2022-2023

Allo stesso modo e per motivi simili, si è posta l'attenzione sulle case editrici. La Figura 4 mostra gli editori che hanno pubblicato due o più libri/contributi in volume presenti in questa edizione. Interessante il caso dell'editore Pensa Multimedia del quale sono stati inseriti 9 contributi di cui 6 presenti nel volume Ricerca partecipativa e formazione sistemica, volume che nella sua versione completa non è stato segnalato. Differentemente, dell'editore FrancoAngeli si possono trovare 3 libri e 3 contributi in volume; di questi ultimi, 2 si trovano nello stesso volume non incluso nella sua versione completa.

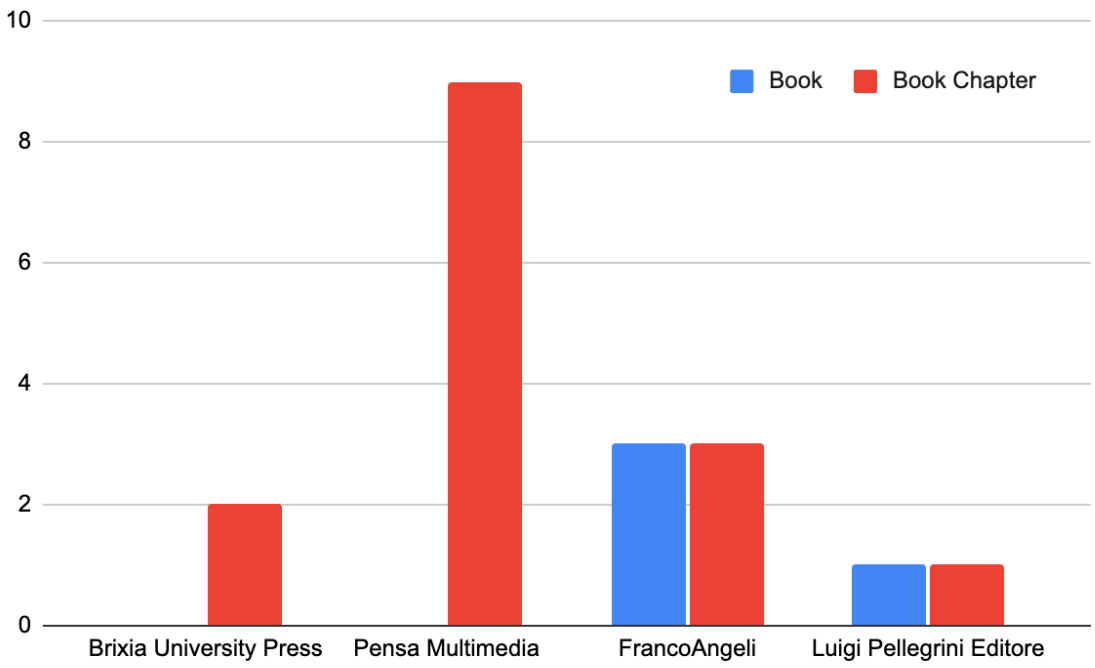


Figura 4. Istogramma editori in riferimento a pubblicazioni 2022-2023

Nell'edizione precedente del Digest, era stata avviata una riflessione in merito alla suddivisione delle pubblicazioni in categorie tematiche che nel database GEL risultavano più numerose (theoretical and conceptual, policy related research e formal education). Abbiamo ritenuto utile continuare tale riflessione e, come mostra la figura 5, si nota un cambio di tendenza. Infatti, se in Italia le pubblicazioni sulla concettualizzazione erano in media le più frequenti, nel 2022 il numero assoluto di tali contributi risulta leggermente in aumento, ma in calo se si considera la percentuale sul numero totale di pubblicazioni segnalate (53% nel 2021 - 23% nel 2022). Viceversa, sono in chiaro aumento le pubblicazioni sul tema dell'educazione formale, che rappresentano da sole più della metà delle tre tipologie di pubblicazioni considerate (18 contributi su 36 considerati). Nel grafico si presentano anche i dati parziali in riferimento al 2023, da cui però è prematuro trarre conclusioni.

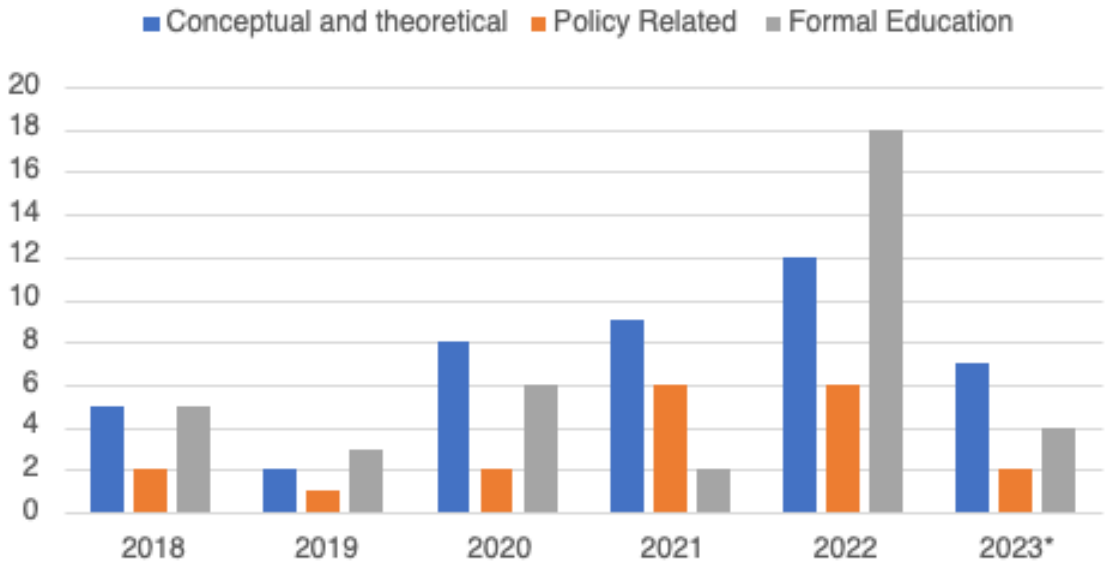


Figura 5. Istogramma distribuzione tematiche 2018-2023. (Dati parziali)*

Dato il considerevole aumento dei contributi segnalati rispetto alle edizioni precedenti e non rappresentati in queste categorie (16 pubblicazioni su 52), si ipotizza che ulteriori categorie tematiche possano aver riscontrato variazioni significative. Per questa ragione, nella prossima edizione, il team si pone l'obiettivo di investigare l'evoluzione nel tempo di tutte e 7 le aree tematiche presenti nel Database GEL.

Altro aspetto su cui si è ritenuto utile porre l'attenzione riguarda la frequenza delle parole chiave utilizzate al fine della ricerca.

Si è deciso quindi di condurre un'analisi per keywords sui titoli dei contributi segnalati per gli anni 2022-2023 (77) per vederne la ricorrenza, con la speranza di dare indicazioni rispetto a tematiche consolidate, emergenti e future.
Prima di proseguire con alcune riflessioni si precisa che:

- "educazione" non è stata inserita nella lista delle keywords;
- l'analisi non indaga la presenza delle keywords tra gli abstract;
- più keywords possono essere presenti in un titolo.

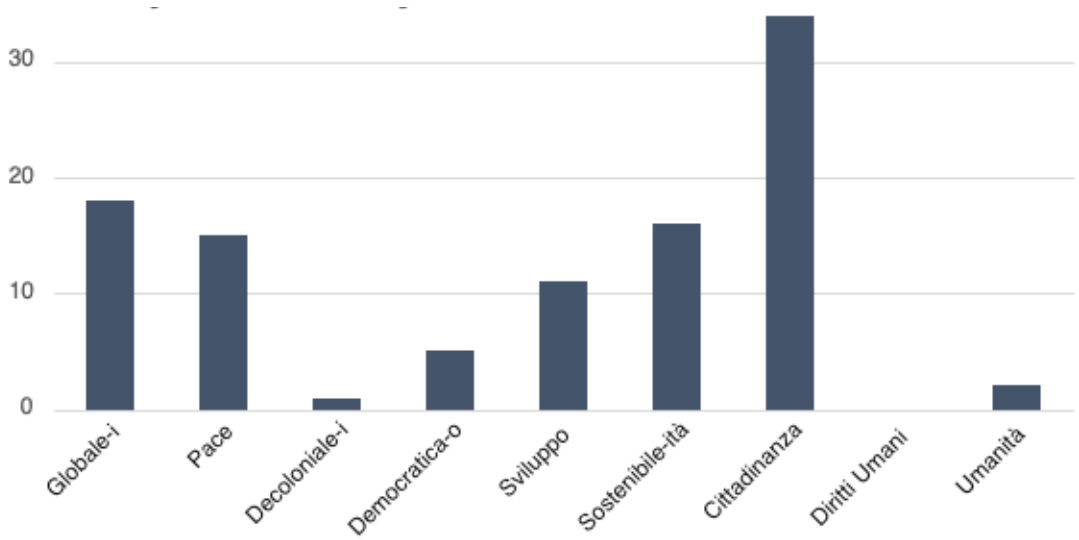


Figura 6. Istogramma sulla frequenza di keywords nei titoli dei contributi 2022-2023

La tabella mostra come la parola chiave “cittadinanza” sia la più frequente tra i titoli segnalati in questa edizione, seguita da “globale”, “sostenibilità” e “pace”, mentre “diritti umani” e “decoloniale-i” risultano i meno frequenti. Questo significa che la scelta di utilizzare il termine “decoloniale” piuttosto che “postcoloniale” non ha portato a risultati e che raramente tra le pubblicazioni in lingua italiana in materia di ECG si trovano espliciti riferimenti ad un approccio anti-coloniale. Inoltre, la totale assenza dei termini “diritti umani” e “diritto” e la presenza, seppur non elevata, del termine “umanità” ci porta a considerare per la prossima edizione la possibilità di avvicendare i termini o solo aggiungere quest’ultimo.

Frequente è l’accostamento tra le parole chiave “sviluppo” e “sostenibile”, oltre il 45%, mentre le parole “pace” e “globale” raramente compaiono nello stesso titolo, ovvero in poco più del 10% dei casi.

Come ultimo aspetto, è parso interessante indagare più in profondità l’utilizzo di “cittadinanza”, keywords presente in 34 dei 77 titoli considerati. Si è deciso quindi di procedere investigando quali aggettivi fossero accostati al termine. Anche in questo caso va chiarito che "cittadinanza" può essere accostata a più aggettivi nello stesso titolo e che nella Figura 7 viene mostrato anche quante volte il termine è presente in solitaria.

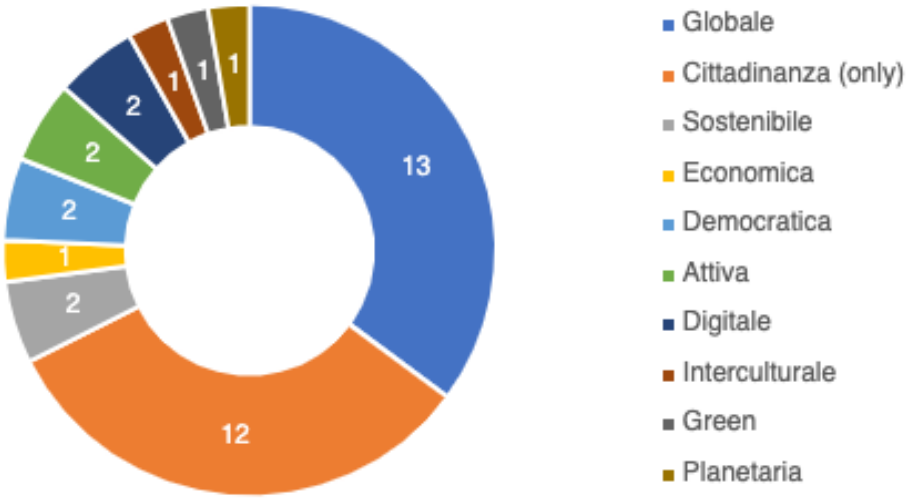


Figura 7. Diagramma sull'utilizzo di aggettivi in accostamento a "cittadinanza

La tabella mostra la varietà degli aggettivi che possono essere accostati alla keywords "cittadinanza". Cittadinanza globale è il match che si presenta più frequentemente (13 volte). Infine, per quanto "pace" fosse tra le keywords più presenti, non è stato riscontrato nessun riferimento a "cittadinanza pacifica". Tuttavia, pace e cittadinanza sono presenti nello stesso titolo in 5 occasioni.

INTRODUCTION: ITALIAN

For the 6th edition of the Multilingual Global Education Digest, the Italian team consisted of Giorgia Bertolini, Giulia Filippi, Carla Inguaggiato, Laura Landi, Stefania Moser and Luca Vittori. The team carried out a reasoned bibliographic search of relevant academic and research materials in the field of Global Education (GE) published between 01/01/2022 and 30/09/2023. The conceptualisations of global education contained in the Dublin Declaration 2022 were used as the research framework.

At first, the team was divided into working units, each of which focused on searching specific types of contributions. In some cases and only after the approval by the whole team, the working units adopted tailor-made research strategies. Secondly, once the working groups had completed their research, each member reviewed an equal number of contributions not suggested by her or him. Finally, in a collective meeting, doubts and concerns were expressed about the inclusion or exclusion of certain publications, until agreement was reached on the established criteria.

The following sections will describe the methodology adopted and the results of the research. Furthermore, we propose an analysis in comparison with the results of previous editions and new interpretations that may be useful for the future. In short, the total number of publications increased significantly from 25 to 86 compared to the previous edition. The reasons for the significant increase are discussed below.

Methodology

The Italian team carried out a reasoned bibliographic research of recently published contributions on Global Citizenship Education (GCED), adopting a broad strategy in terms of channels, but focusing on selected keywords.

The introduction of civic education as a cross-curricular subject in compulsory education from September 2020 has led to an increase in publications on the possible links between civic education and citizenship education. However, the issues raised have little to do with the global dimension of GCED. For this reason, the research was conducted using “Global education” in solitary or side-by-side with the terms:

- cittadinanza (citizenship)
- sviluppo (development)
- sostenibilità (sustainability)
- diritti umani (human rights)
- interculturale (intercultural)
- pace (peace)
- decoloniale (decolonial)
- democratica (democratic)

A further string was used. The term “Citizenship education” was searched in solitary or side-by-side with:

- planetaria (planetary)
- sviluppo (development)
- sostenibilità (sustainability)
- diritti umani (human rights)
- interculturale (intercultural)
- pace (peace)
- decoloniale (decolonial)
- democratica (democratic)

In the previous editions, the keyword “postcolonial” had produced no results, so the team decided to replace it with the term 'decolonial'. However, this change produced no results. Similarly, only in a few cases the combination with the keyword “development” led to contributions of interest to this research, while terms such as 'democratic', 'sustainability' and 'intercultural' helped to enrich the list.

The systematic bibliographical research was carried out by entering the keywords listed above in the search channels and archives listed below.

Catalogues

- Scopus
- Sistema Bibliotecario Nazionale: https://opac.sbn.it/ricercaavanzata#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

- ERIC - Directory of Open Access Repositories
- Web of Science
- OpenDoar - Directory of Open Access Repositories
- OPENGREY
- DART-Europe E-thesis Portal
- PubbliTesi
- OATD - Open Access Theses and Dissertations (https://oatd.org/)
- EBSCO - Delivery Service
- Associazione ESSPER periodici italiani di economia, scienze sociali e storia
- EuroPub - Directory of Academic and Scientific Journals
- OCLC Worldcat - The World’s Largest Library Catalog
- Pedagogia Oggi
- Torrossa

Social Network

- Research Gate

The use of commercial search engines was useful in identifying recently published books. In particular, were consulted:

- Google Scholar - Google Books - Google
- Amazon

As in previous editions, it proved very difficult to find doctoral theses. One of the main issues is the lack of a reliable national database to collect them. A particularly careful combined strategy was therefore adopted. To this end, the team consulted websites and databases of the universities where leading Italian scholars in the field of GCED are affiliated, or where dissertations on GCED were written in recent years. This meticulous search included the following universities:

- UNIMORE - University of Modena and Reggio Emilia
- Alma Mater Studiorum - University of Bologna
- University of Verona
- Catholic University of the Sacred Heart
- University of Milan-Bicocca
- Free University of Bolzano
- University of Padua
- UNISA - University of Salerno
- UniBg - University of Bergamo
- UniGe - University of Genoa
- University of Parma

Of great importance in the field of GCE are reports, understood as formal accounts for evaluation purposes or to summarize the results of an investigation or intervention, or to provide detailed information on facts, circumstances or locations, prepared by a credible and recognised body. The following websites were consulted:

- Concord Italy (Network of NGOs in Europe)
- MIUR (List of Foundations and Research Institutes)

In order to find the publications produced by NGOs, foundations and research institutes dealing with GE and GCE in Italy, it was also productive to use search engines for online materials such as Google and Safari. Some reports also referred to bibliographies and citations to find out more. This approach can be seen as a 'snowballing' technique.

The following channels were not found to be useful for extending the search, either because they were redundant with other more complete sources, or because they were not immediately usable for finding material in Italian, and will not be considered in future editions:

- IBS
- ERIH PLUS - European Reference Index for the Human e Social Sciences
- Roar - Registry of Open Access Repositories
- DOAJ - Directory of Open Access Journals
- DRIJ - Directory of Research Journals Indexing
- JournalTOCs - Journal Tables of Contents
- MIAR - Information Matrix for the Analysis of Journals
- ROAD - Directory of Open Access scholarly resources

Results

The Italian team worked between September and December 2023 and recorded a total of 86 publications. The number of contributions in this edition of the Multilingual Global Education Digest has more than tripled compared to the previous edition (25).

Several reasons are hypothesised for this increase: the growing interest in GCE in its different conceptualisations, also favoured by the recent publications of international documents; the end of the restrictions due to the Covid-19 pandemic; changes in the research methodology and in the inclusion and exclusion criteria decided by the team; the presence of a significant number of contributions published in the year 2022. In fact, the 86 publications present are distributed as follows:

- 52 published in 2022
- 25 published in 2023
- 3 published in 2021
- 3 published in 2019
- 3 published in 2018

Below is the graph (Figure 1) showing the publications related to GCE topics since 2009.

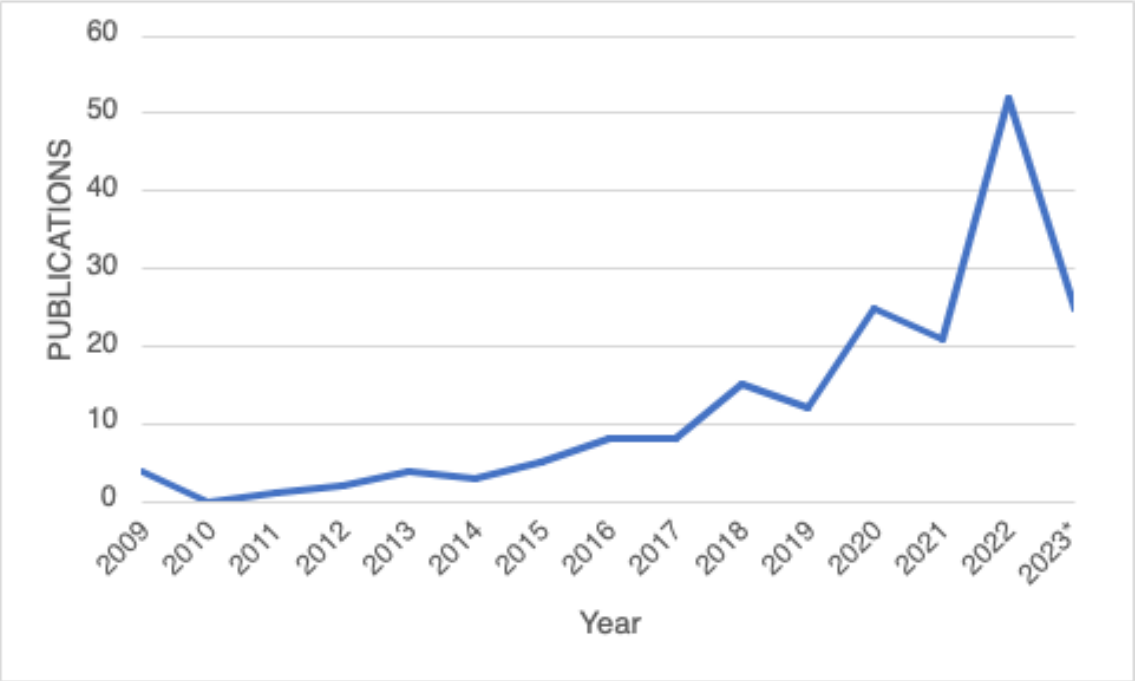


Figure 1. Distribution of GCE publications 2009-2023. (Partial data)*

Compared to the past edition, the total number of publications distributed over the years has been updated. We used the GEL database as a search tool (the database contains all publications included in the five editions of the Digest), filtering by year and language. Thus, it was possible to find the number of publications year by year. In addition, publications found in the current edition dated prior to 2022 were also added to the count (3 publications from 2021, 3 published in 2019, and 3 published in 2018 were added to the respective years).

The reported numbers lead the Team to a series of reflections. First, the increase in publications is exponential. In fact, 20 publications have been reported for the year 2021 and 52 for 2022; in percentage terms, this is a 160 percent increase.

Second, the vast majority of contributions found in the current years were published in 2022 and 2023, with only 9 publications dated prior to 2022. This would confirm the accuracy of the work done over the years, as the number of contributions identified subsequent to the reference edition is small. Another aspect that emerges is that all publications identified in this edition, but published in 2018 and 2019 (and one from 2021), are reports. This confirms the difficulties encountered in the past in searching for gray literature. Since the last edition, an ad hoc search strategy has been adopted (see methodology), which has led to an even deeper analysis of Italian NGO websites. Thanks to these continuous refinements, 14 reports were identified distributed as follows: 3 from 2018; 3 from 2019; 1 from 2021; 4 from 2022; and 3 from 2023.

Regarding the distribution by type, there is a noticeable increase in books and book chapters contributions compared to previous years. Doctoral dissertations continue to be present in minimal percentages, only 1

for the current calendar year. Again, the difficulties expressed in previous editions regarding the lack of a national database are confirmed. It is also hypothesized that there is a limited propensity to conduct doctoral research on ECG-related topics.

Figure 2 presents the percentage values of the different types of publications identified for the years 2022 and 2023.

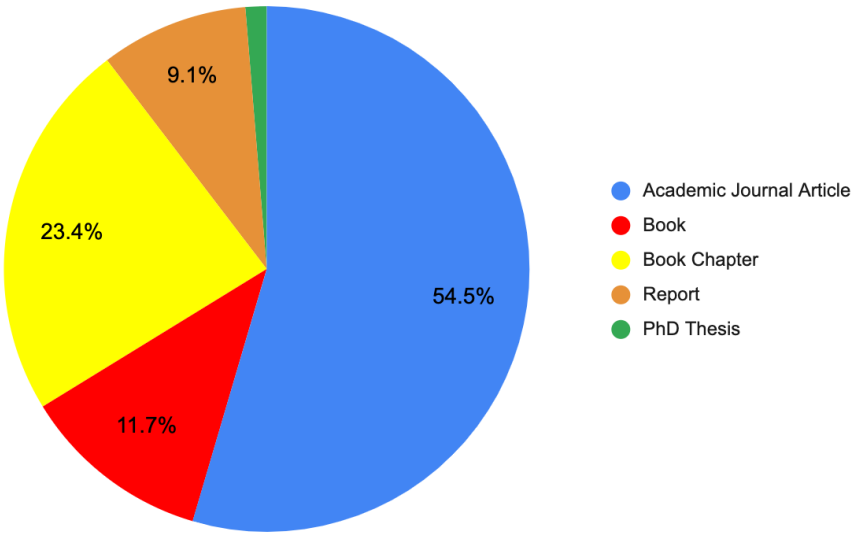


Figure 2: pie chart of 2022-2023 publications by typology

We investigated which journals published the identified articles. It seems interesting to investigate this issue for at least three reasons:

1. articles represent more than half of the reported publications;
2. knowing which journals publish articles dealing with ECG-related topics can be helpful for young researchers who are about to present their work;
3. it helps identify possible variations in the interest shown by journals in the topic: in the previous edition, the journal *Pedagogia Oggi* (scientific journal of the Italian Society of Pedagogy) was an excellent source for identifying scientific articles, and no others were mentioned.

As Figure 3 shows, several journals are present with two or more contributions. However, absent among them is *Pedagogia Oggi*, while numerous are the articles published in the journals *Personae. Pedagogical Scenarios and Perspectives* and *Training & Teaching*. One possible explanation for this fluctuation could be related to specific call for papers on ECG or related topics issued by the journals.

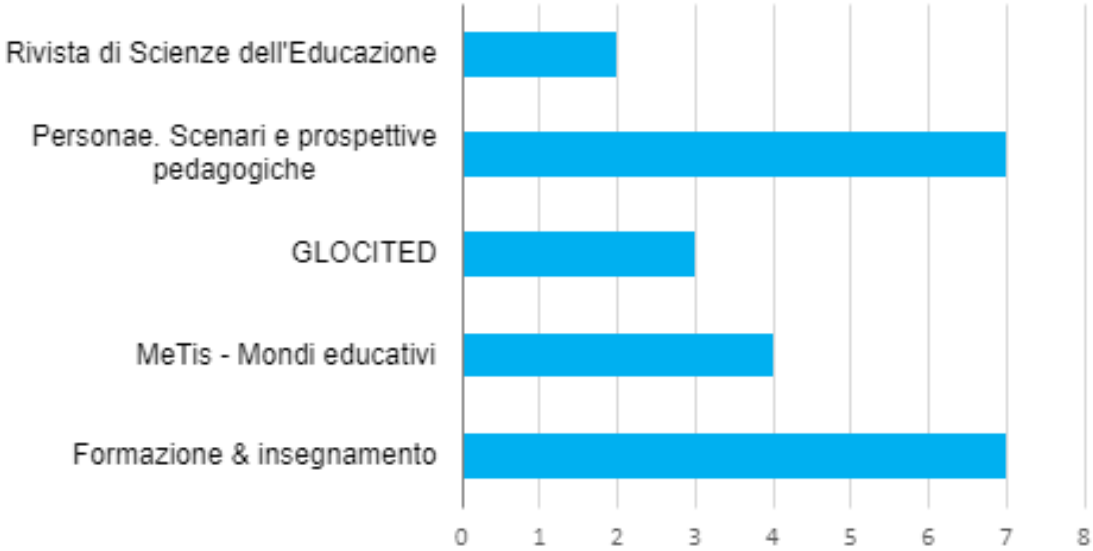


Figure 3. Histogram of journals with relevant publications for the years 2022-2023

For similar reasons, attention was paid to publishers. Figure 4 shows publishers that have published two or more books/book chapters featured in this edition. Interesting is the case of the publisher Pensa Multimedia that has published 9 chapters included in this Digest. 6 of them can be found in the volume *Participatory Research and Systemic Education*. Due to the nature of the book we decided not to include the full version in the Digest. We find also in this edition 3 books and 3 chapters, 2 of which from the same volume not included in its full version, published by FrancoAngeli.

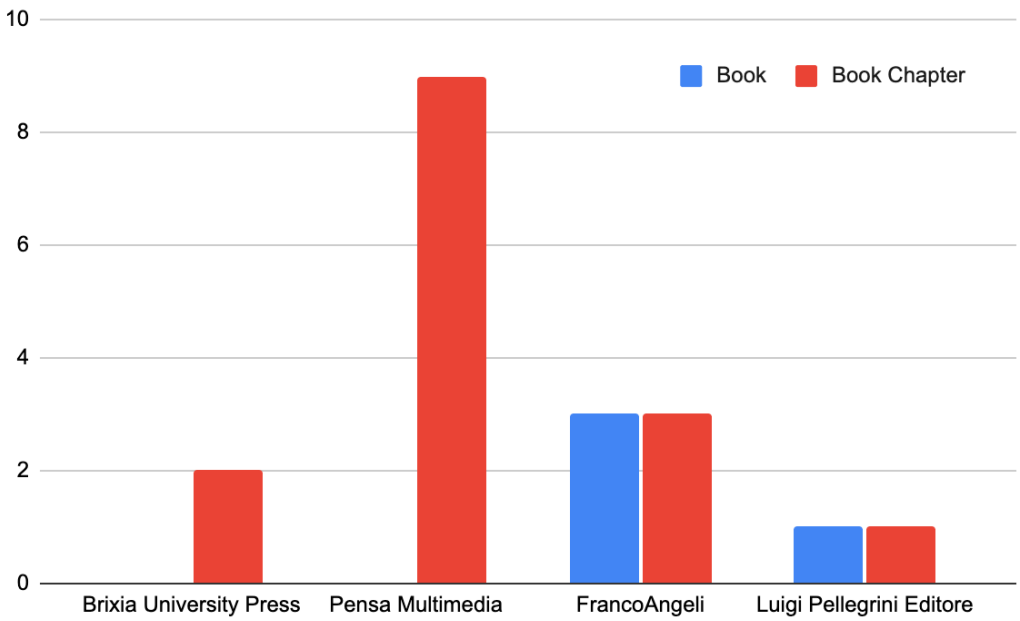


Figure 4. Histogram of publishers referring to publications 2022-2023

In the previous edition of the Digest, a reflection was initiated regarding the division of publications into thematic categories, which were more numerous in the GEL database (theoretical and conceptual, policy-related research, and formal education). We considered it useful to continue this reflection, and as Figure 5 shows, a change in trends can be seen. Indeed, while publications on conceptualisation were, on average, the most frequent in Italy in 2022, the absolute number of such contributions is slightly increasing - but decreasing when considering the percentage of the total number of publications reported (53% in 2021 - 23% in 2022). Conversely, publications on the topic of formal education are clearly on the rise, which count for more than half of the three types of publications considered (18 out of 36 contributions considered). The graph also shows partial data with reference to 2023, from which it is, however, premature to draw conclusions.

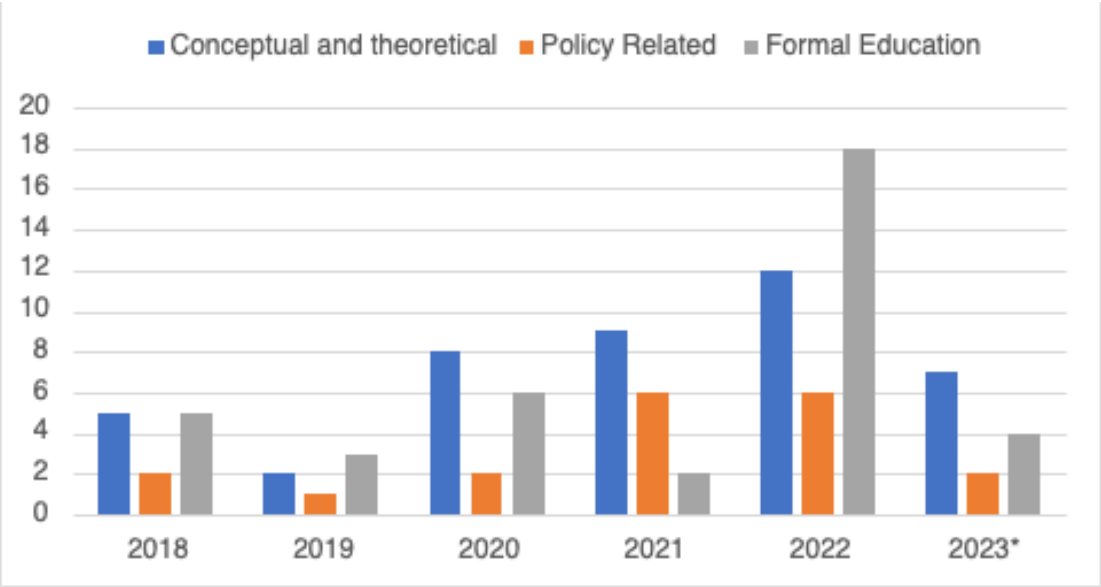


Figure 5. Thematic distribution histogram 2018-2023. (Partial data)*

Given the considerable increase in reported contributions compared to previous editions and not captured in these categories (16 out of 52 publications), it is assumed that further thematic categories may have experienced significant changes. For this reason, in the next edition, the team aims to investigate the evolution over time of all 7 subject areas in the GEL Database.

Another aspect that it was deemed useful to focus on concerns the frequency of the keywords used for research purposes.

It was therefore decided to conduct a keyword analysis on the titles of the contributions reported for the years 2022-2023 (77) to see their recurrence, with the hope of giving indications regarding established, emerging and future topics.

Before proceeding with some reflections, it should be noted that:

- "education" was not included in the list of keywords;
- the analysis does not investigate the presence of keywords among the abstracts;
- several keywords may be present in one title.

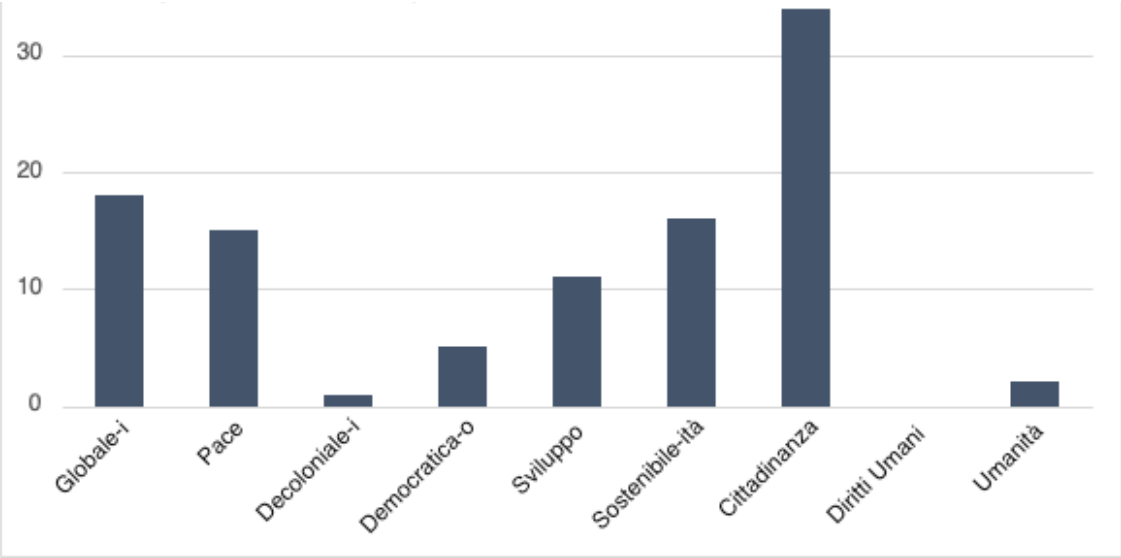


Figure 6. Histogram on the frequency of keywords in the 2022-2023 contribution titles

The table shows that the keyword 'citizenship' is the most frequent among the titles reported in this edition, followed by 'global', 'sustainability' and 'peace', while 'human rights' and 'decolonial' are the least frequent. This means that the choice of using the term 'decolonial' rather than 'postcolonial' did not lead to results, and that explicit references to an anti-colonial approach are rarely found among Italian-language ECG publications. Moreover, the total absence of the terms 'human rights' and 'law' and the presence, albeit not high, of the term 'humanity' leads us to consider for the next edition the possibility of alternating the terms or just adding the latter.

Frequently seen is the combination of the key words 'development' and 'sustainable', at over 45%, while the words 'peace' and 'global' rarely appear in the same title, i.e. in just over 10% of cases.

As a final aspect, it seemed interesting to investigate in greater depth the use of 'citizenship', a keyword present in 34 of the 77 titles considered. It was therefore decided to proceed by investigating which adjectives were associated with the term. Here again, it should be made clear that 'citizenship' can be combined with more than one adjective in the same title and that Figure 7 also shows how many times the term is present alone.

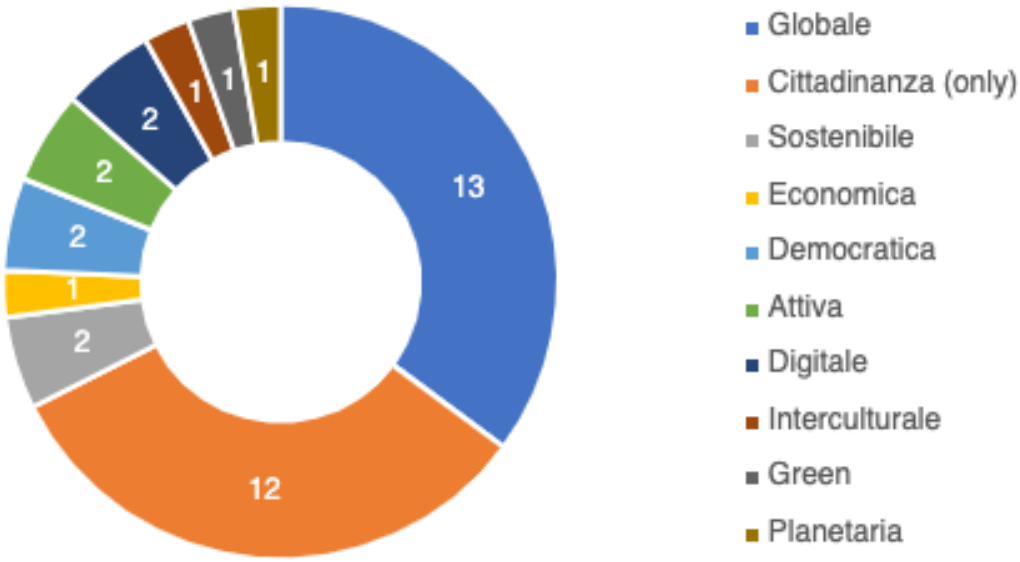
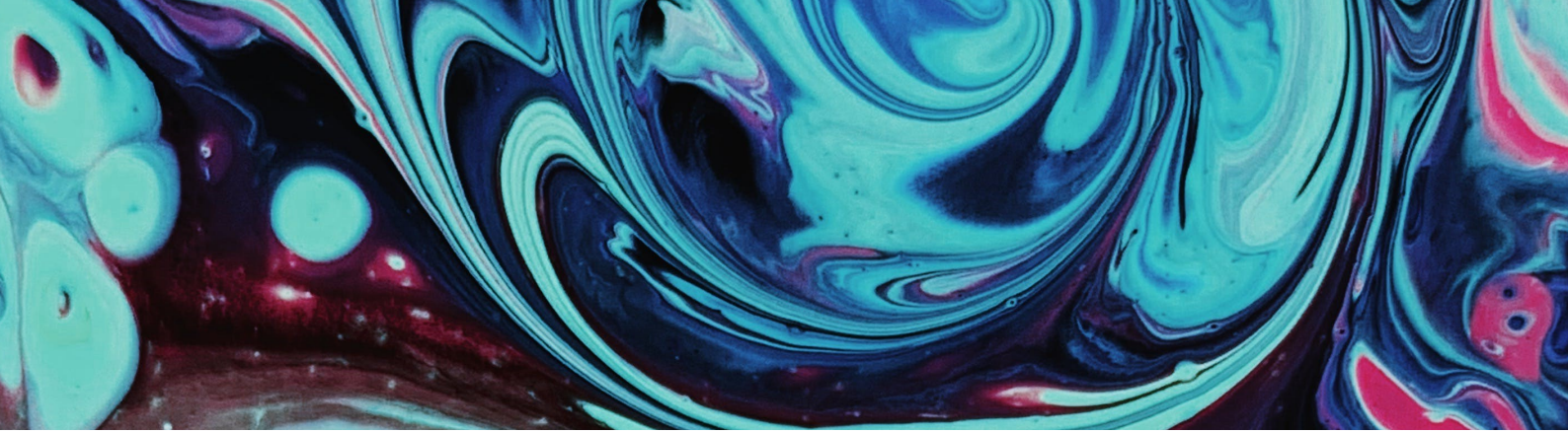


Figure 7. Diagram on the use of adjectives in combination with 'citizenship'

The table shows the variety of adjectives that can be paired with the keyword ‘citizenship’. Global citizenship is the match that occurs most frequently (13 times). Finally, although 'peace' was among the most frequently occurring keywords, no reference to 'peaceful citizenship' was found. However, peace and citizenship are present in the same title on 5 occasions.



GLOBAL EDUCATION DIGEST 2023

POLSKI

Magdalena Kuleta-Hulboj, Dobrawa Aleksiak
(Warsaw University)

WSTĘP: POLSKI

W poniższej sekcji prezentujemy wyniki poszukiwań bibliograficznych literatury akademickiej z zakresu edukacji globalnej opublikowanej w języku polskim w roku 2022 i 2023.

Metodologia

Podobnie jak w poprzedniej edycji Digestu, do wyszukiwania wykorzystałyśmy słowa kluczowe „edukacja globalna" i „globalna edukacja obywatelska" wraz z ich odmianami fleksyjnymi. Dodatkowo za pomocą operatorów boolowskich połączyłyśmy terminy „edukacja" (edukacja) i „globalna" (globalny) wraz z ich odmianami fleksyjnymi. Z powodów opisanych w poprzednim wydaniu zrezygnowałyśmy z umieszczania w nim terminów „edukacja rozwojowa" i „edukacja dla zrównoważonego rozwoju" (ESD). Należy zauważyć, że pierwszy termin nigdy nie zyskał większego uznania w środowisku akademickim; drugi termin używany jest w odniesieniu do edukacji ekologicznej lub środowiskowej. Ponadto główni interesariusze sektora edukacji globalnej w Polsce (Ministerstwo Spraw Zagranicznych, Ministerstwo Edukacji oraz Grupa Zagranica, która jest federacją organizacji pozarządowych działających w obszarze współpracy rozwojowej i edukacji globalnej) zobowiązali się do używania terminu „edukacja globalna" w Międzysektorowym Porozumieniu z 2011 roku. Zasadne jest wprowadzenie określenia „edukacja obywatelska globalna" ze względu na jej rosnącą popularność międzynarodową, co można przypisać chociażby dokumentom UNESCO. Z tej bibliografii wynika jednak, że popularność ta nie znajduje odzwierciedlenia w polskich publikacjach naukowych.

Oprócz międzynarodowych baz danych uzgodnionych przez zespół opracowujący Digest, kontynuowałyśmy strategię z ubiegłego roku, włączając do wyszukiwania inne źródła informacji istotne dla polskiego kontekstu. W rezultacie przeszukałyśmy następujące źródła:

- międzynarodowe bazy akademickie: Scopus, Web of Science, EBSCO, ProQuest, JSTOR;
- Google Scholar;
- Baza danych Biblioteki Internetowej Europy Środkowo-Wschodniej (CEEOL);
- katalogi i bibliografie Biblioteki Narodowej (www.bn.org.pl/en). Należy podkreślić, że w katalogu głównym Biblioteki indeksowana jest treść wybranych czasopism naukowych i książek pod redakcją;
- multiwyszukiwarka Biblioteki Uniwersyteckiej, umożliwiająca zintegrowane przeszukiwanie e-zasobów i katalogów Biblioteki UW;
- repozytoria prac 20 uczelni publicznych (dostępne online).

Wyniki

Udało nam się odnaleźć łącznie 9 dokumentów: 7 z 2022 r. i 2 z 2023 r. Lista publikacji dotyczących edukacji globalnej opublikowanych w języku polskim w ostatnim roku zawiera: 4 artykuły w czasopismach akademickich, 3 rozdziały w książkach oraz 2 raporty (w tym 1 opublikowany przez organizację pozarządową z dużym doświadczeniem w edukacji globalnej i 1 opublikowany przez organizację międzynarodową).

Liczba publikacji na temat edukacji globalnej jest wyraźnie niższa niż w ubiegłorocznym wydaniu Digest, co odzwierciedla niestety słabnącą kondycję edukacji globalnej w Polsce. Edukacja globalna nie była i nie jest priorytetem dla rządu Zjednoczonej Prawicy, o czym świadczą również inne zjawiska, takie jak marginalizacja kwestii globalnych i globalnej perspektywy w podstawie programowej, malejące finansowanie działań w zakresie edukacji globalnej, odium kontrowersji, polityczności i klimat strachu, który od kilku lat budowany jest wokół edukacji globalnej (patrz Kuleta-Hulboj 2022).

Istnieją jednak wyraźne różnice między tą a poprzednią edycją Digest. Po pierwsze, większość

zgromadzonych publikacji ma charakter naukowy, a "szara literatura" jest obecna w tym przeglądzie w ograniczonym stopniu. Po drugie, chociaż prawie połowa publikacji jest w jakiś sposób związana z polskimi organizacjami pozarządowymi, zwykle głównymi aktorami edukacji globalnej, to jednak zostały napisane przez badaczy i badaczki, a część z nich do tego opiera się na wynikach badań naukowych[1].

Jeśli chodzi o główne tematy publikacji, są one równomiernie rozłożone pomiędzy obszarami: formalnym, pozaformalnym, politycznym i teoretycznym.

Ograniczenia

Najważniejsze ograniczenia są następujące:

- Choć Biblioteka Narodowa rzetelnie gromadzi wszystkie publikacje z Polski i stara się skatalogować każdy rozdział książki, kompleksowa identyfikacja całej ważnej literatury pozostaje trudnym zadaniem.
- Nie ma ogólnopolskiej bazy danych ani repozytorium prac licencjackich, magisterskich i doktoranckich. Nasze wysiłki poszukiwawcze obejmowały przede wszystkim eksplorację poszczególnych repozytoriów uniwersyteckich, jednak ich obszerna objętość stwarza ryzyko przeoczenia niektórych istotnych publikacji.

INTRODUCTION: POLISH

The following section presents the results of a bibliographic search for academic literature on global education published in Polish in 2022 and 2023.

Methodology

Similarly to the previous edition of the Digest, the search was conducted using the keywords "edukacja globalna" (global education) and "globalna edukacja obywatelska" (global citizenship education), with their inflectional variants. In addition, Boolean operators were used to combine the terms "edukacja" (education) and "globalna" (global), along with their inflectional variants. Due to the reasons described in the previous edition, we have resigned from including the terms "education for development" and "education for sustainable development" (ESD). It is important to note that the first term has never achieved greater recognition within academia; the second term is used to refer to ecological, and environmental education. In addition, the main stakeholders in Poland's global education field (Ministry of Foreign Affairs, Ministry of Education, and Grupa Zagranica, which is an NGDO platform) committed to use the term "global education" in the 2011 Multistakeholder Agreement. It is justified to include a term such as "global citizenship education" because of its increasing international popularity, which can be attributed to UNESCO documents, for instance. It is evident from this reasoned bibliography, however, that this popularity is not reflected in the number of Polish academic publications.

1. Należy również zauważyć, że w repozytoriach akademickich znalazłyśmy kilka prac licencjackich i magisterskich związanych z edukacją globalną opublikowanych w ciągu ostatnich pięciu lat. Ponieważ zespół Digest zdecydował się nie brać pod uwagę prac dyplomowych innych niż doktorskie, nie uwzględniłyśmy ich w naszej analizie. Cieszymy się jednak, że rośnie zainteresowanie edukacją globalną wśród młodszych pokoleń potencjalnych badaczy i badaczek.

Along with the international databases agreed upon by the Digest team, we followed the strategy from last year by including other sources of information relevant to the Polish context in the search. The following sources were searched as a result:

- 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 20 public universities (those available online).

Results

Overall, we identified 9 documents: 7 from 2022 and 2 from 2023. In detail, this edition of Digest includes 4 academic journal articles, 3 book sections, and 2 reports (1 published by a non-governmental organisation with extensive experience in GE and 1 by an international organisation).

The number of publications on global education is noticeably smaller than that in the 2022 Digest (9 versus 17), which unfortunately reflects the deteriorating condition of global education in Poland. Global education is not a priority for the right-wing government as evidenced also by other phenomena such as the marginalisation of global issues and the global perspective in the core curriculum, declining funding for global education activities, the odium of controversy, politicisation, and the climate of fear that has been built up around global education for several years (see Kuleta-Hulboj 2022).

However, there are significant differences between this edition and the latest edition. Firstly, most of these publications are scholarly, and "grey literature" has a limited presence in this digest. Secondly, although nearly half of the publications were issued or inspired by Polish NGOs, usually the main actors in global education, they are authored by academics and (some of them) based on research findings[1].

As for the main themes of the publications, they are evenly distributed between formal, non-formal, policy, and theoretical areas.

Limitations

The most important limitations are as follows:

- While the National Library of Poland diligently gathers all publications from Poland and endeavours to catalogue every book chapter, achieving a comprehensive identification of all important literature remains a challenging task.
- No nationwide database or repository exists for BA, MA and doctoral theses. Our search efforts have primarily involved exploring individual university repositories, yet the extensive volume of these repositories raises the possibility that some relevant publications may have been overlooked.

1. It is also important to note that we found several global education-related BA and MA theses in academic repositories published within the last five years. As the Digest team chose not to consider theses other than PhDs, we did not include them in our analysis. However, we are very pleased to learn that there is an increasing interest in global education among the younger generations of researchers.

GLOBAL EDUCATION DIGEST 2023

PORTUGUÊS

PORTUGAL: **La Salete Coelho** (Universidade do Porto, Instituto Politécnico de Viana do Castelo), **Francisco Parrança da Silva** (Universidade de Aveiro), **Mónica Lourenço** (Universidade de Coimbra), **Andreia Reis** (Universidade de Lisboa), **Dalila Pinto Coelho** (Universidade do Porto), **Joana Costa** (Sinergias ED)

BRASIL: **Silvia Elisabeth Moraes** (Universidade Federal do Ceará), **Josefina Moraes Arraut** (Universidade Federal de Campina Grande), **Caio Araújo** (Universidade Federal do Ceará)

INTRODUÇÃO: PORTUGUÊS

Enquadramento geral

Nesta secção do Global Education Digest (GED) apresenta-se o processo metodológico bem como as reflexões que resultam da compilação da produção científica em língua portuguesa publicada em 2022 e 2023. Na esteira de edições anteriores, dá-se destaque à produção relativa aos contextos brasileiro e português que foi compilada por investigadores/as e especialistas de ambas as geografias e que integram a rede ANGEL. Atendendo às acentuadas diferenças de cada contexto, os dois processos e respetivas reflexões são apresentados e discutidos separadamente.

Contexto brasileiro

Falo tagarelando, escrevo mal ortografado.
Canto desafinando, danço descompassado.
Só sei pintar borrando, meus desenhos são enviesados.
Esse é o meu jeito. Não me mandem fazer direito.
Eu não sou colonizado.
(Antônio Bispo dos Santos, o Nêgo Bispo,
lavrador e pensador quilombola[1])

Introdução

A coletânea de trabalhos que realizamos para o Global Education Digest 2023 reservou-nos uma grande surpresa: o aumento exponencial de publicações sobre decolonialidade, tema esse que, apesar de há algum tempo figurar expressivamente na literatura educacional, passou-nos despercebida nos Digests anteriores.

A discussão sobre decolonialidade não é fenômeno recente. Machado De Assis, nosso mestre escritor negro, já em 1833, no conto Um Homem Célebre, publicado no jornal A Estação, nos apresenta o compositor Pestana que, embora famoso por suas belas polcas, morre infeliz por nunca ter composto uma obra que ele próprio considerasse à altura de Mozart, Beethoven, Bach ou Schumann. Machado de Assis veio inaugurar uma crítica às atitudes colonizadas que ainda hoje nos guiam e que refletem a subordinação à hegemonia metropolitana e em detrimento de um pensamento nacional autônomo. Depois de Machado vieram muitos outros autores, com o mesmo questionamento, em artigos em periódicos científicos, livros, capítulos de livros e teses de doutorado, com destaque para os citados neste DIGEST brasileiro.

Inicialmente procuramos por termos que haviam surgido nos Digests 2021 e 2022.

Digest 2021(incorporou publicações de 2015-2020): Educação para a Cidadania Global, Cidadão global, Aprendizagem global, Cidadania Planetária e Educação para a Cidadania Planetária. Educação para o Desenvolvimento Sustentável, Educação para os Direitos Humanos e Educação Intercultural.

Digest 2022: 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. Como Tendências, tivemos Educação Ambiental, Paulo Freire, Decolonialidade, Direitos Humanos, Ecopedagogia, Racismo, Sustentabilidade, Cultura de Paz, Educação Humanística, Pandemia, Bioética, Cidadania Ambiental, Complexidade.

Para o Digest 2023, consultamos Google Acadêmico (Google Scholar), ResearchGate e Scielo. O Google Acadêmico vem se tornando a mais completa fonte de consulta pois inclui também várias outras fontes.

1. Quilombolas são os habitantes dos quilombos, comunidades formadas por escravos fugidos das fazendas. Esses lugares se transformaram em centros de resistências dos escravos negros que escapavam do trabalho forçado no Brasil. Calcula-se que existam hoje no Brasil cerca de três mil comunidades quilombolas.

Quanto aos temas, ficamos com aqueles que de certa forma congregam vários termos antes pesquisados. Com destaque para Decolonialidade, encontramos Cidadania Global, Educação Ambiental/Ecopedagogia, Racismo, Cidadania Planetária, Interculturalidade, Sustentabilidade e Direitos Humanos. Dentre as 227 publicações selecionadas, 180 são sobre Decolonialidade.

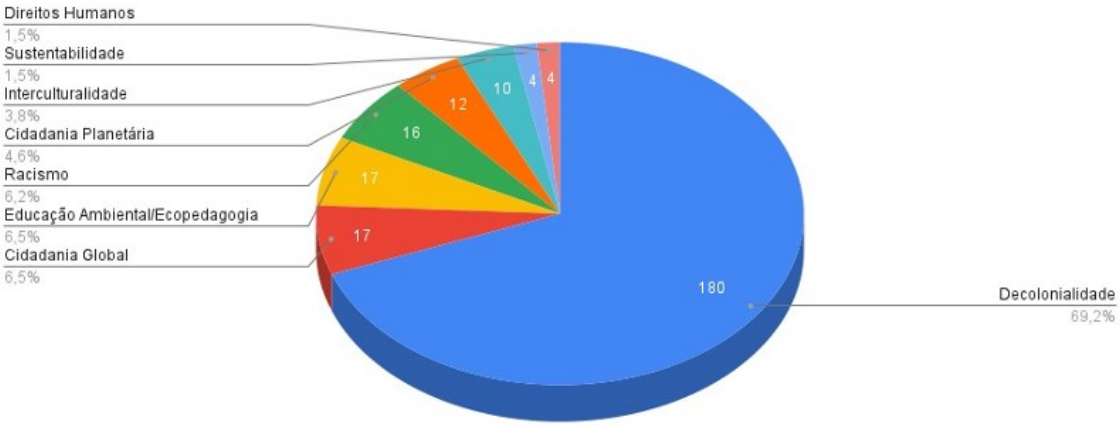


Gráfico 1. Decolonialidade (n=180); Cidadania Global/Gl(n=17); Educação Ambiental/ Ecopedagogia(n=17); Racismo (=16), Cidadania Planetária (n=12); Interculturalidade (n-10); Sustentabilidade (n=4); Direitos Humanos (n=4).

O tema Decolonialidade será abordado numa seção a seguir, intitulada Decolonialidade segundo os autores do Digest brasileiro 2023.

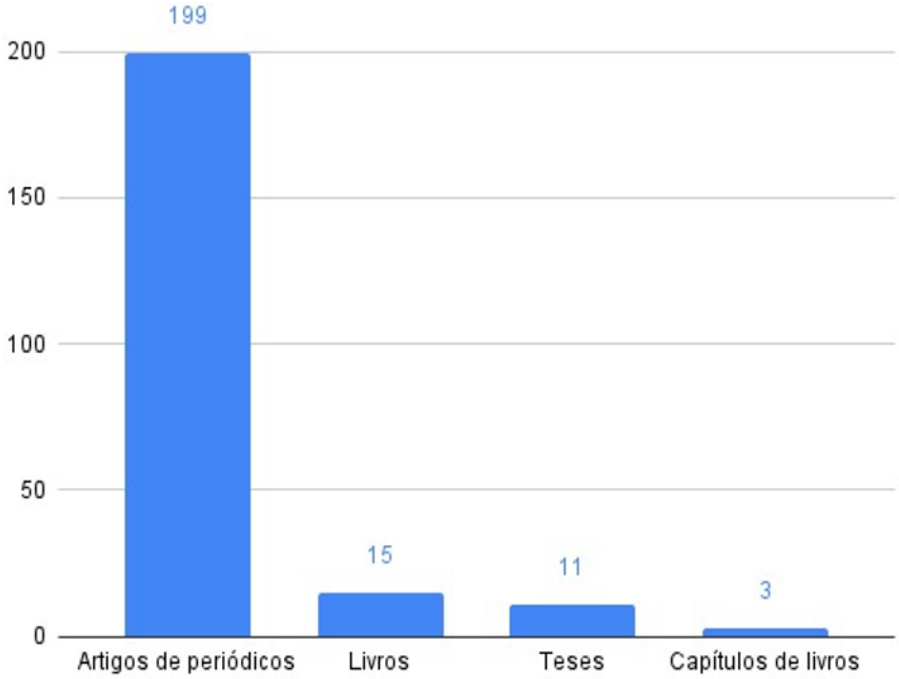


Gráfico 2: Artigos de periódicos (n=)199; Livros (n=15); Teses (n=11); Capítulos de livros (n=3)

Quanto à modalidade de publicação preponderam os artigos científicos. Este aspecto deve-se ao fato que as agências de fomento à pesquisa e avaliação dos cursos universitários atribuem maior valor a artigos em periódicos indexados, classificados pelo CAPES/Qualis Periódicos em A1, A2, B1, B2, B3, B4, B5 e C, com A1 sendo a classificação mais elevada e C, com a pontuação zero. Cada área de avaliação tem liberdade de estabelecer seus critérios para classificar os trabalhos. Quanto a Livros e Capítulos de livros, ocorrem em menor número pelo alto custo de publicá-los. Quanto às teses, os assuntos Cidadania Global ou Cidadania Planetária ainda não são muito abordados nas universidades brasileiras.

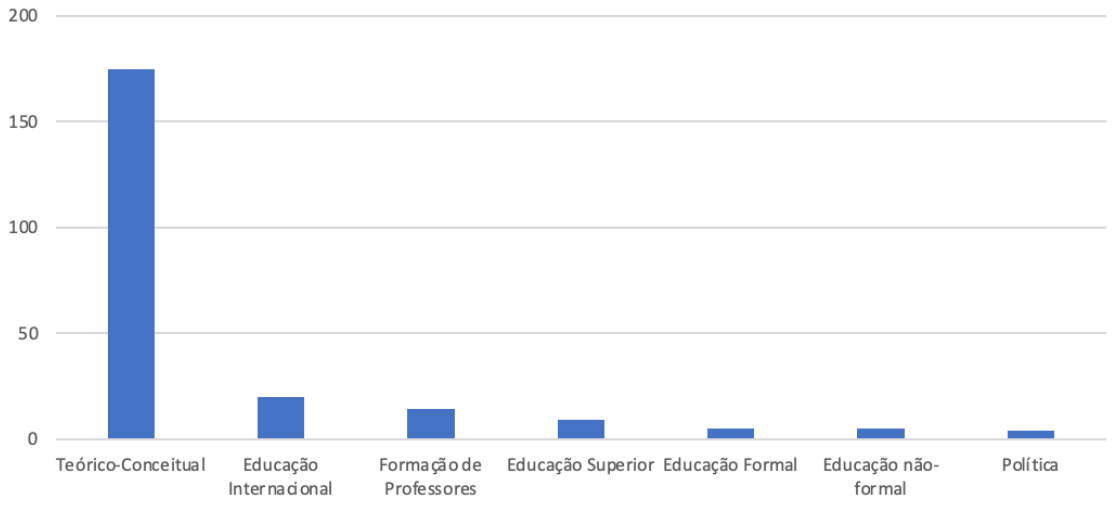


Gráfico 3: Teórico-conceitual (n=175); Educação Internacional(n=20); Formação de professores (n=14); Educação Superior (n=9); Educação Formal (n=5); Educação não-formal (n=5); Política (n=4)

A maioria das publicações na classificação teórico-conceitual indica talvez uma tendência a procurar entender certos temas, como Cidadania Global e Cidadania Planetária, ainda recentes na educação brasileira; seria, por assim dizer, um amadurecimento de ideias. Observa-se um aumento de Educação Internacional, também por conta da política de internacionalização das universidades públicas, algo que ainda não se tem claro o que significa. Seria uma contradição com a Decolonialidade ou uma maneira de entender como nos situarmos internacionalmente buscando o melhor dos dois mundos? Como o termo Decolonialidade foi de longe o mais abordado, inclusive teórico-conceitualmente, talvez tenhamos uma melhor ideia do fenômeno ao apresentarmos um resumo das visões dos autores sobre o tema.

Decolonialidade segundo os autores do Digest brasileiro 2023

Com a conquista ibérica do continente americano no século XV, inauguram-se a modernidade e a organização colonial no mundo, desdobrando-se na dominação não apenas dos territórios, mas também dos saberes, linguagens, memória, e cultura dos povos escravizados, em especial os negros trazidos da África, e os indígenas que aqui já habitavam há milênios. Essa experiência colonialista europeia, no Brasil efetivada pelos portugueses, foi se universalizando, de modo a consolidar a natureza ocidentalizada e/ou eurocêntrica do poder e do saber, silenciando as contribuições dos povos originários assim como tradições e cosmovisões das matrizes africanas. O domínio colonial português no Brasil iniciou-se em 1500 e durou até 1822 com a Independência do país.

Na decolonialidade são analisadas criticamente as lógicas das estruturas de poder e saber que herdamos do antigo sistema e que ainda dominam nossa contemporaneidade. Faz-se uma releitura de contextos políticos, sociais e históricos não só do Brasil como também da América Latina. A decolonialidade nos traz a

possibilidade de examinarmos os efeitos e ranços coloniais sobre corpos e saberes, a fim de retirá-los da subalternidade e resgatá-los para uma posição de legitimidade.

Além disso, a decolonialidade ressalta a importância de incorporar vivências e percepções sobre o mundo natural que fomentem relações de reciprocidade, em detrimento de relações baseadas no uso e consumo indiscriminados dos recursos naturais. A tríade desenvolvimento-progresso-consumo torna-se problemática à medida que identificamos que, para sanar a questão ambiental, trata-se de repensar a lógica de um consumo-ilimitado. Krenak (2017[2]) aponta a ideia de sustentabilidade no mundo ocidental como um mito, uma ideia-produto vendida de forma a perpetuar a lógica extrativista e o paradigma capitalista ocidentocêntrico.

A decolonialidade questiona o caráter universal da narrativa histórica, apontando para a necessidade de compreender a diversidade e pluralidade dos sujeitos sociais, respeitando suas especificidades e formas de expressão, valorizando sua cultura e saberes tradicionais, e seu modo de comunicar-se. Só assim poder-se-á pensar num projeto educacional e social que inclua esses diversos sujeitos. A construção de conhecimentos e do agir de forma crítica é um processo lento e difícil, pois ainda somos educados e nos ancoramos na norma colonizadora que utiliza o Norte, de modo ideológico, como orientação[3].

A vertente decolonial se apresenta como contraponto ao paradigma colonial que rege nosso sistema-mundo. Esse conjunto de pensadores com o qual aqui nos deparamos convoca-nos à tarefa de descolonizar, não somente o conhecimento produzido, mas a própria universidade, um reduto ainda marcado pela colonialidade global. Decolonialidade é, portanto, o conceito mais importante, mais significativo para uma contribuição brasileira à cidadania planetária. Sua abordagem em várias áreas do conhecimento - Educação Básica, Religião, Medicina, Museologia, História, Pedagogia, Literatura, Matemática, Ciências, Música – confere-lhe uma característica interdisciplinar, situando-a na formação de um ser humano planetário nos currículos das instituições educacionais em geral.

O Brasil possui na sua população uma rica diversidade étnica e cultural. Temos, por exemplo, tribos indígenas vivenciando parcial ou até totalmente a sua cultura originária. Isto ainda é possível porque o país conta com localidades de natureza preservada, que vêm sendo constantemente ameaçadas pelo poder econômico. Além destas etnias indígenas, temos populações tradicionais profundamente mestiças, como ribeirinhos, seringueiros e quilombolas. A escrita e a educação formal não fazem parte das tradições ancestrais dessas pessoas.

Dentre outros grupos importantes, consta o Movimento dos Trabalhadores sem Terra (MST), que luta pela reforma agrária, e pratica a agricultura familiar e orgânica. Por sua posição marginalizada numa sociedade que depende pesadamente do agronegócio para manter favorável a sua balança comercial internacional, os Sem Terra tomam a si próprios a missão de educar suas crianças, criando escolas nos assentamentos. Ao enviar para a Faixa de Gaza 100 toneladas de alimentos orgânicos produzidos na agricultura familiar, o MST executa não apenas uma atitude solidária, mas também ensina ao Brasil e ao mundo os seus valores. Este exemplo deixa claro a necessidade de encarar o currículo de maneira ampla a fim de incorporar a realidade diversa de nosso país.

É notório e extremamente rico o fato de que muitos desses grupos étnicos e sociais fazem grandes esforços para terem voz na nossa ordem social hegemônica. Exemplos são, novamente, a criação de escolas próprias, a disposição de alguns indígenas para adquirirem diplomas universitários, o aparecimento de escritores indígenas, influenciadores indígenas nas redes sociais.

Diante do cenário exposto, consideramos fundamental que a universidade ecoe essas vozes tão diversas e primordiais e não as silencie. Sendo assim, acolhemos as mais diversas expressões da decolonialidade. É preciso reconhecer que o nosso currículo educacional nacional é bem mais amplo, e nossas diversas formas de educar é que darão amplitude e relevância para assuntos como Educação para a Cidadania Planetária.

Tivemos recentemente um grande acontecimento que foi a eleição do primeiro indígena para a Academia Brasileira de Letras, o líder ambientalista, filósofo, poeta, escritor brasileiro da etnia indígena, Ailton

2. KRENAK, Ailton. 2017. Ideias para adiar o fim do mundo. São Paulo: Companhia das Letras. 104 p.
3. Nortear - Encaminhar para o norte; orientar; dirigir.

Krenak. Ailton é também professor honoris causa da Universidade Federal de Juiz de Fora, Minas Gerais (UFJF) e considerado uma das maiores lideranças do movimento indígena brasileiro, possuindo reconhecimento internacional. Incluímos suas publicações e de outros dois indígenas igualmente célebres, Daniel Munduruku e David Kopenawa Yanomami.

Daniel Munduruku é escritor, professor, ator e ativista indígena brasileiro originário do Povo Munduruku. Autor de 62 livros, suas obras literárias são sobretudo dirigidas aos públicos infantil e juvenil, tendo como tema principal a diversidade cultural indígena. Daniel é defensor ativo dos direitos dos povos indígenas desde os anos 90 e tem trabalhado para promover a Literatura Indígena e a conscientização sobre a importância das culturas indígenas do Brasil.

David Kopenawa Yanomami é escritor, ator, xamã, e importante líder político yanomami, e uma das lideranças intelectuais e espirituais mais renomadas dos povos indígenas brasileiros e que vem sendo ouvido internacionalmente. Seu livro A queda do céu[4], o relato do xamã Yanomami revela a riqueza e as lutas dos povos da floresta. Em fevereiro 2023, David esteve na sede da Organização das Nações Unidas (ONU) em Nova Iorque, denunciando a crise pela qual passa seu povo causada pelo garimpo ilegal, a disseminação de doenças e a desnutrição.

A decolonialidade é parte da busca por caminhos para enfrentar o racismo estrutural tão denunciado no Brasil, que impõe uma série de barreiras para o desenvolvimento do povo negro. No Digest 2023 citamos nove trabalhos que tratam da situação da população negra. São artigos que abordam as formas contemporâneas de escravidão, as experiências das mulheres negras na exploração trabalhista, a sua invisibilidade. Constata-se que a mulher negra é duplamente vulnerabilizada em razão de sua cor e gênero, o que torna a sua condição na relação social do trabalho essencialmente baseada numa assimetria de poder entre ela, mulher negra trabalhadora, e os seus empregadores, o que, como consequência, naturaliza as práticas de invisibilidade pelas escolhas das políticas públicas e privadas de combate à exploração.

Ao trabalharmos com Cidadania, estamos lidando com um conceito que é amplo e relativo aos contextos em que ele se situa. Nossa proposta de uma Cidadania Planetária no currículo das escolas e universidades brasileiras[5] destina-se a enfatizar que vivemos em um só Planeta, como também visa ampliar e contextualizar o tema.

Cidadania Planetária é para nós a defesa radical de todas as formas de vida no planeta, incluindo os povos indígenas e os afrodescendentes, com seus saberes e tradições, juntamente com os saberes e tradições dos europeus que aqui aportaram no século XVI, que ficaram por 380 anos e acabaram se incorporando ao que chamamos de povo brasileiro. Portanto, o brasileiro é o produto da união desses três povos, indígenas, africanos e europeus. Essa mistura, efetivada com muito suor e sofrimento, nos deu uma riqueza musical e rítmica, a unificação da língua; o país foi unificado com uma língua, o português.

Mesmo mencionando que defendemos todas as formas de vida no planeta, nosso significante flutuante Cidadania Planetária fica incompleto se não incluirmos explicitamente os animais, habitantes das florestas, rios e mares, algo que a interdisciplinaridade dá conta.

A literatura que apresentamos no Digest 2023 mostra como a Educação Brasileira, em nosso caso a universidade, passou a tomar para si a tarefa de formar cidadãos planetários através do currículo, de seus instrumentos de pesquisa e publicações. Na Universidade Federal do Ceará somos formadores de professores, dentre eles negros e indígenas, que vêm buscando incorporar-se ao mundo letrado com o propósito de atingir maior visibilidade para suas demandas e necessidades. A função reprodutora de uma universidade situada no nordeste brasileiro é fundamental para a tarefa.

Por estarmos pesquisando e desenvolvendo teses, projetos de pesquisa e seminários voltados ao tema Cidadania Planetária, observamos que Decolonialidade é na verdade seu conceito constituinte, indicando uma mudança paradigmática na Educação Brasileira dentro da qual se inclui a Educação para uma Cidadania Planetária.

4. Com Bruce Albert e Beatriz Perrone-Moisés. São Paulo: Companhia das Letras, 2021
5. Cidadania Planetária como proposta de tema transdisciplinar para o currículo das universidades brasileiras, projeto coordenado pela Profa Dra Silvia Elisabeth Moraes, Universidade Federal do Ceará.

Contexto português

Metodologia

A pesquisa realizada pela equipa portuguesa resultou na compilação de documentos oriundos do contexto português publicados nos anos de 2022 e 2023. No que concerne à metodologia aplicada, a pesquisa realizada foi desenvolvida de acordo com os princípios e procedimentos de uma revisão do estado da arte ("state-of-the-art review"), segundo Grant e Booth (2009). Tendo em conta a situação atual e a evolução histórica da área no contexto em análise, a pesquisa contemplou três termos considerados significativos no contexto português, a saber: "educação para a cidadania global", "educação para o desenvolvimento" e "educação global". O termo "educação para a cidadania global" foi considerado de forma isolada, enquanto os demais termos foram utilizados de forma combinada com o termo "cidadania global", utilizando operadores booleanos sempre que pertinente, como exemplificado pela combinação "educação para o desenvolvimento" AND "cidadania global". Esta abordagem específica foi adotada visto que em língua portuguesa, os conceitos de "educação para o desenvolvimento" e de "educação global" podem adquirir significados distintos dos pretendidos com este trabalho.

Foram consultadas diversas fontes bibliográficas, incluindo bases de dados académicas internacionais (SCOPUS, EBSCO, ERIC, Web of Science), complementadas pela pesquisa no Google Scholar PT. Além disso, foram exploradas bases de dados académicas ibero-americanas (SciELO, Redalyc e Dialnet), repositórios oficiais de ciência de Portugal (RCAAP e RENATES[6]) e revistas científicas na área da educação editadas em Portugal, tais como *Indagatio Didactica*, *Educação, Sociedade & Culturas*, *Revista de Estudos Curriculares*, *Revista Lusófona de Educação*, *Revista Portuguesa de Educação*, *Saber & Educar*, e *Sinergias – Diálogos Educativos para a Transformação Social*. Nesta edição, foram também incluídas publicações do tipo literatura cinzenta que foram encontradas a partir de diferentes fontes, nomeadamente o website da Estratégia Nacional de Educação para o Desenvolvimento, o website da Plataforma Portuguesa das ONGD, e a secção de publicações recentes da Revista *Sinergias – Diálogos Educativos para a Transformação Social.*

Estado da arte

Nesta secção apresentamos uma descrição e reflexão relativas ao estado da arte da produção científica, em 2022 e 2023, sobre educação para a cidadania global, educação para o desenvolvimento e educação global em Portugal, a que nos referiremos como EDCG. Primeiramente, descrevemos os principais resultados da pesquisa, no que se refere ao número de documentos publicados por tipo e por temática base. Seguidamente, apresentamos uma reflexão centrada nos conceitos que atualmente são mais relevantes em contexto português e nas tendências da produção científica reunida no período em questão. De seguida, destacamos outras dinâmicas de produção e disseminação de conhecimento que mostram a vitalidade do campo em Portugal, nomeadamente projetos, números especiais em revistas académicas e não académicas e eventos de cariz temático ou científico.

Resultados da pesquisa

No total, foram identificados 40 documentos, 30 publicados em 2022 e 10 publicados em 2023 até à data de recolha de dados (20 de outubro de 2023). Quando analisada a tipologia de documento (Gráfico 1), percebe-se um predomínio de artigos científicos em revistas académicas (n=17). Com menor prevalência, foi possível identificar 10 publicações de literatura cinzenta, seis (6) livros, quatro (4) relatórios, dois (2) capítulos de livro e uma (1) tese de doutoramento.

6. 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.

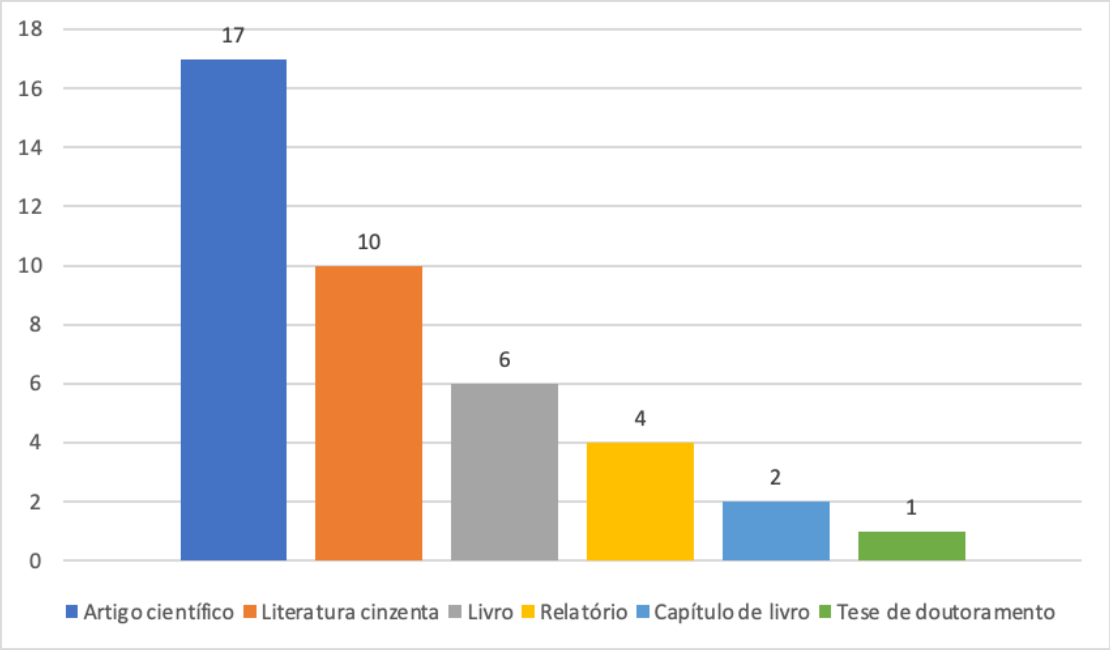


Gráfico 1 - Número de publicações por tipologia de documento (PT, 2022-2023)

Relativamente à temática base abordada (Gráfico 2), a maioria das publicações são no domínio da educação informal, incluindo trabalho com jovens, media e trabalho comunitário (n=12), seguindo-se publicações centradas no contexto da educação formal (n=8), da educação não formal (n=5) e textos de natureza teórico-conceptual (n=5). Com menor incidência face a edições anteriores, destacam-se publicações no domínio da formação de professores/as e formadores/as (n=4). Finalmente, as temáticas com menor número de publicações centram-se no ensino superior (n=3) e nas políticas (n=3). Não foram identificadas publicações incidentes na temática do voluntariado internacional, visitas de estudo e parcerias educativas.

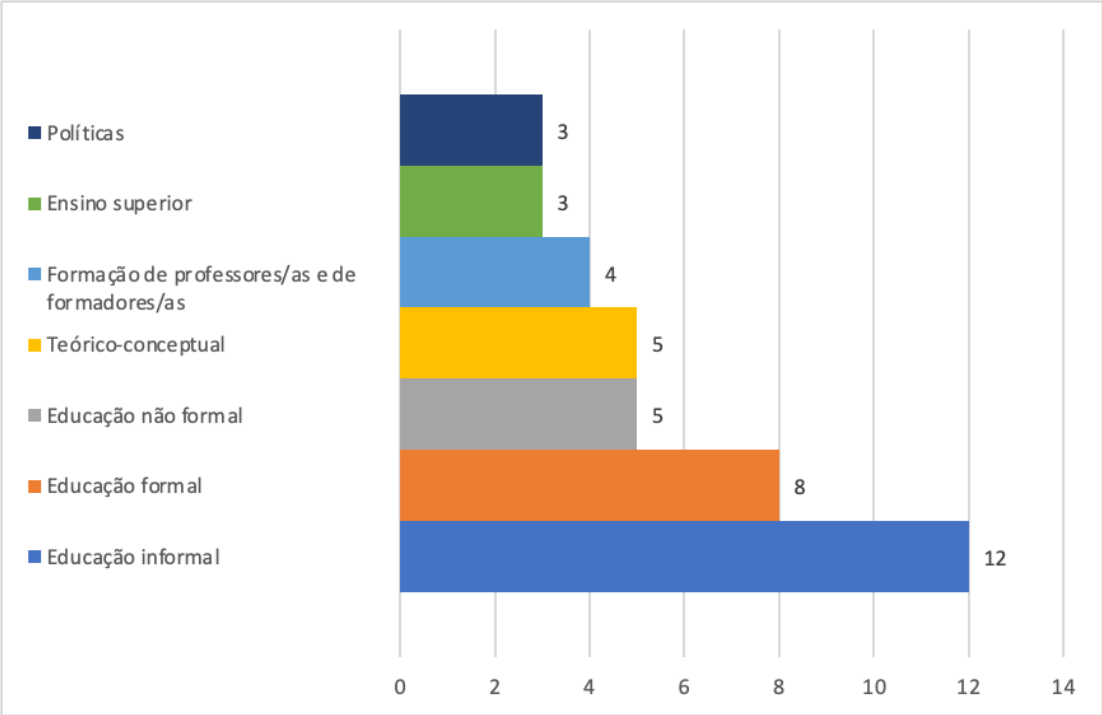


Gráfico 2 - Número de publicações por temática base (PT, 2022-2023)

Dinâmicas conceptuais da EDCG em Portugal (2022-2023)

Em Portugal, o conceito mais utilizado a nível institucional é o de Educação para o Desenvolvimento (ED). Este facto é visível em documentos chave produzidos quer pelo Camões - Instituto da Cooperação e da Língua, I.P. (CICL), a agência de cooperação portuguesa dedicada à área do Desenvolvimento, quer pela Direção-Geral da Educação, de que são exemplo a Estratégia Nacional de Educação para o Desenvolvimento (ENED) e o Referencial de Educação para o Desenvolvimento. Como já referido em edições anteriores, o facto de o CICL ser um dos atores-chave na promoção da ENED e o principal financiador nacional das atividades de ED é importante para contextualizar a utilização desta terminologia.

No entanto, é importante referir que no mundo das ONGD, atores-chave neste campo, o termo Educação para a Cidadania Global (ECG) tem vindo a ganhar importância crescente, com algumas organizações a utilizarem este conceito nos títulos dos seus departamentos e projetos.

Se olharmos para a recolha de bibliografia relativa a 2022 e 2023, âmbito desta análise, podemos verificar que oito (8) das publicações utilizam o termo "Cidadania Global" no título; sete (7) "Educação para o Desenvolvimento"; quatro (4) utilizam ainda uma versão combinada dos dois termos, "Educação para o Desenvolvimento e Cidadania Global" (EDCG). Identificamos ainda duas (2) publicações que utilizam o conceito de "Educação Global", na esteira do Centro Norte-Sul do Conselho da Europa e do GENE.

Existem publicações que utilizam no seu título propostas com menor expressão numérica que surgiram em articulação com a pesquisa pelos termos anteriormente referidos: dois (2) textos referem uma "visão global dos Direitos Humanos"; um (1) texto refere o conceito de "Educação para a Transformação Social", terminologia verificada em Portugal por via da influência latino-americana. Este último, assenta na premissa de que a educação não pode ficar alheia aos desafios e demandas globais do mundo contemporâneo, sendo encarada como uma ferramenta de leitura e compreensão crítica e criativa do mundo, tomando-se um veículo norteado para a transformação e mudança social. De salientar um texto que propõe um termo inovador, o de "Educação para a Cidadania Pleniférica", um conceito que pretende dar visibilidade a realidades e fenómenos que exigem políticas que promovam uma cidadania plena e ativa por parte dos cidadãos das Regiões Ultraperiféricas da União Europeia, tendo em consideração a identidade e a realidade particular destas regiões e a responsabilidade por parte da União Europeia perante as mesmas de forma "a que nelas possa fruir uma cidadania europeia plena" (Valente & Furlin, 2022, p. 78).

Temos seguido com interesse a aproximação da EDCG ao campo da Educação para o Desenvolvimento Sustentável (EDS). No entanto, a nossa posição mantém-se alinhada com a análise efetuada nos anos anteriores - apesar de estarmos conscientes da ascensão deste campo de investigação, particularmente na sequência da Agenda 2030 e da definição dos ODS, acreditamos que, na literatura portuguesa, estes ainda se mantêm separados. Foram identificados dois (2) textos que utilizaram este conceito-chave em conjunto com uma das palavras-chave da nossa pesquisa.

Sobre este termo gostaríamos de realçar que, dada a inclusão da ED no domínio de EDS, segundo orientações do Ministério de Educação português na Estratégia Nacional de Educação para a Cidadania (2017), começam a notar-se indícios da aproximação dos dois campos, nomeadamente ao nível dos relatórios finais de mestrado que habilitam para a docência e da produção em áreas científicas mais ligadas às questões ambientais.

Tendências e destaques da EDCG em Portugal (2022-2023)

Nesta edição do GED, é de destacar o aumento significativo de documentos publicados no âmbito da educação não formal e da educação informal. Se na edição anterior não se tinha registado nenhuma publicação nestes campos, em 2022 e 2023 pudemos contabilizar um total de 12 publicações no domínio da educação informal e cinco (5) no domínio da educação não formal.

No que se refere às publicações centradas no campo da educação não formal, destaca-se a produção de guiões informativos para um público abrangente (atores do desenvolvimento, das organizações da sociedade civil, das autarquias e da comunicação social, bem como à população em geral) que visam "promover a afirmação e apropriação da EDCG em Portugal, no sentido de contribuir para processos de

transformação social com vista a uma sociedade mais democrática, participativa e justa" (Quintão & Marques, 2022, p. 2). Apresentam-se, igualmente, propostas para trabalhar temas como as desigualdades, a pobreza e as migrações em comunidade e de forma coletiva (cf. Frechaut, 2022; Quintão & Marques, 2022; Silva et al., 2022).

Por seu lado, as publicações que se integram no domínio da educação não formal centram-se na sistematização de conhecimento sobre a situação da educação não formal (cf. Coelho et al., 2023), na produção de recursos para espaços educativos, como é o caso de bibliotecas, museus ou centros de ciência, visando integrar práticas de EDCG na oferta educativa destes contextos de aprendizagem (cf. Lourenço et al., 2022a) ou propor ferramentas para apoiar práticas socialmente justas (cf. Cartas com Ciência, 2022a, 2022b).

No que se refere à educação formal, esta continua a receber uma atenção considerável por parte de investigadores/as e educadores/as, visível na produção de oito (8) textos (artigos científicos, livros e capítulos de livros) que se debruçam na partilha de experiências de prática e que revelam as possibilidades de integração curricular da EDCG desde a educação pré-escolar ao ensino superior (cf. Lourenço, 2022b; Sousa, 2022).

Seguindo uma tendência que já se vinha evidenciando na edição anterior do GED, verificou-se uma diminuição do número de publicações centradas no domínio da formação de professores/as e formadores/as, tendo sido publicados dois (2) textos em 2022 e igual número em 2023 (total=4). Esta tendência não parece, a nosso ver, indicar uma diminuição do interesse nesta área, mas antes uma articulação da mesma com outros domínios e contextos. De facto, alguns dos livros publicados em 2022 e 2023 no campo da educação formal e não formal centram-se na compilação de relatos de prática e/ou na partilha de atividades e recursos desenvolvidos por professores/as e educadores/as em formação inicial (cf. Lourenço et al., 2022a, 2022b; Mesquita e Sá, 2022). Destaca-se, igualmente, a publicação de relatórios de diagnóstico da integração curricular da EDCG em cursos de formação de professores/as e educadores/as, em particular nas Escolas Superiores de Educação (ESE) e de capacitação de formadores/as (cf. Teixeira et al., 2022). Estas publicações tornam claro que o papel da formação inicial e contínua de professores/as e educadores/as é essencial na operacionalização da EDCG em contexto escolar.

Em relação aos documentos relacionados com as políticas, identificam-se, para 2023, três: o *Relatório de Acompanhamento da ENED* (cf. Coelho & Costa, 2022) elaborado, anualmente, desde 2011; o *Relatório de Avaliação Externa da ENED* (Costa et al., 2023), uma vez que a vigência do atual documento estratégico se encontra perto do seu término; e por fim, uma análise de quinze anos de políticas de ED em Portugal (cf. Coelho & Lourenço, 2022) publicada na 25.ª edição da Revista da Plataforma Portuguesa das ONGD (publicação não académica) dedicada ao tema *Educação para o Desenvolvimento e a Cidadania Global em tempos de mudança.*

Nesta edição do GED apenas pudemos identificar uma (1) tese de doutoramento. Trata-se de um estudo que pretendeu analisar as perceções de alunos/as e de professores/as sobre educação global e o desenvolvimento das competências globais numa Escola Europeia (cf. Carneiro, 2022). Em linha com a tendência das publicações sobre EDCG em Portugal, evidencia-se o trabalho em torno de contextos de educação formal, neste caso, aferindo conceções e práticas de alunos/as do ensino primário e secundário.

Não obstante este número reduzido, a nossa experiência na formação avançada de estudantes do Ensino Superior, sugere-nos que o campo da EDCG está a crescer em termos de investigações de doutoramento, embora de forma lenta. Os estudos que têm vindo a ser apresentados em congressos nacionais e internacionais por estudantes que realizam a sua investigação em instituições de Ensino Superior portuguesas, confirmam o foco em contextos de formação de professores/as e educadores/as e no ensino formal, com articulações concetuais a serem realizadas com os campos da educação para a diversidade linguística e cultural, a educação intercultural ou a justiça social.

Outras dinâmicas de produção e disseminação de conhecimento

Projetos que moldam a EDCG em Portugal

De forma global, as ONGD continuam a ser os atores de educação global com ação mais continuada no tempo, ainda que seja possível perceber a afirmação gradual de outros atores. Este cenário tem que ver com razões históricas da constituição do campo em Portugal (Coelho, et al., 2019), sendo também, em boa parte, compreendido à luz do financiamento disponível para esta área.

De facto, em Portugal, a *Linha de Cofinanciamento de Projetos de Educação para o Desenvolvimento*, promovida pelo Camões, I.P., é a principal fonte de financiamento neste âmbito, e destina-se a apoiar a ação das ONGD. Nas edições de 2022 e 2023, do total de 47 projetos candidatados, 30 foram aprovados, num total de 1.610.138,78€ (Camões, I.P., 2022a, 2023a). Os projetos selecionados representaram o apoio a treze (13) ONGD distintas, permitindo, em parte dos casos, a continuidade de projetos já existentes. Na sua maioria, trata-se de projetos de escopo nacional, e apenas numa pequena parte de projetos de âmbito europeu. No que respeita ao âmbito em que estes projetos incidem, dez (10) inserem-se na "educação formal", dez (10) na "educação não formal", cinco (5) na "sensibilização e influência política" e cinco (5) na "capacitação, diálogo e cooperação institucional"[7].

A maior parte destes projetos tem como destinatários principais públicos jovens ou em idade escolar, incidindo em campos onde as ONGD têm predominantemente desenvolvido a sua ação (cf. Coelho, et al., 2023). Importa notar que, embora estes não sejam, na sua base, projetos de investigação, vários contêm processos de produção e sistematização de conhecimento a partir da intervenção, que têm sido fundamentais para a construção do campo da educação global em Portugal e dado origem a diversas publicações incluídas no GEL (por exemplo, CIDAC & FGS, 2023; Gonçalves et al., 2021).

O Camões, I.P. promove, ainda, a *Linha de Cofinanciamento para Apoio à Organização de Conferências e Seminários e à Realização de Estudos*, destinada a apoiar estudos e eventos nas áreas da Educação para o Desenvolvimento, Cooperação para o Desenvolvimento e Ajuda Humanitária e de Emergência. Embora não seja feita uma explicitação das candidaturas aprovadas relativamente a cada uma destas áreas, a partir da informação disponibilizada nas edições de 2022 e de 2023 (Camões, I.P., 2022b, 2023b), as 12 candidaturas apoiadas neste período parecem incidir na área da cooperação para o desenvolvimento, não se encontrando evidência de estudos ou eventos de educação para o desenvolvimento.

Embora várias iniciativas (com ou sem financiamento) possam ser destacadas, optamos por chamar aqui a atenção de alguns exemplos pela sua consolidação, carácter inovador ou alcance potencial a questões que têm sido menos contempladas, quer na intervenção, quer na investigação em ED.

Uma primeira iniciativa, que se destaca pela sua longevidade, é o projeto Sinergias ED: alargar e aprofundar as relações e aprendizagens, atualmente na sua quinta edição. Existente desde 2013, o Sinergias ED constitui atualmente a maior comunidade de atores de ED em Portugal, reunindo atores do ensino superior e de organizações da sociedade civil em torno de ações conjuntas neste campo (entre as quais, se inscreve a equipa que tem dinamizado a pesquisa no contexto português para o GED). Para além desta colaboração, o projeto promove ainda diversos espaços de formação para a comunidade e público em geral, bem como a única revista científica especializada nesta temática existente em Portugal.

Uma segunda iniciativa é o projeto Parcerias locais para a EDCG: reforçar o papel dos Municípios e de outros atores locais na implementação da ENED destinado a fortalecer o papel da ED junto dos municípios, dinamizado por um consórcio de ONGD (Gonçalves et al., 2021). Esta iniciativa destaca-se tanto pelo esforço articulado de um grande número de organizações, quer ainda por se propor promover a educação global junto dos municípios, um ator que tem tido pouca expressão no espaço nacional.

Uma terceira iniciativa é o estudo A Educação para o Desenvolvimento nas ESE: Diagnóstico e Capacitação, promovido pela Associação de Reflexão e Intervenção na Política Educativa das Escolas Superiores de Educação (ARIPESE), que incluiu todas as 14 Escolas Superiores de Educação do país que integram a

7. Conforme designações constantes do programa de cofinanciamento.

ARIPESE. Apoiado pela ENED 2018-2022 (Costa et al., 2023; Teixeira et al., 2022), esta iniciativa representa uma primeira tentativa de compromisso institucional com a educação para o desenvolvimento por uma parte substancial das instituições públicas responsáveis pela formação de professores/as, com possíveis reflexos ao nível das políticas, práticas e investigação neste âmbito nestas entidades.

Importa, também, destacar a Cátedra em Educação para a Cidadania/Global, promovida pela OEI – Organização dos Estados Ibero-Americanos e pelo CIIE – Centro de Investigação e Intervenção Educativas, da Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto. Trata-se da primeira Cátedra em Portugal dedicada especificamente às questões da educação para a cidadania global, ao abrigo da qual têm sido promovidas iniciativas diversas neste âmbito, com especial foco na formação docente, nas políticas educativas e na participação.

Finalmente, para além dos Centros de Investigação a que esta equipa pertence, a saber CIDTFF - Centro de Investigação em Didática e Tecnologia na Formação de Formadores da Universidade de Aveiro (Francisco Parrança-da-Silva e Mónica Lourenço), CEAUP - Centro de Estudos Africanos da Universidade do Porto (La Salete Coelho e Joana Costa), CIIE - Centro de Investigação e Intervenção Educativas da Universidade do Porto (Dalila Pinto Coelho) e UIDEF - Unidade de Investigação e Desenvolvimento em Educação e Formação (Andreia Reis), que têm vindo a promover investigação neste campo desde há vários anos, importa destacar o importante papel desempenhado pelo GEED - Gabinete de Estudos para a Educação e Desenvolvimento, da Escola Superior de Educação do Instituto Politécnico de Viana do Castelo, na promoção de investigação e integração de educação global com outras entidades de formação docente.

Edições especiais sobre EDCG em Portugal (2022-2023)

No âmbito das edições especiais nas principais revistas académicas de Portugal, destaca-se a revista *Sinergias - diálogos educativos para a transformação social* que, no seu número 15 (2023) abordou a temática "Imagine Peace: a educação para o desenvolvimento e a construção da paz". Para além desta revista, totalmente dedicada a esta área, merecem destaque outras que produziram e divulgaram conhecimento sob a perspectiva da educação para o desenvolvimento. Nesse sentido, sublinha-se as edições, publicadas entre 2022 e 2023, da revista *Educação, Sociedade e Culturas*, cujos números se dedicaram a temas como a "Participação democrática, políticas e práticas emergentes em educação" (n.º 61), "Educação e Ativismo Climático: Práticas e imaginações democráticas juvenis para um mundo comum" (n.º 62) e "Escola Pública e Justiça em Educação: Um lugar democrático para a transformação social" (n.º63). Na comemoração do centenário de Paulo Freire, a revista *Saber & Educar* apresentou uma edição intitulada "Caderno Temático: 100 anos de Paulo Freire: práticas, aprendizagens e pesquisas" (vol. 31, n.º 2) à semelhança de duas edições (n.º 13 e 14) publicadas pela revista *Sinergias - diálogos educativos para a transformação social* dedicadas a "(Re)ler os desafios societais à luz do pensamento freiriano – passado, presente e futuro(s)".

Quanto às revistas não académicas que apresentam edições especiais em Educação para o Desenvolvimento, merece destaque o número 25 da revista da Plataforma Portuguesa das Organizações Não Governamentais (Plataforma Portuguesa das ONGD). Este número, intitulado *Educação para o Desenvolvimento e a Cidadania Global em tempos de mudança*, foi publicado em 2022, e a referida revista representa uma voz significativa da Sociedade Civil, nomeadamente as ONGD, no contexto português.

Eventos científicos de EDCG em Portugal (2022-2023)

As temáticas relacionadas com a EDCG têm sido progressivamente incorporadas em diversos eventos científicos, abrangendo não apenas a esfera da formação de professores/as, mas também o campo mais amplo da educação. No contexto da formação de professores/as, destaca-se o Encontro Internacional de Formação na Docência (INCTE), que se realiza anualmente desde 2016. As edições de 2022 e 2023 foram dedicadas aos temas Incertezas e Desafios na Investigação em Educação e Desafios na Formação de Professores e nas Escolas num Mundo Interconectado, respetivamente. Os oito (8) encontros já realizados contemplaram o eixo temático Formação Docente e Educação para o Desenvolvimento.

No ano de 2023, merece especial atenção, no âmbito da educação em geral, o encontro internacional intitulado Educação, Transformação Social e Cidadania Global: debates, caminhos e sentidos do político que teve como objetivo reunir profissionais, investigadores/as, professores/as, educadores/as, artistas ou coletivos que trabalham problemáticas ligadas à dimensão política e às políticas da Educação, da Transformação Social e para a construção de uma Cidadania Global. Importa salientar que este evento constituiu o quarto encontro inserido no âmbito dos Encontros Internacionais Sinergias para a Transformação Social, promovido pelo projeto Sinergias ED desde 2016.

Por fim, importa salientar duas atividades de dinamização da ENED, as *Jornadas de ED* e os *Fórum ED*, desenvolvidas em ambos os períodos de vigência da Estratégia (2010-2015 e 2018-2022), entendidas como sendo de caráter estruturante e transversal e que visam contribuir para a interação, partilha de experiências e reflexão entre os diversos atores envolvidos na ED, tanto a nível nacional, como internacional. Durante o período ao qual se reporta esta análise, decorreu, em maio de 2023, a segunda edição do Fórum de ED, uma ação de natureza política, de discussão e definição de estratégia, incluindo também uma forte componente de disseminação do trabalho realizado e a desenvolver sobre EDCG em Portugal. Esta edição foi dedicada ao tema *Processos de aprendizagem sobre o mundo e sobre nós à luz da Educação para o Desenvolvimento*, tendo como ponto de partida a questão: Como *interrogar o mundo e interrogarmo-nos a nós próprios a partir da ED em tempo de crises e de grandes transformações?*

Uma visão histórica do GED em contexto português (2010-2023)

A participação da equipa portuguesa no GED iniciou-se em 2021 com a compilação da produção científica publicada em língua portuguesa desde 2010. Atendendo a estes dados e com o propósito de evidenciar uma visão histórica da produção sobre EDCG em Portugal, apresenta-se, no Gráfico 3, a contagem anual de publicações centradas nos temas de educação para a cidadania global, educação para o desenvolvimento e educação global, no contexto português, entre os anos de 2010 e de 2023 (até à data da recolha de dados).

A tendência geral mostra um aumento da produção científica ao longo dos anos, em particular a partir de 2014, sugerindo um interesse crescente nestes temas quer no interior da academia, isto é, em Instituições de Ensino Superior e Centros de Investigação, quer no horizonte de atuação de ONGD e outras Organizações da Sociedade Civil. O ano de 2022 destaca-se com o maior número de publicações (n=30), indicando um possível pico na produção académica. Será interessante observar se na próxima edição do GED a tendência de crescimento se mantém até ao final de 2023, quer em termos absolutos, por ano de publicação, quer em termos relativos, no intervalo dos três anos anteriores (2020-2022), já que o número de publicações se manteve acima de duas dezenas.

Por fim, importa realçar o crescimento em termos absolutos observado entre os anos de 2017 (n=5) e 2018 (n=19). Estamos em crer que este crescimento poderá ter resultado quer de um clima político favorável, quer de reformas educativas que, explicitamente, vieram dar relevo a questões relacionadas com a educação para a cidadania e com educação para os valores. Destaca-se, por exemplo, a publicação, em 2017, da Estratégia Nacional da Educação para a Cidadania (ENEC), um documento normativo que enfatiza a necessidade de fortalecer a Educação para a Cidadania desde a educação pré-escolar até ao final da escolaridade obrigatória, através da componente curricular de Cidadania e Desenvolvimento, a ser abordada de forma transdisciplinar ou como disciplina autónoma ao longo dos vários ciclos de ensino. Em linha com os documentos de referência nacionais e internacionais aos quais reclama inspiração, a ENEC propõe uma abordagem educativa que visa o desenvolvimento de competências e valores para enfrentar desafios globais e contribuir para um desenvolvimento sustentável e inclusivo, em particular, através da participação ativa e produtiva na sociedade.

Em síntese, os dados sugerem uma evolução positiva no interesse e na produção académica sobre educação global, educação para a cidadania global e educação para o desenvolvimento em Portugal. Explorar o conteúdo específico dessas publicações e entender como elas se relacionam com a realidade educacional portuguesa pode fornecer pistas valiosas para futuras abordagens e políticas educativas em Portugal.

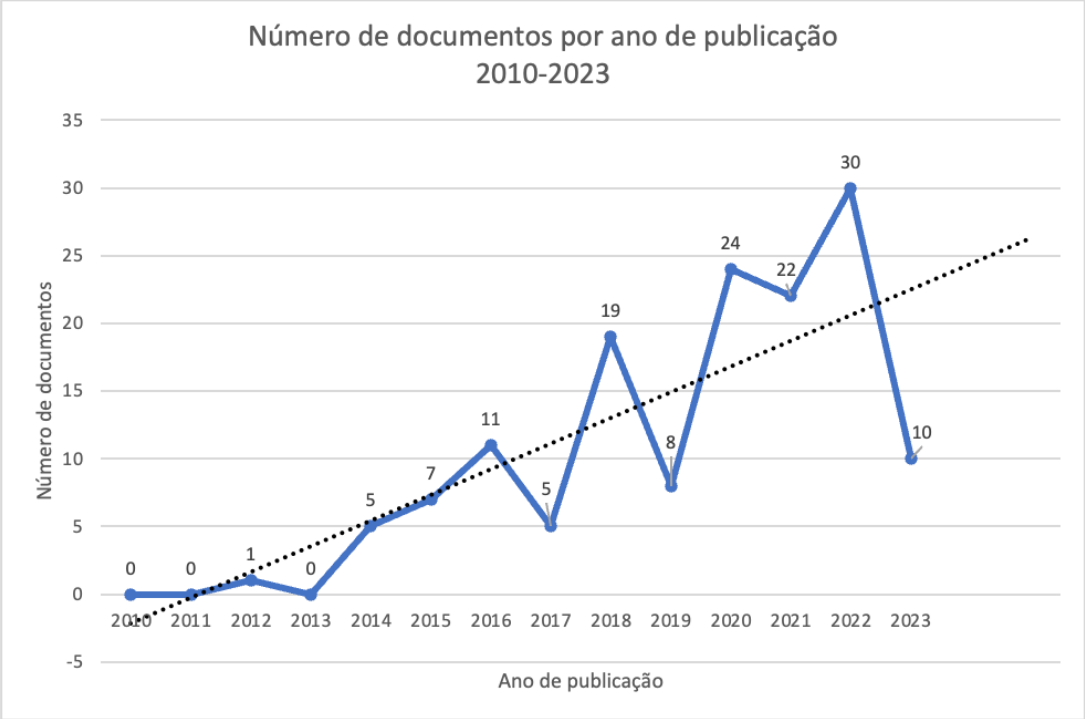


Gráfico 3 - Número de documentos por ano de publicação (PT, 2010-2023)

Considerações finais

O campo da EDCG em Portugal encontra-se em processo de afirmação, apresentando uma crescente vitalidade, visível no número e na diversidade de publicações que abrangem a educação formal, informal, não formal e a formação de professores/as e educadores/as. Neste sentido, podemos afirmar que é sobretudo a função pedagógica da EDCG que tem vindo a ser evidenciada no sentido de consciencializar, sensibilizar e capacitar alunos/as, educadores/as e um público abrangente sobre temas e questões de natureza global e local.

Para além da produção científica, o interesse pela EDCG é também notório no âmbito de outras iniciativas de produção e disseminação de conhecimento, como é o caso de projetos, números especiais de revistas académicas e não académicas e eventos científicos, que evidenciam o acrescido debate em torno desta temática nos últimos anos.

Por fim, importa salientar que este trabalho apresenta algumas limitações. Em particular, destacamos a indexação inadequada de algumas produções, o que representa um desafio, pois dificulta a identificação abrangente de todos os trabalhos publicados na área, especialmente dada a natureza ainda em desenvolvimento da EDCG em Portugal. A falta de uma indexação precisa pode, assim, resultar na exclusão involuntária de contribuições valiosas. Além disso, outra limitação importante da nossa pesquisa reside na impossibilidade da realização de uma leitura integral dos textos selecionados, desde logo, devido a restrições temporais. Esta limitação impacta, em particular, a nossa capacidade de uma análise mais rigorosa, que potencialmente adicionaria uma maior profundidade e complexidade à nossa reflexão.

Concluída a quarta participação da equipa portuguesa no GED, à medida que Portugal continua a sua jornada na promoção e operacionalização da EDCG, a participação contínua no GED pode ser crucial para sustentar e expandir os avanços alcançados até ao momento.

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INTRODUCTION: PORTUGUESE

Background

This section of the Global Education Digest delineates the methodological process and reflections arising from the compilation of scientific production in Portuguese for the years 2022 and 2023. Building on the approach adopted in previous editions, particular emphasis is given to the production related to both the Brazilian and Portuguese contexts. This compilation is curated by researchers and specialists hailing from both geographies, forming part of the ANGEL network. Acknowledging the distinctive characteristics of each context, we present and discuss the two processes and their respective reflections separately.

Brazilian context

I speak gibberish, I write incorrectly.
I sing out of tune, I dance out of step.
I only know how to paint by blurring, my drawings are skewed.
This is my way. Don't tell me to do it right.
I am not colonized.
(Antônio Bispo dos Santos, Nêgo Bispo, quilombola[8] farmer and thinker)

Introduction

The collection of works we carried out for the Global Education Digest 2023 held a great surprise for us: the exponential increase in publications on decoloniality, a topic that, despite appearing expressively in educational literature for some time, went unnoticed in previous Digests.

The discussion about decoloniality is not a recent phenomenon. Machado De Assis, our master black writer, already in 1833, in the short story Um Homem Célebre (A Famous Man), published in the newspaper A Estação (The Station), introduces us to the composer Pestana who, although famous for his beautiful polkas, dies unhappy for never having composed a work that he himself considered at the level of Mozart, Beethoven, Bach, or Schumann. Machado de Assis came to inaugurate a critique of the colonized attitudes that still guide us today and that reflect subordination to metropolitan hegemony and to the detriment of an autonomous national thought. After Machado, came many other authors, with the same questioning, in articles in scientific journals, books, book chapters and doctoral theses, with emphasis on those cited in this Brazilian Digest.

Initially we looked for terms that had appeared in the 2021 and 2022 Digests.

Digest 2021 (incorporated publications from 2015-2020): Education for Global Citizenship, Global Citizen, Global Learning, Planetary Citizenship and Education for Planetary Citizenship. Education for Sustainable Development, Education for Human Rights and Intercultural Education.

Digest 2022: Global Citizenship, Global Citizen, Global Learning, Planetary Citizenship, Education for Planetary Citizenship, Education for Sustainable Development, Education for Human Rights and Intercultural Education. As Trends, we had Environmental Education, Paulo Freire, Decoloniality, Human Rights, Ecopedagogy, Racism, Sustainability, Culture of Peace, Humanistic Education, Pandemic, Bioethics, Environmental Citizenship, Complexity.

8. Quilombolas are the inhabitants of quilombos, communities formed by slaves who escaped from farms. These places became centers of resistance for black slaves who escaped forced labor in Brazil. It is estimated that there are around three thousand quilombola communities in Brazil today.

For Digest 2023, we consulted Google Scholar, ResearchGate and Scielo. Google Scholar has become the most complete source of consultation as it also includes several other sources.

As for the themes, we were left with those that in a certain way bring together several previously researched terms. With emphasis on Decoloniality, we find Global Citizenship, Environmental Education/ Ecopedagogy, Racism, Planetary Citizenship, Interculturality, Sustainability and Human Rights. Among the 227 publications selected, 180 are about Decoloniality.

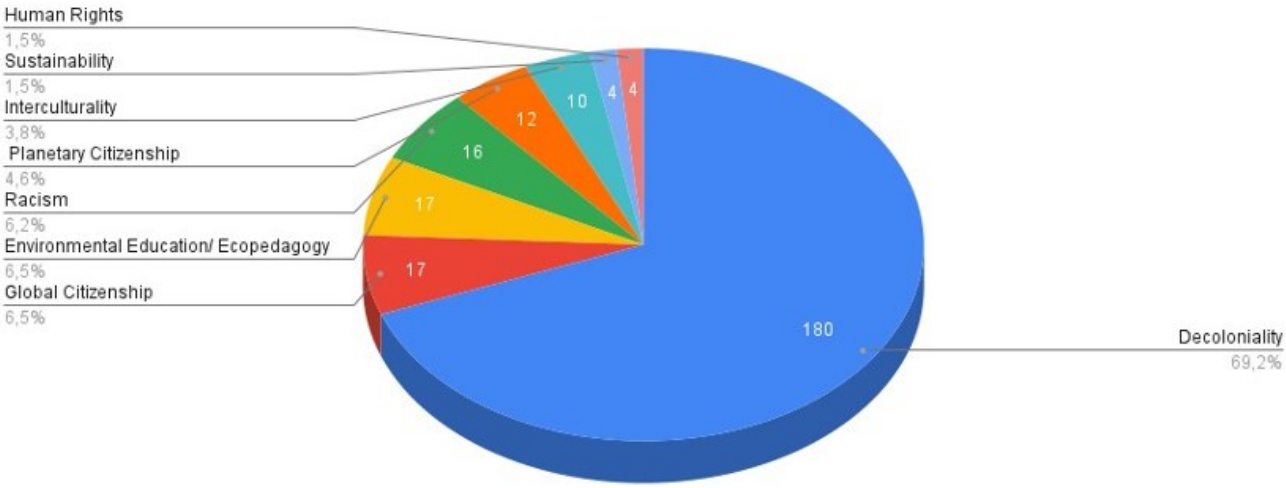

Fig 1. Decoloniality (n=180); Global Citizenship(n=17); Environmental Education/ Ecopedagogy(n=17); Racism (=16); Planetary Citizenship (n=12); Interculturality (n=10); Sustainability (n=4); Human Rights (n=4).

The topic of Decoloniality will be addressed in a following section, entitled Decoloniality according to the Brazilian Digest 2023 authors.

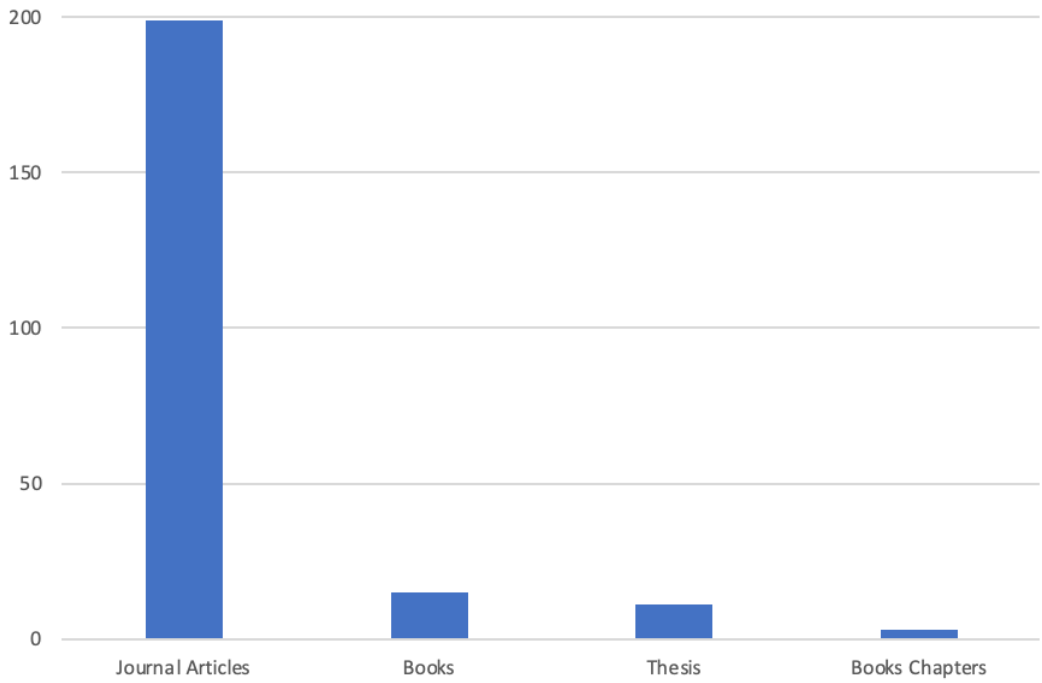

Fig 2. Journal articles (n=199); Books (n=15); Thesis (n=11); Book chapters (n=3)

As for the publication modality, scientific articles predominate. This aspect is due to the fact that funding agencies for research and evaluation of university courses attribute greater value to articles in indexed journals, classified by CAPES/Qualis Periódicos as A1, A2, B1, B2, B3, B4, B5 and C, with A1 being the highest rating and C, with a score of zero. Each assessment area is free to establish its criteria for classifying work. As for Books and Book Chapters, they occur in fewer numbers due to the high cost of publishing them. As for theses, the subjects Global Citizenship or Planetary Citizenship are still not covered much in Brazilian universities.

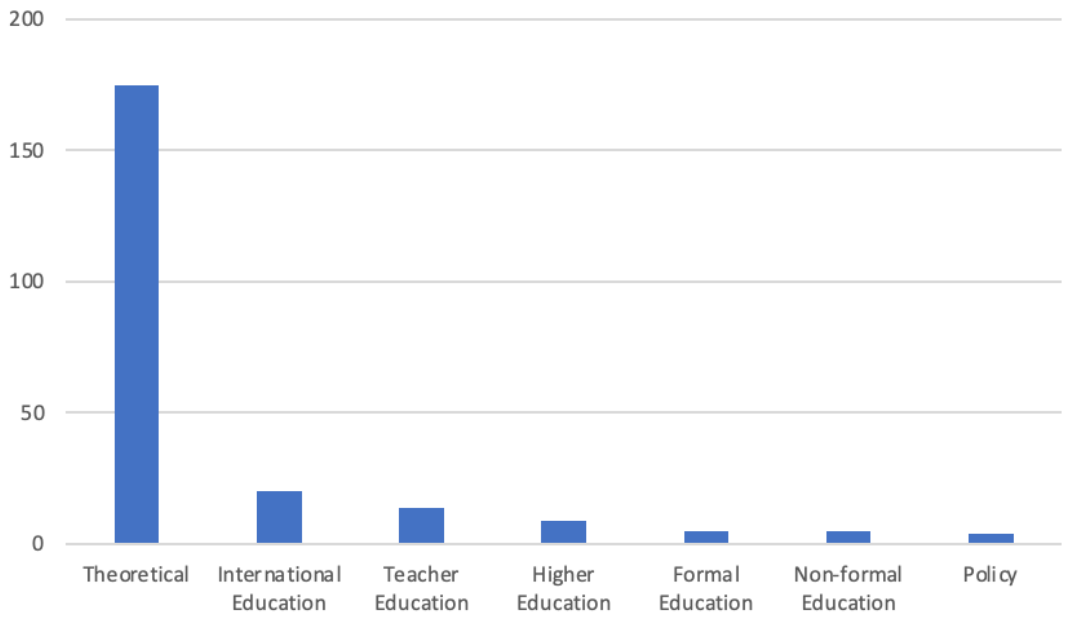

Fig 3. Theoretical (n=175) International Education (n=20); Teacher Education (n=14); Higher Education (n=9); Formal Education (n=5); Non-formal Education (n=5); Policy (n=4)

Most publications in the theoretical-conceptual classification perhaps indicate a tendency to seek understanding of certain themes, like Global Citizenship and Planetary Citizenship, that are still recent in Brazilian education; it would be, so to speak, a maturing of ideas. There is an increase in focus on International Education, also due to the internationalization policy of public universities, but it is still unclear what it means. Would it be a contradiction with Decoloniality or a way of understanding how to position ourselves internationally, seeking the best of both worlds? As the term Decoloniality was by far the most discussed, including theoretically and conceptually, perhaps we will have a better idea of the phenomenon by presenting a summary of the authors' views on the topic.

Decoloniality according to the authors of the Brazilian Digest 2023

With the Iberian conquest of the American continent in the 15th century, modernity and colonial organization as we know it began, resulting in the domination not only of territories, but also of the knowledge, languages, memory, and culture of enslaved peoples, especially those brought from Africa, and the indigenous people who had lived here for millennia. This European colonialist experience, in Brazil carried out by the Portuguese, became universal, to consolidate the Westernized and/or Eurocentric nature of power and knowledge, silencing the contributions of original peoples as well as traditions and worldviews of those with African origins. Portuguese colonial rule in Brazil began in 1500 and lasted until 1822 with the country's Independence.

In decoloniality, the logic of the structures of power and knowledge that we inherited from the old system and that still dominate our contemporary times are critically analyzed. There is a reinterpretation of political, social, and historical contexts not only in Brazil but also in Latin America. Decoloniality brings us the possibility of examining colonial effects and traces on bodies and knowledge, to remove them from subalternity and restore them to a position of legitimacy.

Furthermore, decoloniality highlights the importance of incorporating experiences and perceptions about the natural world that foster relationships of reciprocity, to the detriment of relationships based on the indiscriminate use and consumption of natural resources. The development-progress-consumption triad becomes problematic as we identify that, to resolve the environmental issue, it is a question of rethinking the logic of unlimited consumption. Krenak (2017[9]) points to the idea of sustainability in the Western world as a myth, a product-idea sold to perpetuate the extractive logic and the Western-centric capitalist paradigm.

Decoloniality questions the universal character of the historical narrative, pointing to the need to understand the diversity and plurality of social subjects, respecting their specificities and forms of expression, valuing their culture and traditional knowledge, and their way of communicating. Only in this way will it be possible to think of an educational and social project that includes these diverse subjects. Building knowledge and acting critically is a slow and difficult process, as we are still educated and anchored in the colonizing norm that uses the North, ideologically, as guidance[10].

The decolonial aspect presents itself as a counterpoint to the colonial paradigm that governs our world system. This group of thinkers that we are faced with here calls us to the task of decolonizing, not only the knowledge produced, but the university itself, a stronghold still marked by global coloniality. Decoloniality is, therefore, the most important, most significant concept for a Brazilian contribution to a planetary citizenship. Its approach to various areas of knowledge - Basic Education, Religion, Medicine, Museology, History, Pedagogy, Literature, Mathematics, Science, Music - gives it an interdisciplinary characteristic, placing it in the formation of a planetary human being in the curricula of the educational institutions in general.

Brazil has a rich ethnic and cultural diversity among its population. We have, for example, indigenous tribes partially or even fully experiencing their original culture. This is still possible because the country has locations with preserved nature, which have been constantly threatened by economic power. In addition to these indigenous ethnicities, we have deeply mixed traditional populations, such as riverside dwellers, rubber tappers and quilombolas. Writing and formal education are not part of these people's ancestral traditions.

Among other important groups is the Landless Workers Movement (MST-Movimento dos Trabalhadores Sem Terra), which fights for agrarian reform and practices family and organic farming. Due to their marginalized position in a society that depends heavily on agribusiness to maintain a favorable international trade balance, the Landless people take it upon themselves to educate their children, creating schools in the settlements. By sending 100 tons of organic food produced in family farming to the Gaza Strip, the MST not only acts in solidarity, but also teaches Brazil and the world its values. This example makes clear the need to view the curriculum broadly to incorporate the diverse reality of our country.

It is notorious and extremely rich that many of these ethnic and social groups make great efforts to have a voice in our hegemonic social order. Examples are, again, the creation of their own schools, the willingness of some indigenous people to acquire university degrees, the appearance of indigenous writers, indigenous influencers on social networks.

Given the above scenario, we consider it essential that the university echoes these diverse and primordial voices and does not silence them. Therefore, we welcome the most diverse expressions of decoloniality. It is necessary to recognize that our national educational curriculum is much broader, and our different ways of educating will give breadth and relevance to subjects such as Education for Planetary Citizenship.

We recently had a great event which was the election of the first indigenous person to the Brazilian Academy of Letters, the environmentalist leader, philosopher, poet, Brazilian writer of the Krenak indigenous ethnicity, Ailton Krenak. Ailton is also an honorary professor at the Federal University of Juiz de Fora, Minas Gerais (UFJF) and considered one of the greatest leaders of the Brazilian indigenous movement, with international recognition. We included his publications and those of two other equally famous indigenous people, Daniel Munduruku and David Kopenawa Yanomami.

Daniel Munduruku is a Brazilian writer, teacher, actor and indigenous activist originally from the Munduruku People. Author of 62 books, his literary works are mainly aimed at children and young people,

9. KRENAK, Ailton. 2017. Ideias para adiar o fim do mundo. São Paulo: Companhia das Letras. 104 p.
10. In Portuguese the verb nortear means guide, drive.

with indigenous cultural diversity as their main theme. Daniel has been an active defender of the rights of indigenous peoples since the 1990s and has worked to promote Indigenous Literature and awareness of the importance of Brazil's indigenous cultures.

David Kopenawa Yanomami is a writer, actor, shaman, and important Yanomami political leader, and one of the most renowned intellectual and spiritual leaders of Brazilian indigenous peoples who has been heard internationally. His book *The Fall of the Sky*[11], the account of the Yanomami shaman reveals the wealth and struggles of the people of the forest. In February 2023, David was at the headquarters of the United Nations (UN) in New York, denouncing the crisis his people are going through caused by illegal mining, the spread of diseases and malnutrition.

Decoloniality is part of the search for ways to confront the structural racism so denounced in Brazil, which imposes a series of barriers to the development of black people. In Digest 2023 we cite nine works that deal with the situation of the black population. These are articles that address contemporary forms of slavery, the experiences of black women in labor exploitation, and their invisibility. It appears that black women are doubly vulnerable due to their color and gender, which makes their condition in the social relationship of work essentially based on an asymmetry of power between them, a working black woman, and their employers, which, consequently, naturalizes the practices of invisibility through the choices of public and private policies to combat exploitation.

When working with Citizenship, we are dealing with a concept that is broad and relative to the contexts in which it is located. Our proposal for a Planetary Citizenship in the curriculum of Brazilian schools and universities[12] is intended to emphasize that we live on one Planet, as well as to expand and contextualize the topic.

Planetary Citizenship is for us the radical defense of all forms of life on the planet, including indigenous peoples and people of African descent, with their knowledge and traditions, together with the knowledge and traditions of the Europeans who arrived here in the 16th century, who stayed for 380 years and ended up incorporating themselves into what we call the Brazilian people. Therefore, Brazilians are the product of the union of these three peoples, indigenous, African, and European.

Even mentioning that we defend all forms of life on the planet, our floating signifier Planetary Citizenship is incomplete if we do not explicitly include animals, inhabitants of forests, rivers and seas, something that interdisciplinarity can handle.

The literature we present in the Digest 2023 shows how Brazilian Education, in our case the university, began to take upon itself the task of forming planetary citizens through its curriculum, its research instruments and publications. At the Federal University of Ceará we train teachers, including black and indigenous people, who have been seeking to join the literate world with the aim of achieving greater visibility for their demands and needs. The reproductive function of a university located in northeastern Brazil is fundamental to the task.

As we are researching and developing theses, research projects and seminars focused on the theme of Planetary Citizenship, we observe that Decoloniality is in fact its constituent concept, indicating a paradigmatic change in Brazilian Education within which Education for Planetary Citizenship is included.

11. Com Bruce Albert e Beatriz Perrone-Moisés. São Paulo: Companhia das Letras, 2021.
12. Planetary Citizenship as a proposal of an interdisciplinary theme in the curriculum of Brazilian schools and universities, project coordinated by Prof Silvia Elisabeth Moraes, Federal University of Ceará.

Portuguese context

Methodology

The research carried out by the Portuguese team resulted in the compilation of documents from the Portuguese context published in 2022 and 2023. With regard to the methodology applied, the research was carried out in accordance with the principles and procedures of a state-of-the-art review, according to Grant and Booth (2009). Taking into account the current situation and the historical evolution of the area in the context under analysis, the research covered three terms considered significant in the Portuguese context, namely: "global citizenship education", "development education" and "global education". The term "global citizenship education" was considered in isolation, while the other terms were used in combination with the term "global citizenship" using Boolean operators whenever relevant, as exemplified by the combination "development education" AND "global citizenship". This specific approach was adopted because, in Portuguese, the concepts of "development education" and "global education" can have different meanings to those intended in this work.

Various bibliographic sources were consulted, including international academic databases (SCOPUS, EBSCO, ERIC, Web of Science), complemented by a search on Google Scholar PT. In addition, Ibero-American academic databases were explored (SciELO, Redalyc and Dialnet), as well as official science repositories in Portugal (RCAAP and RENATES[13]) and scientific journals in the field of education published in Portugal, such as *Indagatio Didactica*, *Educação, Sociedade & Culturas*, *Revista de Estudos Curriculares*, *Revista Lusófona de Educação*, *Revista Portuguesa de Educação*, *Saber & Educar*, *and* *Sinergias - Diálogos Educativos para a Transformação Social*. This edition also includes grey literature publications that were found through different sources, namely the website of the *National Strategy for Development Education*, the website of the *Portuguese Platform of NGDOs*, and the recent publications section of the journal *Sinergias - Diálogos Educativos para a Transformação Social*.

State of the art

In this section, we provide a comprehensive description and reflection on the state of the art of scientific production on global citizenship education, development education, and global education (referred to collectively as "Education for development and global citizenship" - EDGC) in Portugal for the years 2022 and 2023. Initially, we outline the search results, presenting the number of documents published per source type and main theme. Subsequently, we delve into a reflection focused on the concepts currently most relevant in the Portuguese context and the discernible trends in scientific production during this period. Finally, we shed light on other aspects of knowledge production and dissemination that underscore the vibrancy of the field in Portugal, including projects, special issues in academic and non-academic journals, as well as thematic or scientific events.

Search results

A total of 40 documents were identified - 30 published in 2022 and 10 published in 2023 up to the date of data collection (October 20, 2023). Analyzing the source type (Figure 1), scientific articles in academic journals predominated (n=17). Additionally, there were 10 grey literature publications, six (6) books, four (4) reports, two (2) book chapters, and one (1) doctoral thesis.

13. RCAAP serves as an aggregator for the scientific production of Portuguese and Brazilian higher education repositories. RENATES encompasses doctoral theses and master's dissertations, both completed and in progress, within Portugal. Additionally, it incorporates doctoral theses conducted in other countries yet recognized in Portugal.

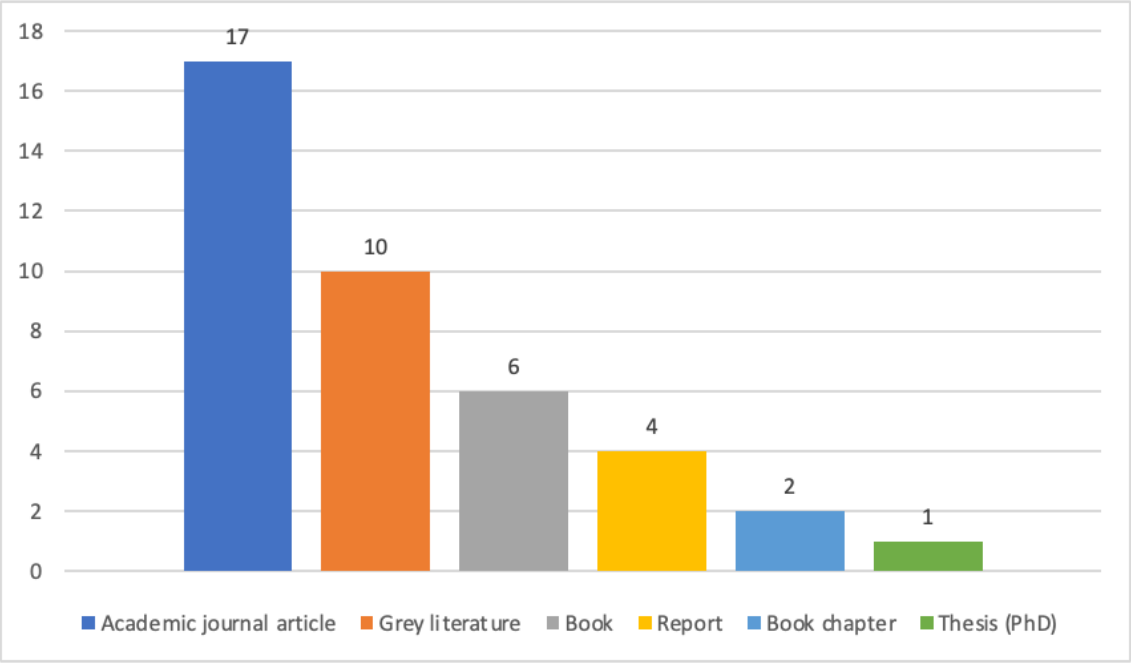

Figure 1 - Number of publications per source type (PT, 2022-2023)

With regard to the main theme (Figure 2), the majority of publications are in the field of informal education, including youth work, media & community (n=12), followed by publications focused on the context of formal education (n=8), non-formal education (n=5), and texts of a theoretical and conceptual nature (n=5). With lower incidence compared to previous editions, are publications in the field of teacher education & training of trainers (n=4). Finally, the themes with the lowest number of publications are higher education research (n=3) and policy related research (n=3). No publications were identified on international volunteering, study visits & educational partnerships.

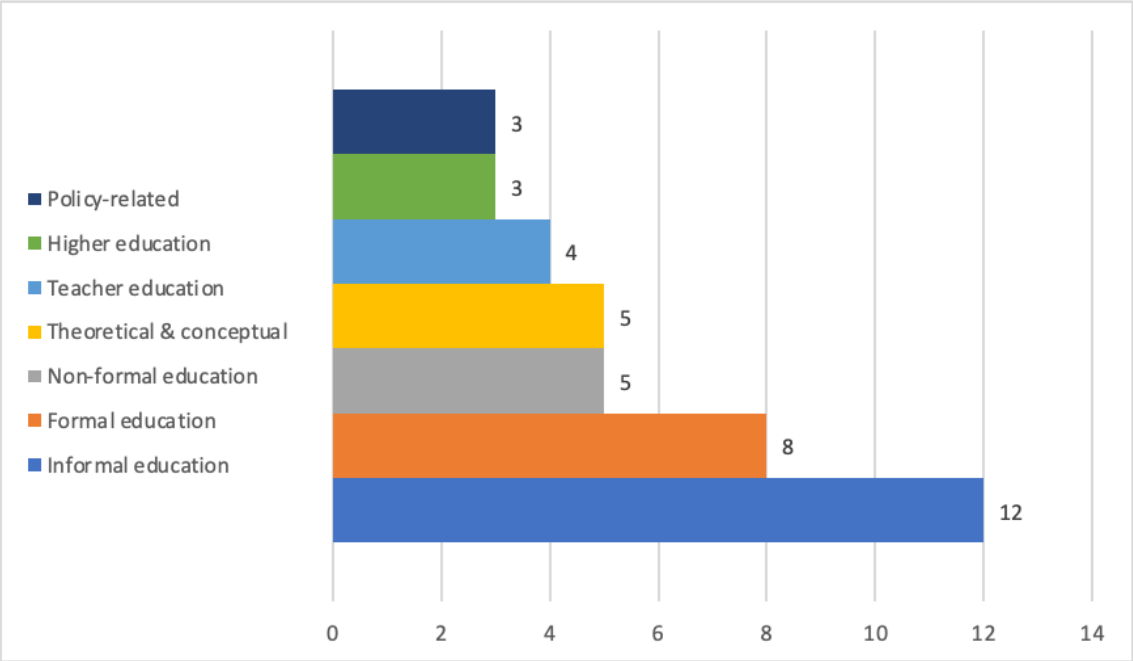

Figure 2 - Number of publications per main theme (PT, 2022-2023)

Conceptual dynamics of EDGC in Portugal (2022-2023)

In Portugal, the most widely used concept at the institutional level is Development Education (DE). This can be seen in key documents produced both by Camões - Instituto da Cooperação e da Língua, I.P. (CICL), the Portuguese cooperation agency dedicated to development, and by the Directorate-General for Education, such as the National Strategy for Development Education (ENED) and the Development Education Guidelines. As mentioned in previous editions, the fact that CICL is one of the key players in promoting ENED and the main national funder of DE activities is important to contextualize the use of this terminology.

However, it is important to note that in the world of Non-Governmental Development Organizations (NGDOs), key players in this field, the term Global Citizenship Education (GCE) has become increasingly important, with some organizations using this concept in the titles of their departments and projects.

If we look at the literature from 2022 and 2023, the scope of this analysis, we can see that eight (8) of the publications use the term “Global Citizenship” in the title; seven (7) use “Development Education”; while four (4) use a combined version of the two terms, “Education for Development and Global Citizenship" (EDCG). We also identified two (2) publications that use the concept of “Global Education”, in line with publications from the Council of Europe’s North-South Centre, and GENE.

A small number of publications propose other terms that came up in the search in conjunction with the search terms mentioned above: two (2) texts refer to a “global vision of Human Rights”; one (1) text refers to the concept of “Education for Social Transformation”, a term that came to Portugal through Latin American influence. The latter is based on the premise that education cannot remain oblivious to the global challenges and demands of the contemporary world, being seen as a tool for reading and understanding the world critically and creatively, becoming a vehicle for social transformation and change. It is worth highlighting a text that proposes an innovative term, “Education for Plenipheral Citizenship”, a concept that aims to give visibility to realities and phenomena that require policies that promote full and active citizenship on the part of the citizens of the European Union’s Outermost Regions, taking into account the identity and particular reality of these regions and the European Union’s responsibility towards them so that they can enjoy full European citizenship (cf. Valente & Furlin, 2022).

We have followed with interest the increased proximity between EDGC and Education for Sustainable Development (ESD). However, our position remains in line with the analysis carried out in previous years - although we are aware of the rise of this field of research, particularly in the wake of the 2030 Agenda and the definition of the SDGs, we believe that, in the Portuguese literature, the two fields remain separate. We identified two (2) texts that used ESD in conjunction with one of the keywords in our search.

With regard to this term, we would like to point out that, given the inclusion of DE in the field of ESD, according to the Portuguese Ministry of Education’s guidelines set in the National Strategy for Citizenship Education (2017), we are beginning to see signs of the two fields coming closer particularly in Masters degree reports that qualify for teaching and in the scientific production in areas closely linked to environmental issues.

EDGC trends and highlights in Portugal (2022-2023)

In this edition of the Digest, a noteworthy increase is observed in the number of documents published in the field of non-formal and informal education. In contrast to the previous edition, which lacked publications related to these main themes, 2022 and 2023 witnessed a total of 12 documents on informal education and five (5) documents on non-formal education.

In the realm of publications related to informal education, notable contributions include the creation of information guides designed for a broad audience, encompassing development actors, civil society organizations, local authorities, the media, and the general population. These guides aim to foster the affirmation and appropriation of EDGC in Portugal, contributing to social transformation processes toward a more democratic, participatory, and just society (cf. Quintão & Marques, 2022). Additionally, there are proposals to collectively explore issues such as inequalities, poverty, and migration within the community (cf. Frechaut, 2022; Quintão & Marques, 2022; Silva et al., 2022).

In terms of publications related to non-formal education, the focus lies on systematizing knowledge about the state of non-formal education (cf. Coelho et al., 2023). Additionally, efforts are directed towards producing resources for educational spaces, such as libraries, museums, or science centers, with the goal of integrating practices related to EDGC into the educational offerings of these non-formal learning contexts (cf. Lourenço et al., 2022a). Furthermore, publications propose tools to support socially just practices (cf. Cartas com Ciência, 2022a, 2022b).

As far as formal education is concerned, considerable attention persists among researchers and educators, as evidenced by the production of eight (8) texts, including scientific articles, books, and book chapters. These texts focus on sharing practical experiences and showcase the possibilities of integrating EDGC into curricula spanning from pre-school to higher education (cf. Lourenço, 2022b; Sousa, 2022).

Continuing a trend observed in the previous edition of the Digest, there is a noticeable decrease in the number of publications specifically focusing on teacher education & training of trainers, with only two (2) texts published in 2022 and an equal number published in 2023, totaling four (4). It is important to note that this trend does not necessarily signify a waning interest in the field but rather indicates its integration with other domains and contexts. Notably, several books published in 2022 and 2023 within the realms of formal and non-formal education compile reports of practice and share activities and resources developed by pre-service teachers (cf. Lourenço et al., 2022a, 2022b; Mesquita and Sá, 2022). Additionally, diagnostic reports addressing the curricular integration of EDGC in pre-service teacher education courses, particularly in Higher Education Schools (ESEs), and in professional development courses for teacher educators were published (cf. Teixeira et al., 2022). These publications underscore the pivotal role of pre-service and in-service teacher education in the operationalization of EDGC within the school context.

With regard to policy-related documents, three (3) documents were published in 2023. These include the annual ENED Monitoring Report (cf. Coelho & Costa, 2022), a consistent publication since 2011; the ENED External Evaluation Report (Costa et al., 2023), marking the conclusion of the current strategic document; and an analysis of fifteen years of DE policies in Portugal (cf. Coelho & Lourenço, 2022), featured in the 25th edition of the non-academic journal *Revista da Plataforma Portuguesa das Organizações Não-Governamentais para o Desenvolvimento* on the theme “Development Education and Global Citizenship in Times of Change”.

In this edition of the Digest, only one (1) doctoral thesis was identified. The study by Carneiro (2022) focused on analyzing students’ and teachers’ perceptions of global education and the development of global competences in a European School. This thesis aligns with the prevailing trend in Portuguese publications on EDGC, emphasizing formal education contexts, in this case the beliefs and practices of primary and secondary school students.

Despite the limited number, our experience in advanced training for higher education students indicates a gradual growth in the field of EDGC in terms of doctoral research. The studies presented at national and international conferences by students conducting their research at Portuguese higher education institutions consistently highlight a focus on teacher education contexts and formal education. These works often establish conceptual connections with fields such as education for linguistic and cultural diversity, intercultural education, or social justice.

Other dynamics of knowledge production and dissemination

Projects shaping EDGC in Portugal

NGDOs continue to play a pivotal role as global education actors, demonstrating sustained engagement over time. However, alongside this continuity, there is a gradual affirmation of other actors in the field. The prominence of NGDOs in this scenario can be attributed to historical factors that shaped the field in Portugal (Coelho et al., 2019). The evolution of these dynamics is also significantly influenced by the available funding for educational initiatives.

In Portugal, the *Co-funding Line for Development Education Projects (Linha de Cofinanciamento de Projetos de Educação para o Desenvolvimento),* facilitated by Camões, I.P., stands as the primary funding source for initiatives in this realm, specifically designed to bolster the efforts of NGDOs. According to available data (Camões, I.P., 2022a, 2023a), in the years 2022 and 2023, a total of 47 projects were submitted for consideration, out of which 30 were approved, receiving a combined funding of €1,610,138.78. This funding, a critical support mechanism, has been instrumental in sustaining ongoing projects and enabling the continuation of initiatives by thirteen different NGDOs. While the majority of the supported projects have a national focus, a limited number extend to the European level. Breaking down the scope of these projects, 10 fall under the category of "formal education", another ten (10) under "non-formal education", five (5) contribute to "awareness raising and political influence", and an additional five (5) fall within the domain of "capacity building, dialogue, and institutional cooperation"[14].

Most of these projects are primarily directed towards young people or those of school age, concentrating their efforts in specific fields where NGDOs have historically been active (cf. Coelho, et al., 2023). While not categorized as formal research projects, many of these initiatives involve processes for producing and systematising knowledge based on intervention. These processes have proven to be fundamental in shaping the field of global education in Portugal. Notably, the outcomes of these initiatives have led to the development of various publications, some of which are included in the Global Education and Learning (GEL) database (cf. CIDAC & FGS, 2023; Gonçalves et al., 2021).

Camões, I.P. also promotes the *Co-funding Line to Support the Organization of Conferences and Seminars and the Development of Studies (Linha de Cofinanciamento para Apoio à Organização de Conferências e Seminários e à Realização de Estudos).* This initiative is specifically designed to support studies and events in the areas of DE, Development Cooperation, and Humanitarian and Emergency Aid. While the specific details of the approved applications for each area are not provided, data from the 2022 and 2023 editions (Camões, I.P., 2022b, 2023b) suggest that the 12 applications supported during this period appear to be concentrated in the field of development cooperation. Notably, there is no apparent evidence of DE studies or events within the supported applications.

This observation raises pertinent questions regarding the distribution of focus and priorities among applicants and the potential factors influencing the types of initiatives pursued under this co-funding line. A more in-depth exploration of these aspects could yield valuable insights into the dynamics of support within the broader context of development initiatives facilitated by Camões, I.P.

While numerous initiatives, whether funded or not, deserve attention, we have opted to highlight a select few in this context. The chosen examples stand out for their consolidation, innovative approaches, or potential to address issues that have received comparatively less consideration, both in the realm of intervention and DE research.

One notable initiative that stands out for its longevity is the *Synergies DE project* (Sinergias ED: alargar e aprofundar as relações e aprendizagens) currently in its fifth edition. Established in 2013, Synergies DE is currently the largest community of DE actors in Portugal. It brings together participants from higher education institutions and civil society organizations (CSOs), fostering collaborative actions in the DE field (notably, the project team that has been actively involved in the compilation of research in the Portuguese context for the Digest). In addition to its collaborative endeavors, the Synergies DE project plays a pivotal role in providing various training spaces for the community and the general public. Furthermore, it hosts the only scientific journal specializing in this subject in Portugal, the journal *Sinergias - diálogos educativos para a transformação social (Synergies - educational dialogues for social change).*

A second noteworthy initiative is the project 'Local partnerships for EDCG: strengthening the role of municipalities and other local actors in the implementation of the ENED' (Parcerias locais para a EDCG: reforçar o papel dos Municípios e de outros atores locais na implementação da ENED). This project, promoted by a consortium of NGDOs (Gonçalves et al., 2021), is dedicated to enhancing the role of DE in municipalities. This initiative is distinctive for its collaborative nature, showcasing coordinated efforts from a diverse array of organizations. Moreover, its focus on promoting global education among municipalities is notable, as municipalities have historically had limited expression in the national arena concerning this field.

14. These categories represent the ones of the co-funding program.

A third initiative is the study *Education for Development in Higher Education Institutions: Diagnosis and Capacity Building* (*Educação para o Desenvolvimento nas ESE: Diagnóstico e Capacitação*), promoted by the Association for Reflection and Intervention in the Educational Policy of Higher Education Institutions (ARIPESE). Remarkably, this initiative involved all 14 Higher Education Institutions in the country that are part of ARIPESE, making it a comprehensive and inclusive effort within the realm of DE. Supported by ENED 2018-2022 (Costa et al., 2023; Teixeira et al., 2022), this study marks a pivotal moment as the first institutional commitment to DE by a substantial portion of public institutions responsible for teacher education. Beyond its diagnostic function, the initiative holds the potential for significant repercussions in terms of policies, practices, and research in the field of DE within these institutions.

Equally noteworthy is the establishment of the *Chair in Education for Global/Citizenship* (*Cátedra de Educação para a Cidadania/Global*) at the Faculty of Psychology and Educational Sciences of the University of Porto. The Chair, a collaborative initiative between the OEI (Organization of Ibero-American States) and the CIIE (Centre for Educational Research and Intervention), holds particular significance as it represents the first of its kind in Portugal dedicated exclusively to issues of GCE. This chair has been a catalyst for various initiatives in the realm of GCE, namely in what concerns teacher education, education policies, and participation.

Finally, in addition to the Research Centers to which these team members belong, namely CIDTFF - Centro de Investigação em Didática e Tecnologia na Formação de Formadores da Universidade de Aveiro (Francisco Parrança-da-Silva and Mónica Lourenço), CEAUP - Centro de Estudos Africanos da Universidade do Porto (La Salete Coelho and Joana Costa), CIIE - Centro de Investigação e Intervenção Educativas da Universidade do Porto (Dalila Pinto Coelho) and UIDEF - Unidade de Investigação e Desenvolvimento em Educação e Formação (Andreia Reis), which have been promoting research in this field for several years, it is important to highlight the important role played by GEED - Gabinete de Estudos para a Educação e Desenvolvimento, of the School of Education of the Polytechnic Institute of Viana do Castelo, in actively promoting research and integration of EDGC in teacher education in collaboration with other teacher training bodies.

Special issues on EDGC in Portugal (2022-2023)

As part of special issues in the main academic journals in Portugal, we would like to highlight the journal *Sinergias - diálogos educativos para a transformação social* (*Synergies - educational dialogues for social change*). In its 15th issue (2023), the journal addressed the theme “Imagine Peace: development education and peacebuilding”. This journal, entirely dedicated to this area, has been instrumental in producing and disseminating knowledge from the perspective of DE.

Furthermore, other noteworthy journals have contributed significantly to the discourse on the field. Between 2022 and 2023, the journal *Educação, Sociedade e Culturas* (*Education, Society and Cultures*) dedicated its issues to topics such as “Democratic participation, emerging policies and practices in education” (no. 61), “Education and Climate Activism: Youth democratic practices and imaginations for a common world” (no. 62), and “Public School and Justice in Education: A democratic place for social transformation” (no. 63).

In commemoration of Paulo Freire’s centenary, the journal *Saber & Educar* presented a special issue entitled “Thematic Notebook: 100 years of Paulo Freire: practices, learning, and research” (vol. 31, no. 2). Additionally, the journal *Sinergias - diálogos educativos para a transformação social* dedicated two issues (nos. 13 and 14) to “(Re)reading societal challenges in the light of Freirean thought - past, present, and future(s)”.

As for non-academic journals with special editions on DE, issue no. 25 of the *Revista da Plataforma Portuguesa das ONGD* (*Journal of the Portuguese Platform of NGDOs*) is worth highlighting. This issue, entitled “Development Education and Global Citizenship in Times of Change”, was published in 2022. This journal represents a significant voice for civil society, particularly NGDOs, in the Portuguese context.

EDGC scientific events in Portugal (2022-2023)

Themes related to EDGC have been progressively incorporated into various scientific events, covering not only the sphere of teacher education but also encompassing the broader field of education. Regarding teacher education, a noteworthy initiative is the International Meeting on Teacher Training (INCTE), an annual event since 2016, which has been held annually since 2016. The 2022 and 2023 editions were dedicated to the themes of "Uncertainties and Challenges in Education Research" and "Challenges in Teacher Training and Schools in an Interconnected World", respectively. INCTE, spanning eight meetings already held, has consistently covered the thematic axis of "Teacher Training and Development Education".

In 2023, the international meeting titled "Education, Social Transformation and Global Citizenship: debates, paths and meanings of the political" holds special significance in the field of education in general. The primary aim of this meeting was to assemble professionals, researchers, teachers, educators, artists, or collectives actively engaged with issues related to the political dimension and policies of Education, Social Transformation, and the construction of Global Citizenship. This event, the fourth meeting within the framework of the International Meetings on Synergies for Social Transformation, has been a noteworthy platform for fostering dialogue and collaboration and has been promoted by the Synergies DE project since 2016.

Finally, it is important to highlight two activities crucial for advancing the National Strategy for Development Education (ENED): the *DE Days* and the *DE Forum*. These initiatives played a pivotal role during both periods of the Strategy (2010-2015 and 2018-2022), serving as structural and transversal components aimed at fostering interaction, sharing experiences, and reflection among various stakeholders involved in DE, both at the national and international levels. Of particular note is the second edition of the *DE Forum* held in May 2023. Functioning as a political event, the *DE Forum* engages in discussions and strategy definition, while also placing a strong emphasis on disseminating ongoing and planned efforts in EDGC in Portugal. The theme of this edition, "Processes of learning about the world and ourselves in the light of Development Education", was framed by the central question: "How can we question the world and ourselves through DE in times of crisis and major transformations?".

A historical overview of the GED in the Portuguese context (2010-2023)

The Portuguese team's participation in the *Global Education Digest* began in 2021 with the compilation of scientific production published in Portuguese since 2010. To provide a historical overview of EDGC production in Portugal, Figure 3 displays the annual count of publications focused on global citizenship education, development education, and global education in the Portuguese context. This data spans the years from 2010 to 2023, up to the date of data collection.

The general trend in scientific production related to EDGC in Portugal reveals a notable increase over the years, particularly from 2014 onwards. This upward trajectory suggests a growing interest in these topics, both within academia (i.e., in Higher Education Institutions and Research Centres) and in the operational sphere of NGDOs and other CSOs. The standout year is 2022, witnessing the highest number of publications (n=30), indicating a potential peak in academic production. While the data suggests a robust and sustained interest in EDGC, it raises intriguing questions about the contributing factors to this surge. It would be valuable to explore the circumstances or events, such as conferences, policy changes, or emerging global issues, that may have influenced the heightened scholarly activity during this period. Looking ahead, the upcoming edition of the Digest will be instrumental in understanding whether this growth trend continues until the end of 2023. Assessing both the absolute terms, by year of publication, and the relative terms within the interval of the previous three years (2020-2022) will provide insights into the continued momentum in EDGC research, especially considering that the number of publications has consistently remained above two dozen.

Lastly, it is crucial to highlight the substantial growth in absolute terms observed between 2017 (n=5) and 2018 (n=19). We attribute this surge to a potentially favorable political climate or educational reforms that explicitly emphasized issues related to citizenship education and values education. One significant landmark during this period was the publication in 2017 of the National Strategy for Citizenship Education (ENEC), a normative document advocating the strengthening of Citizenship Education from pre-school to the end of compulsory schooling. ENEC outlines the incorporation of Citizenship and Development as a transdisciplinary component, to be addressed either transversally or as an autonomous subject across

various education cycles. Aligned with national and international reference documents, ENEC proposes an educational approach aimed at developing skills and values to address global challenges and contribute to sustainable and inclusive development. It particularly emphasizes fostering active and productive participation in society.

In summary, the data suggests a positive evolution in interest and academic production concerning global education, global citizenship education, and development education in Portugal. Examining the specific content of these publications and understanding how they relate to the Portuguese educational reality can provide valuable insights for shaping future educational approaches and policies in the country.

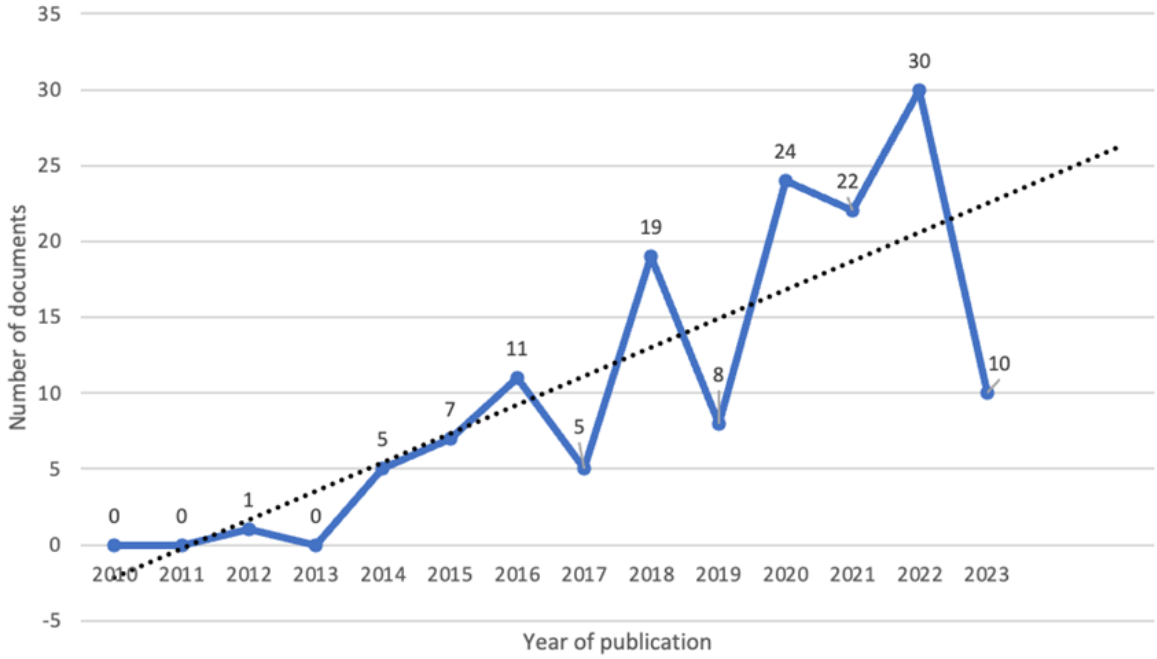

Figure 3 - Number of documents by year of publication (PT, 2010-2023)

Final considerations

The field of EDGC in Portugal is actively asserting itself, demonstrating a growing vitality. This vitality is notably evident in the increasing number and diversity of publications that encompass formal, informal, and non-formal education, as well as teacher education & training of trainers. Significantly, the pedagogical function of EDGC has emerged prominently, emphasizing its role in raising awareness, sensitizing, and providing training for students, educators, and a broader audience on both global and local themes and issues.

Beyond scientific production, the burgeoning interest in EDGC is manifest in a myriad of initiatives aimed at producing and disseminating knowledge. These encompass diverse projects, special issues in academic and non-academic journals, and scientific events. These multifaceted endeavors underscore the heightened and broadened discourse on this subject in recent years.

Nonetheless, it is crucial to note the inherent limitations in our study. One significant challenge lies in the inadequate indexing of some documents, posing difficulty in comprehensively identifying all the work published in the field, especially given the evolving nature of EDGC in Portugal. This limitation may inadvertently lead to the exclusion of valuable contributions. Furthermore, our research is constrained by the inability to conduct a thorough reading of all selected texts due to time constraints. This limitation impacts our capacity for a more exhaustive and rigorous analysis, potentially limiting the depth and complexity of our reflection.

As the Portuguese team concludes its fourth participation in the Digest, the ongoing journey to promote and operationalize EDGC in Portugal remains a priority. Continued participation in the project is deemed crucial for sustaining and further expanding the notable progress achieved thus far.

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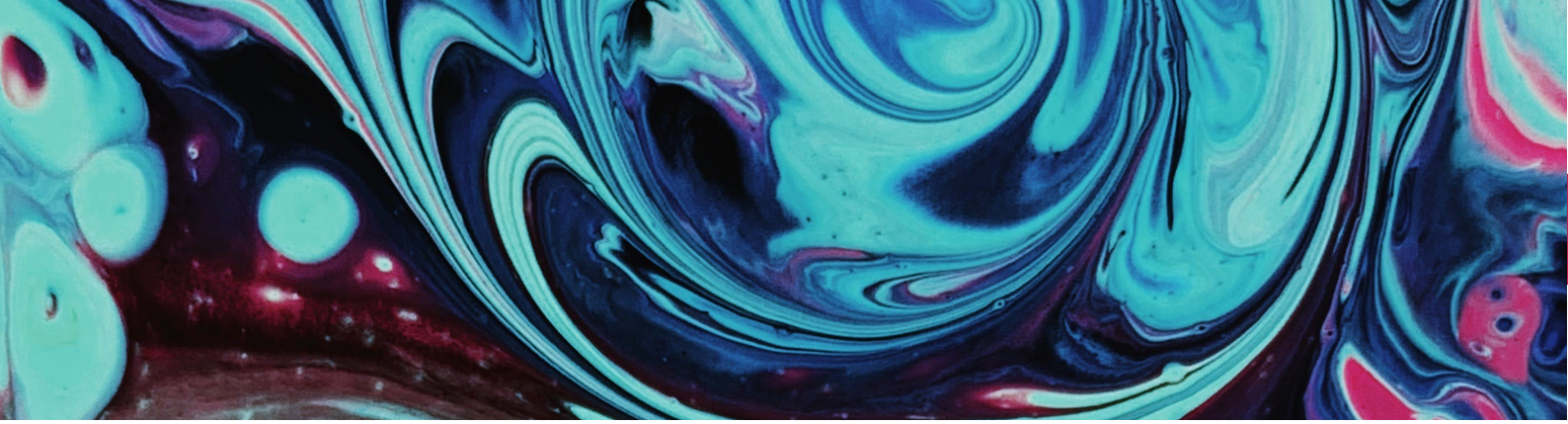

GLOBAL EDUCATION DIGEST 2023

SLOVENSKÝ JAZYK

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ÚVOD: SLOVENSKÝ JAZYK

Slovenský príspevok do Global Education Digest 2023 zahŕňa publikácie v oblasti globálneho vzdelávania (GV) tak, ako ho definuje Európska deklarácia o globálnom vzdelávaní do roku 2050 (tzv. Dublinská deklarácia) (2022). Celkovo sa jedná už o v poradí šieste vydanie Digest-u, ktoré mapuje prehľad publikácií o GV vydané v 9 jazykoch. Čo sa týka slovenského jazyka, je to druhý krát, čo bolí do Digest-u zahrnuté aj publikácie o GV v tomto jazyku. Slovenský príspevok dopĺňa limitácie predchádzajúceho vyhľadávania publikácií v slovenskom jazyku za obdobie 2010-2021 o ďalšie kľúčové slová a databázy. Tieto budú bližšie špecifikované nižšie v Metodológii.

Všetky publikácie (vrátane tých v slovenskom jazyku) bude takisto možné nájsť v novo-zriadenej databáze: https://projects.dharc.unibo.it/digestgel/.

Metodológia

Aby sme popísali tak súčasný stav GV na Slovensku, ako aj jeho rôzne pomenovania, zvolili sme také kľúčové slová na vyhľadávanie publikácií o GV, ktoré sú používané mimovládnymi rozvojovými organizáciami (MVRO), ktoré sú hlavnými aktérmi a ktoré podporujú učiteľov na Slovensku a stanovujú celkovú agendu GV. Okrem toho sme reflektovali aj rôzne pomenovania GV, ktoré sme doteraz identifikovali v slovenských publikáciách a iných výstupoch. Kľúčové slová boli upravené a pridané aj podľa toho, aké slová sa používajú na opis GV v slovenských zákonoch a strategických dokumentoch. Zároveň sme vyhľadávané kľúčové slová a neskôr aj publikácie konzultovali s pracovnou skupinou GV, ktorá pozostáva zo zástupcov MVRO pravidelne sa stretávajúcich v rámci slovenskej platformy AMBRELA. 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 ku GV.
- Rozvojové vzdelávanie – aj keď je to menej zaužívaný výraz v porovnaní s výrazom globálnym vzdelávaním, explicitne sa používa v slovenskej legislatíve, a preto sme ho do vyhľadávania zahrnuli.
- 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.
- Výchova alebo vzdelávanie pre/k udržateľnému rozvoju – toto kľúčové slovo sme pridali do aktuálneho Digest-u a rozširuje doterajšie vyhľadávanie. Aj napriek jeho doposiaľ nižšej používanosti sa v posledných rokoch sa začína objavovať aktívnejšie aj na slovenskej scéne. Vychádza z medzinárodných dokumentov a organizácií (napr. UNESCO, OSN).
- Výchova alebo vzdelávanie ku globálnemu občianstvu – toto kľúčové slovo sme pridali do aktuálneho Digest-u a rozširuje doterajšie vyhľadávanie. Rovnako vychádza z medzinárodných dokumentov a organizácií (napr. UNESCO, OSN) a v posledných rokoch sa používa častejšie.
- Environmentálna výchova alebo vzdelávanie – toto kľúčové slovo sme pridali v aktuálnom Digest-u a rozširuje doterajšie vyhľadávanie. Toto pomenovanie existuje na Slovensku už dlhšiu dobu a v posledných rokoch sa používa čoraz aktívnejšie. Takéto vzdelávanie sa prevažne venuje ekologickým a environmentálnym témam. V Digest-e sme zahrnuli publikácie, ktoré obsahovali tento pojem, keď sa venovali ekologickým a environmentálnym témam na globálnej úrovni alebo keď súviseli so vzdelávaním alebo výchovou pre/k udržateľnému rozvoju. Pojem „environmentálna výchova“ bol zahrnutý aj preto, že to bola najčastejšie diskutovaná téma na hodinách globálneho vzdelávania podľa výskumu z roku 2018 (Človek v ohrození a kol., 2018), čo je doteraz najväčší a najaktuálnejší výskum, ktorý skúmal celkový stav GV na Slovensku.

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.
- Na základe limitácií, na ktoré sme poukázali v minuloročnom Digest-e, sme sa rozhodli doplniť aj registre publikačnej činnosti ďalších troch slovenských univerzít. Konkrétne išlo o registre publikačnej činnosti Univerzity Mateja Béla v Banskej Bystrici, Slovenskej poľnohospodárskej univerzity v Nitre a Univerzity Konštantína Filozofa v Nitre. Tieto tri registre publikačnej činnosti boli vybrané na základe autorov identifikovaných v minuloročnom Digest-e. Keďže väčšinu slovenských publikácií o GV napísali autori z týchto 3 univerzít, rozhodli sme sa zamerať na publikačné činnosti týchto univerzít, aby sme našli čo najviac relevantných zdrojov, ktoré by inak mohli zostať nepovšimnuté.
- 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 prezerali akademické žurnály, ktoré sa tematicky venujú téme vzdelávania, a to Pedagogika.sk, Academia, Envigogika a Didaktika. Envigogika a Didaktika sú novopridané. Aj keď akademický časopis Envigogika vychádza v Českej republike, rozhodli sme sa ho zahrnúť, keďže v ňom publikuje značné množstvo slovenských autorov, ktorí sa venujú GV.
- 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, ktoré sa venujú GV, učiteľmi, odborníkmi z praxe a inými relevantnými aktérmi.
- 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. Tieto zoznamy použitej literatúry väčšinou obsahovali anglické príspevky, resp. príspevky od slovenských autorov, ktoré sme identifikovali už v predošlom vydaní Digest-u.

Všetky nové kľúčové slová a databázy boli prehľadávané od roku 2015 tak, ako to stanovovali inštrukcie centrálneho GEL Digest tímu.

Kontext

Predtým, ako sa pustíme do prezentácie výsledkov tohto Digest-u, v krátkosti predstavujeme kontextuálnu podkapitolu venujúcu sa opisu situácie GV na Slovensku. Túto podkapitolu sme sa rozhodli pridať preto, že stav GV, vrátane stavu a množstva publikácií o GV, je silno ovplyvnený celkovým vývojom inštitucionálnych vzťahov a celkovým zázemím a podporou GV ako takého.

Aj napriek viacerým iniciatívam a impulzom, od poslednej Národnej Stratégie pre GV na obdobie 2012-2016, nebola vytvorená nová stratégia pre slovenské GV. Dôvodom je (1) nedostatočné verejné povedomie o GV; (2) nedostatok politickej vôle; (3) GV tradične spadá pod Ministerstvo zahraničných a európskych záležitostí (MZVEZ) ako súčasť agendy rozvojovej spolupráce a aj keď v posledných rokoch sa GV viac posúvalo pod Ministerstvo školstva, vedy, výskumu a športu (MŠVVŠ), vzniká istý zmätok v tom, kto GV „vlastní“, keďže GV je stále financované MZVEZ (ročne Ministerstvo vyčleňuje MVRO, ktoré sa venujú GV, okolo 200-250.000€) a MŠVVŠ nemá vytvorený osobitný rozpočet pre GV; (4) aj keď sa GV agenda postupne premiestňuje pod MŠVVŠ, aj v rámci neho nie je jasné, komu agenda patrí a namiesto kontinuálneho procesu draftovania Národnej stratégie pre GV sa posúva medzi odbormi a pracovnými skupinami.

Chýbajúca Národná stratégia pre GV nasvedčuje aj ďalšiemu trendu – na Slovensku GV viac-menej existuje len vďaka tlakom zdola. Tieto iniciatívy sú vedené MVRO a zanietenými učiteľmi, čo sú hlavní aktéri a promótori GV, a nie politickými aktérmi. A aj keď sa na Slovensku od roku 2022 konali viaceré podujatia venujúce sa GV, kde boli prizvaní aj štátni zástupcovia, celkovo boli tieto podujatia vedené zástupcami MVRO a/alebo financované zahraničnými donormi, hlavne cez tzv. nórske fondy. Najhlavnejšie podujatia a (nie akademické) konferencie boli nasledovné:

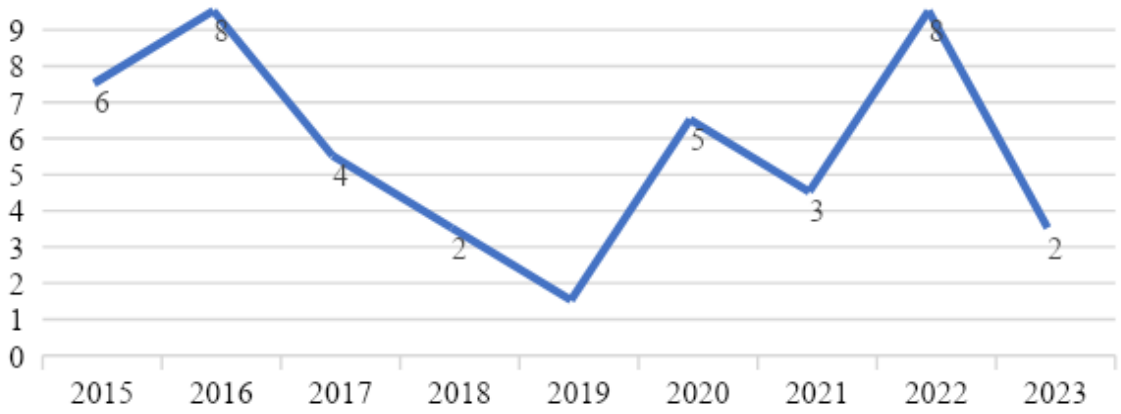
- november 2022 – medzinárodné odborné kolokvium o GV v súvislosti s prijatím Dublinskej deklarácie (2022), kedy bolo deklarované, že Slovensko bude prvá európska krajina, ktorá bude mať novú Národnú stratégiu pre GV vychádzajúcu z Dublinskej deklarácie, no viac ako po roku stále neexistuje ani ucelený draft stratégie
- jún 2023 – odborný seminár „O občianskom vzdelávaní – globálne aj lokálne“ v spolupráci s Inland Norway University of Applied Sciences a pod záštitou MVRO Academia Istropolitana Nova a SlovakAid) a financovaný cez Active Citizenship Fund (tzv. nórske fondy)
- november 2023 – odborný panel s názvom „Exploring the contribution of global education: Disinformation and the Future of Democracy: The Need for Global Education“ v rámci AMBRELA Development Forum.

Výsledkom pomalého a inštitucionálne slabo uchyteného rozvoja GV je aj menší počet publikácií o GV. GV nie je téma, ktorá by bola všeobecne známa, nemá podporu a tak ani akademický výskum v tejto oblasti neprosperuje.

Výsledky

V rozmedzí tohtoročného vydania Digest-u sme dokopy identifikovali 38 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.

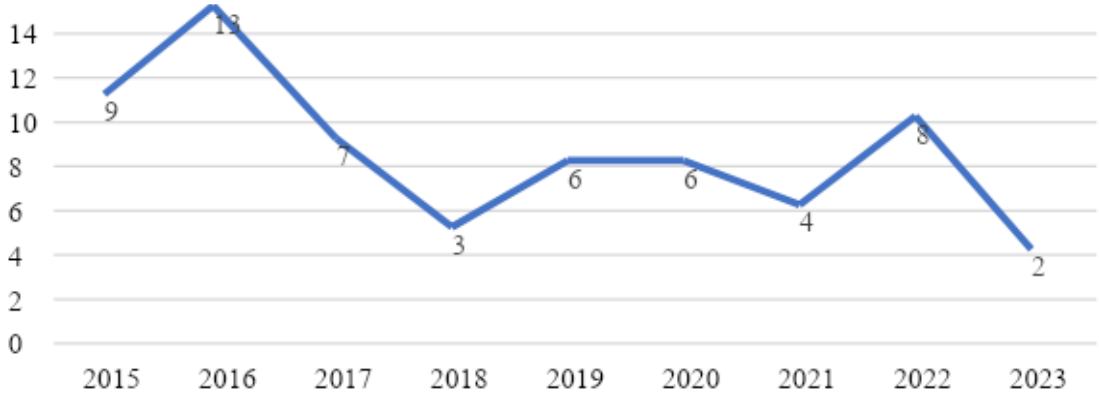
Čo sa týka roku vydania publikácií, keby sme sa sústredili len na roky 2022 a 2023, čo boli roky, na ktoré sa analýza primárne zameriavala, našli sme dokopy 10 publikácií, z toho 8 z 10 bolo vydaných v roku 2022. Celkovo analýza poukazuje, že sa ročne na Slovensku vypublikuje len minimálne množstvo publikácií o GV – najviac to bolo za roky 2016 a 2022, kedy to bolo 8 ročne, čo predstavuje 21%. Okrem roku 2019, kedy sme nenašli ani jednu novú publikáciu (n=0), sa množstvo publikácií pohybuje od 6 publikácií za rok 2015; 5 publikácií za rok 2020; 4 publikácie za rok 2017; 3 publikácie za rok 2021 až po 2 publikácie za roky 2018 a 2023.



Graf č. 1: Počet vydaných publikácií o GV v slovenskom jazyku za rok (iba údaje pre Digest 2023)

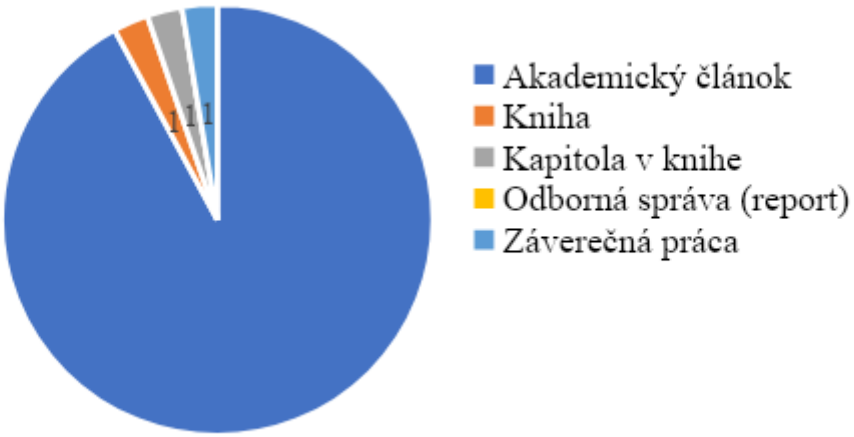
Keby sme k výsledkom pre Digest 2023 pridali aj výsledky od roku 2015 z Digest-u, ktorý mapoval slovenské publikácie do roku 2021, dokopy by bolo publikácií o GV 58. Najviac by ich v takom prípade bolo za rok 2016 (n=13), ďalej za rok 2015 (n=9) a 2022 (n=8). Avšak rok 2022 s 8 publikáciami by stále bol tretí rok v poradí s najvyšším počtom publikácií o GV v slovenskom jazyku. Avšak toto číslo stále nie je výrazne signifikantné, keďže okrem roku 2016 publikácie ani raz nepresiahli počet 10 za rok. Naopak v roku 2023 znova klesli len na 2 publikácie za rok. Toto potvrdzuje, že množstvo vydaných publikácií o GV za rok nemá stabilne rastúcu tendenciu a témy GV v akademickom priestore stále netvoria výraznejšiu množinu.

Celkovo si malý záujem o publikovanie o GV vysvetľujeme aj nedostatkom finančných zdrojov a celkovou nejednoznačnou agendou v oblasti GV, ktorá je výsledkom chýbajúcej Národnej stratégie pre GV. Ako sme poznamenali v poslednom vydaní Digest-u z roku 2021, publikácie o GV narastajú, keď sú súčasťou výskumného projektu alebo grantovej schémy. Inak sa výskum sústreďuje na pracoviskách a medzi autormi, ktorí sa téme venujú dlhodobejšie.



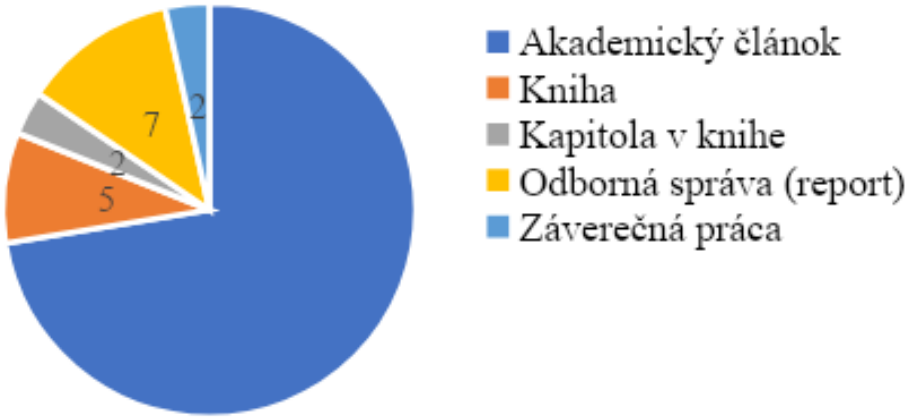
Graf č. 2: Počet vydaných publikácií o GV v slovenskom jazyku za rok (vrátane údajov do roku 2021)

Čo sa týka typov publikácií o GV, ktoré sme spozorovali, jednalo sa prevažne o akademické články (n=35, čo tvorí 92%), ktoré boli publikované v lokálnych akademických žurnáloch alebo v zborníkov z vedeckých konferencií. Za nimi nasledovala 1 kniha, 1 kapitola v knihe a 1 záverečná práca. Treba však poznamenať, že identifikovaná práca je rigoróznou prácou – čo je podobný typ kvalifikačnej práce ako dizertačná práca; a tak sme ju do zoznamu započítali. Napriek tomu, že bakalárske a diplomové práce sme do našej štúdie nezahrnuli, keďže nepatria do Digest-u, krátke preskúmanie Centrálneho registra záverečných a kvalifikačných prác ukázalo, že medzi rokmi 2022 a 2023 bolo publikovaných najmenej 20 relevantných prác, čo je sľubným znakom do budúcnosti.



Graf č. 3: Počet vydaných publikácií o GV v slovenskom jazyku podľa typu (iba údaje pre Digest 2023)

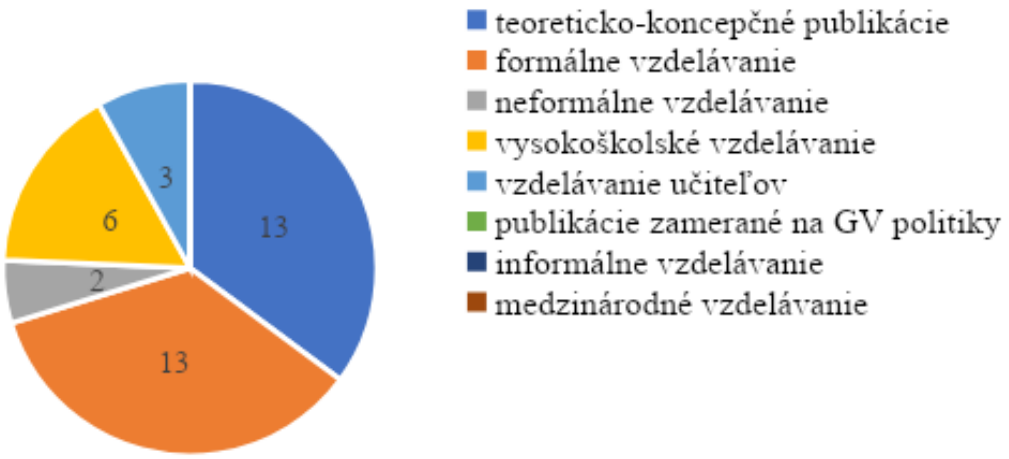
Keby sme zarátali aj dáta z predošlého Digest-u, ktorý mapoval publikácie do roku 2021, akademické články (n=42, čo tvorí 72%) by stále tvorili väčšinu vypublikovaných prác o GV. Nasledovali by odborné správy alebo reporty (n=7); knihy (n=5); kapitoly v knihách (n=2) a záverečné práce (n=2).



Graf č. 4: Počet vydaných publikácií o GV v slovenskom jazyku podľa typu (vrátane údajov do roku 2021)

Čo sa týka hlavnej témy analyzovaných publikácií, najvyšší počet tvorili teoreticko-koncepčné publikácie (n=13) a publikácie venujúce sa formálnemu vzdelávaniu (n=13). O teoreticko-koncepčných publikáciách treba však povedať dve veci. Po prvé, tieto publikácie väčšinou obsahovali aj pod-témy, ako vysokoškolské vzdelávanie alebo formálne vzdelávanie. Po druhé, vzhľadom na celkový formát, štruktúru a kvalitu týchto publikácií, väčšina z nich bola napísaná spôsobom „eseje“, ktorá v sebe zahŕňa názory autorov a ich odporúčania týkajúce sa ďalšej implementácie a inštitucionalizácie GV. Naopak, teoreticko-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, 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.

Za teoreticko-koncepčnými publikáciami nasledujú publikácie o vysokoškolských inštitúciách v súvislosti s GV (n=6); vzdelávaní učiteľov (n=3) a neformálnom vzdelávaní (n=2). Mnoho publikácií má aj druhú tému – najviac je to formálne, neformálne, informálne vzdelávanie, vysokoškolské vzdelávanie a vzdelávanie učiteľov. Témy medzinárodného vzdelávania, dobrovoľníctva a vzdelávacích partnerstiev v oblasti GV a témy zamerané na GV politiky úplne absentujú. Absencia tém zameraných na politiky súvisiace s GV by sa dala vysvetliť aj nedostatkom výskumníkov venujúcich sa téme GV a celkovej politickej dynamike v týchto oblastiach, nakoľko téma ako taká je od konca Národnej stratégie pre GV v roku 2016 do istej miery zmrazená. Na druhej strane práve táto diera vo výskume predstavuje potenciálny priestor pre výskum, keďže na neformálnej úrovni sa od konca predošlej Stratégie toho udialo veľa.



Graf č. 5: Počet vydaných publikácií o GV v slovenskom jazyku podľa témy (iba údaje pre Digest 2023)

Keby sme zarátali aj dáta z predošlého Digest-u, ktorý mapoval publikácie do roku 2021, prevažovali by teoreticko-koncepčné publikácie (n=18, čo tvorí 31%). Ďalej by nasledovali publikácie zamerané na formálne vzdelávanie (n=14); vysokoškolské vzdelávanie (n=12); vzdelávanie učiteľov (n=6); publikácie zamerané na GV politiky (n=5) a neformálne vzdelávanie (n=2). Ako hlavná téma by naďalej absentovalo informálne a medzinárodné vzdelávanie zamerané na GV.

Graf č. 6: Počet vydaných publikácií o GV v slovenskom jazyku podľa témy (vrátane údajov do roku 2021)

Vo všeobecnosti teda možno povedať, že do veľkej miery absentujú témy neformálneho a informálneho vzdelávania v súvislosti s GV a takisto aj výskum, ktorý by sa venoval GV politikám. Okrem vopred definovaných sledovaných tém určených centrálnym GEL Digest tímom, sme takisto spozorovali, že väčšina publikácií je zameraných na formálne vzdelávanie, hlavne na stredných a vysokých školách, zatiaľ, čo témy primárneho vzdelávanie či predškolského vzdelávania absentujú. Čo sa týka obsahu publikácií, najviac publikácií sa venuje témam udržateľného rozvoja, environmentálnym, ekologickým alebo tzv. zeleným témam, čo reflektuje aj to, čomu sa najviac vo formálnom vzdelávaní učitelia venujú, keď učia o témach GV (Človek v ohrození a kol., 2018).

Ako sme už poznamenali vyššie, výskum o GV nie je dostatočne etablovaný a teoreticko-konceptuálne je slabší. To vedie aj k tomu, že kritický, napr. post/dekoloniálny, výskum venujúci sa GV v slovenskom jazyku je takmer neexistujúci, aj keď v zahraničí sú tieto témy v popredí. Okrem jednej publikácie v slovenskom jazyku

1. Hodorovská, M. (2023). *Postcolonial Reading of the Global Education Discourse: On how Coloniality is Reproduced in Slovakia* [Dissertation - PhD. Thesis, Comenius University in Bratislava]. https://opac.crzp.sk/?fn=detailBiblioForm&sid=8BA438E6D9CA2A91C42FACA27666

Hodorovská, M. & Rankovová, K. (2023). Reproducing hierarchisation and depoliticisation: exploring discursive micro processes in global education. *Critical Studies in Education*, 1-17. https://doi.org/10.1080/17508487.2023.2249034

(Rankovová, 2022), sa kritickému výskumu v oblasti GV venujú len autorky tohto príspevku, avšak publikácie sú v anglickom jazyku[1]. Rovnako ani v prípade doktorandského alebo tzv. early-career výskumu, sa okrem autoriek príspevku, ktoré prevažne publikovali v anglickom jazyku, veľa autorov tejto téme nevenuje. Iba jedna rigorózna práca (tzv. malá dizertačná práca) bola odpublikovaná v slovenskom jazyku (Klein, 2023). Z tohto pohľadu možno tvrdiť, že akademický výskum o GV je nedostatočne rozvinutý a potrebuje viac času a (finančnej) podpory.

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 Univerzity Komenského, t.j. databázu najväčšej univerzity na Slovensku, ako aj databázy troch ďalších univerzít, z ktorých doteraz pochádzalo najviac autorov venujúcich sa témam GV – Univerzity Mateja Béla v Banskej Bystrici, Slovenskej poľnohospodárskej univerzity v Nitre a Univerzity Konštantína Filozofa v Nitre. Databázy a materiály publikačných činností iných univerzít a vysokých škôl by tak mohli byť v budúcnosti preštudované tiež.
- Podobne neexistuje ani zjednotená databáza pre výskum súvisiaci s politikou, čo znamená, že sme mohli prehliadnuť tzv. „šedú literatúru“ nachádzajúcu sa na iných internetových doménach.
- Pár identifikovaných publikácií nie je dostupných v online podobe a nachádzajú sa iba v knižniciach vybraných univerzít v rámci zborníkov, v ktorých boli publikované. Pri týchto publikáciách sme neboli schopné ich prečítať a tak sme sa riadili iba názvami a ich relevantnosťou pre tému GV a tým, či autori v minulosti už publikovali príspevky na podobnú tému, resp. či sa téme GV venujú akademicky dlhšie. Avšak to mohlo spôsobiť, že niektoré z uvedených publikácií nepokrývajú tému GV dostatočne. V budúcnosti bude dôležité lepšie zohľadňovať to, ako adresovať nedostupnosť niektorých publikácií v online forme.
- Budúci výskum by sa tiež mohol hlbšie zamerať na publikácie o GV v slovenskom jazyku publikované v českých akademických žurnáloch, na českých univerzitách a iných platformách a databázach. Keďže slovenská a česká akademická scéna je úzko prepojená, mnoho slovenských autorov publikuje aj v Česku. V tomto vydaní sme podrobne prehliadali jeden český akademický žurnál – Envigogika – venujúci sa relevantným témam a identifikovali sme viacero relevantných publikácií. V budúcnosti by sa vyhľadávanie v českých databázach mohlo rozšíriť.
- Tým, že sme zúžili našu štúdiu na šesť kľúčových slov, 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 de-radikalizácii alebo mierové vzdelávanie.

Na záver, vôbec druhé mapovanie GV publikácií v slovenskom jazyku adresovalo niektoré limitácie uvedené v prvom Digest-e, čo sa dá považovať za signifikantné zlepšenie. Celkovo však stále existuje priestor na ďalšie zlepšenie a doladenie metodiky pre budúce snahy v rámci GEL Digest.

Referencie použité v texte

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INTRODUCTION: SLOVAK

The Slovak contribution to the Global Education Digest 2023 includes publications in the field of global education (GE) as defined by the European Declaration on Global Education to 2050 (the so-called Dublin Declaration) (2022). Overall, this is already the sixth edition of the Digest, which maps what publications have been published about GE in 9 languages. As for the Slovak language, this is the second time that GE publications in the Slovak language have been included in the Digest. Based on the limitations of the previous search for publications in the Slovak language for the period 2010-2021 outlined in the previous Digest, the Slovak contribution adds additional keywords and databases to the search. These will be specified in the Methodology.

All GE publications (including those in the Slovak language) will also be available in the newly established database: https://projects.dharc.unibo.it/digestgel/.

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 also reflected on the various names of GE that we have identified so far in Slovak publications and other outputs. Keywords were likewise modified and added according to what words are used to describe GV in Slovak laws and strategic documents. Finally, we have 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 still used these days; thus, we included it among our keywords.
- Výchova or vzdelávanie pre/k udržateľnému rozvoju (education for sustainable development) – we added this keyword in the current Digest and it expands the previous search. Overall, this term is used less, but in recent years it is starting to be used more actively. Its use is based on the presence of the term in international documents and organizations (e.g., UNESCO, UN).
- Výchova or vzdelávanie ku globálnemu občianstvu (global citizenship education) – we added this keyword in the current Digest and it expands the previous search. Overall, this term is used less, but in recent years it is starting to be used more actively. Its use is based on the presence in international documents and organizations (e.g., UNESCO, UN).
- Environmentálne vzdelávanie or výchova (environmental education) – we added this keyword in the current Digest and it expands the previous search. This term has existed in Slovakia for a long time and has been used more and more in recent years. Such education is mainly devoted to ecological and environmental topics. In the Digest, we included publications that contained this term when they addressed ecological and environmental topics at the global level or when they were also related to the education for sustainable development. The term was also included because it was the most frequent topic discussed in classes including GE perspectives according to the research conducted by Človek v ohrození et al. (2018), which has been the largest and most up-to-date research examining the overall state of GE in Slovakia.

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 (Slovenská národná knižnica) 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 (Univerzita Komenského) – 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).
- Based on the limitations pointed out in last year's Digest, we have also decided to add the registers of publication activity of three other Slovak universities. More specifically, they were the registers of publication activity of Matej Bél University in Banská Bystrica (Univerzita Mateja Béla v Banskej Bystrici), Slovak Agricultural University in Nitra (Slovenská poľnohospodárska univerzita v Nitre), and Constantine the Philosopher University in Nitra (Univerzita Konštantína Filozofa v Nitre). These three registers of publication activity were chosen based on the authors identified in last year's Digest – since most of the Slovak publications about GE had been written by authors from these 3 universities, we have decided to focus on their publication activity to find as much as relevant sources as possible that could otherwise go unnoticed.
- 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 four academic journals which focus primarily on education – those were: Pedagogika.sk, Academia, Didaktika and Envigogika. Envigogika and Didaktika are newly added. The academic journal Envigogika is published in the Czech Republic, but we decided to include it because we found that a significant number of Slovak authors who are devoted to GE publish in it.
- 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.
- Last but not least, we also used the snowballing method during which we consulted the lists of bibliographies in the found publications about GE in order to identify other possible publications in the Slovak language that would be relevant. However, these lists of used literature mostly contained English contributions, or contributions from Slovak authors, which we have already identified in the previous edition of the Digest.

All newly added keywords and databases, or the platforms that were analyzed, were searched since the year 2015 as stipulated by the instructions of the central GEL Digest team.

Context

Before we start presenting the results of this Digest, the following contextual sub-chapter is dedicated to the description of the state of GE in Slovakia. We decided to add this sub-chapter because GE status, and the status of GE publications, is strongly influenced by the evolution of institutional relations as well as by the overall background and support of GE as such.

Despite several initiatives and impulses, Slovakia does not have a new, revised strategy for GE since the National Strategy for GE for the period of 2012-2016 has ended. Several reasons might explain the lack of new strategy: (1) insufficient public awareness of GE; (2) lack of political will; (3) overall confusion when it comes to the institutional "ownership" since traditionally, GE falls under the Ministry of Foreign and European Affairs (MoFAE) as part of the development cooperation agenda, and although in recent years GE

has moved more under the Ministry of Education, Science, Research and Sport (MoESRS), there is some confusion about who "owns" GE, as GE is still funded by the MoFAE (the Ministry allocates around €200-250,000 annually to NGDOs working with GE), and the MoESRS does not have a separate budget for GE; and (4) continuous internal transfers of responsible working personnel for GE agenda within the MoESRS which is supposed to draft a new National Strategy for GE.

The lack of a National Strategy for GE also reveals another trend – in Slovakia, GE more or less exists only thanks to the bottom-up pressures coming from the NGDOs and dedicated teachers who are the main actors and drivers of GE. Top-down pressure from state actors remains minimal. Nevertheless, several GE events, led by NGDOs' representatives, have been held in Slovakia since 2022, but these were co-financed by foreign donors, mainly through the so-called Norwegian funds. The main events and (not academic) conferences were as follows:

- November 2022 – International colloquium on GE in connection with the adoption of the Dublin Declaration where Slovakia declared that it was going to be the first European country to have a new National Strategy for GE based on the Dublin Declaration, but more than a year later there is still no comprehensive draft of the Strategy
- June 2023 – Expert seminar on "On civic education – global and local" in cooperation with Inland Norway University of Applied Sciences and under the auspices of MVRO Academia Istropolitana Nova and SlovakAid and funded through the Active Citizenship Fund (Norwegian Funds)
- November 2023 – Expert Panel on "Exploring the contribution of global education: Disinformation and the Future of Democracy: The Need for Global Education" at the Ambrela Development Forum where invited panelists discussed current trends and issues in GE

The slow and institutionally poor development of GE also resulted in a smaller number of GE publications. GE is not a topic that is widely known, and lacks support, so academic research in this area does not flourish.

Results

In the range of this year's Digest edition, we have identified 38 publications in the Slovak language. Below we offer a short analysis. We focused on three aspects, namely the year of publication, the type of publications and their main themes.

As for the year of publication, if focused only on 2022 and 2023, we found a total of 10 publications, of which 8 out of 10 were published in 2022. Overall, the analysis shows that only a minimum amount of GE publications are published in Slovakia – the most in 2016 and 2022 (n=8 per year, 21 % per year). Apart from 2019 (n=0), when we did not find any publication, the number of publications ranges from 6 for 2015; 5 publications for 2020; 4 publications for 2017; 3 publications for 2021 to 2 publications for 2018 and 2023.

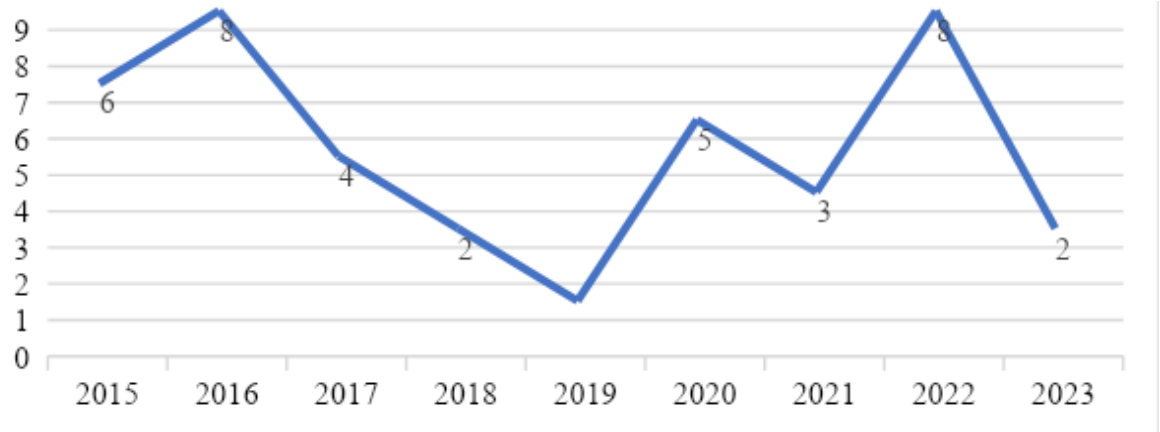


Figure 1: Number of published publications on GE in Slovak language per year (data for Digest 2023 only)

If we add to the results for the Digest 2023 the results from the Digest 2022, which mapped Slovak publications until 2021, the total number of GE publications would be 58. In this case, the highest number of publications would be for 2016 (n=13); followed by 2015 (n=9); and 2022 (n=8). The year 2022, with 8 publications, would still be the third year with the highest number of GE publications in the Slovak language. However, this number is still not very significant, as apart from 2016, publications have never exceeded 10 per year. On the contrary, in 2023 they dropped again to only 2 publications per year. This confirms that the number of GE publications per year does not have a steadily growing tendency and that GE themes in academia do not increasingly form a larger set.

Furthermore, we also explain the little interest in GE publishing by the lack of financial resources and the overall ambiguous agenda in GE area, a phenomenon that might be particularly linked to the lack of National Strategy, too. As we noted in the last edition of Digest 2021, GE publications grow when they are part of a research project or grant scheme. Otherwise, research on GE is concentrated at specific faculties and among authors who have dealt with the topic for a longer time.

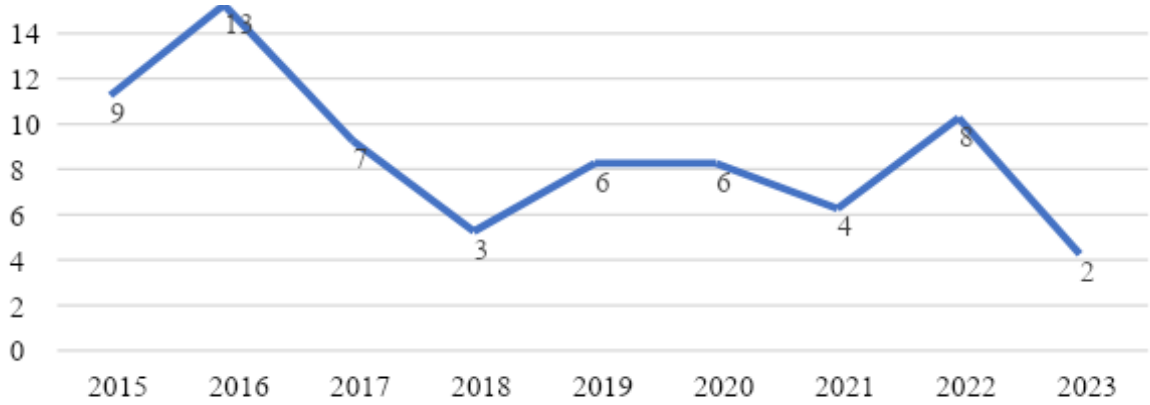


Figure 2: Number of GE publications published in Slovak language per year (including data from Digest 2022)

As for the type of GE publications we observed, there were mostly academic articles (n=35, which is 92 %), which were published in local academic journals or in proceedings from scientific conferences. They were followed by 1 book, 1 chapter in the book, and 1 thesis. However, it should be noted that the identified work is a rigorous work, often called "small PhD. thesis", similar to the type of qualification as the dissertation thesis is; so we added to it on the list, too. Despite the fact that we did not include bachelor and diploma theses in our study (because they do not belong to the range of search categories of Digest), a short review of the Central Register of Final and Qualifying Theses showed that at least 20 relevant theses were published between 2022 and 2023, which is a promising sign for the future.

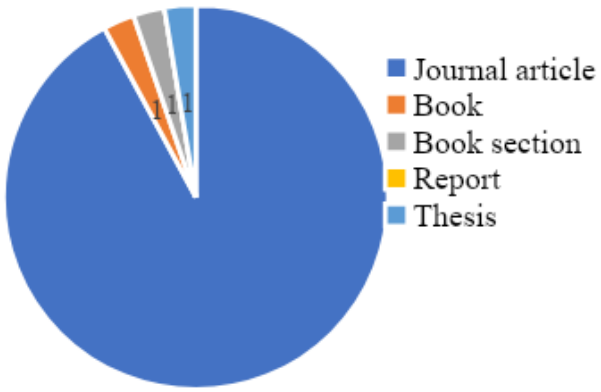


Figure 3: Number of GE publications published in Slovak language by type (data for Digest 2023 only)

If we included data from the previous Digest, which mapped publications to 2021, academic articles (n=42, which is 72%) still accounted for the majority of published papers on GV. This would be followed by reports (n=7); books (n=5); book sections (n=2) and theses (n=2).

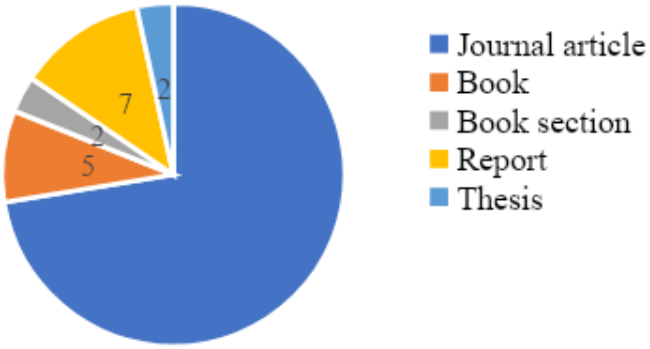


Figure 4: Number of GV publications published in Slovak by type (including data from Digest 2022)

Regarding the main topic of the analyzed publications, the highest number were theoretical and conceptual publications (n=13) and publications devoted to formal education (n=13). However, two things shall be noted about theoretical and conceptual publications. First, these publications mostly included sub-themes, such as higher education or formal education. Secondly, given the overall format, structure and quality of these publications, most of them have been written as an "essay", including the views of the authors and their recommendations on the further implementation and institutionalization of GE. On the contrary, theoretical and conceptual publications with rigorous research are largely absent. If conceptual publications used quantitative and qualitative research methods, the authors usually measured only very general aspects, such as the main GE themes that teachers implement in formal education institutions, how many teachers and students have any experience with GE, etc. Based on these results, we can argue that GE is not yet a subject of fully established academic research. Instead, GE is still a part of emerging conceptual and theoretical debates and considerations.

Theoretical and conceptual publications are followed by higher education research related to GE (n=6); teacher education (n=3) and non-formal education (n=2). Many publications also have a second topic – mostly formal, non-formal, informal, higher education and teacher education. Topics of international volunteering, study visits and educational partnerships in relation to GE and policy research related to GE are completely absent. The absence of policy research concerned with GE can be explained by the lack of researchers dealing with the topic as well as the overall political dynamics in these areas, as the topic of GE as such has been frozen to some extent since the end of the 2016, when the National Strategy on GE had ended. On the other hand, it is this research gap that represents a potential space for future research.

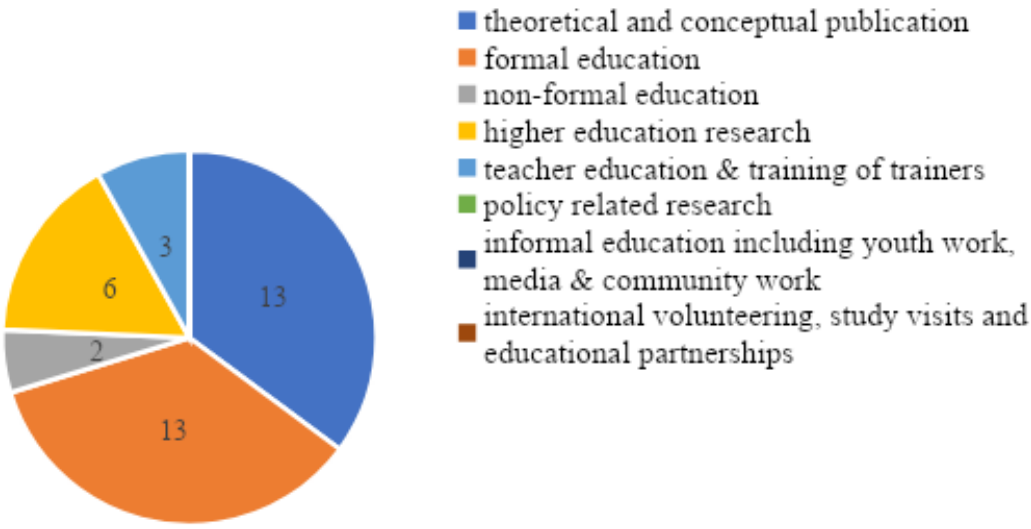


Figure 5: Number of GV publications published in Slovak by topic (data for Digest 2023 only)

Out of the total number of references found by 2021, theoretical and conceptual publications (n=18, 31 %), followed by formal education (n=14, 24 %) were predominant; higher education (n=12), teacher education (n=6); GE policy (n=5) and non-formal learning (n=2). Informal and international GE-focused education continues to be a major absent theme.

If we would include data from the previous Digest, which mapped publications to 2021, theoretical and conceptual publications would dominate (n=18, accounting for 31%). This would be followed by publications focused on formal education (n=14); higher education (n=12); teacher education (n=6); policy related research (n=5); and non-formal education (n=2). Informal education and research about international volunteering, study visits and educational partnerships related to GE would continue to be absent as a major theme.

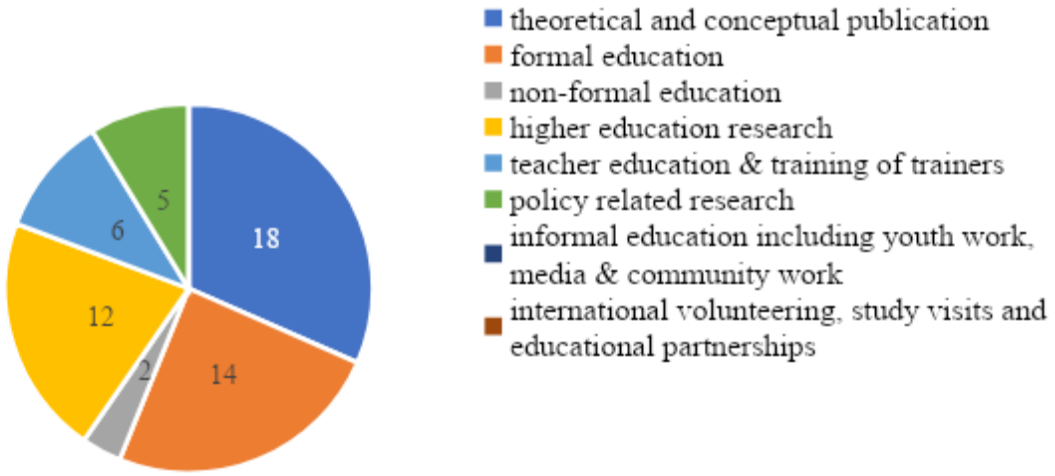


Figure 6: Number of GV publications published in Slovak by topic (including data from Digest 2022)

In general, themes of non-formal and informal learning in relation to GE and policy related research are largely absent. In addition to the predefined topics by the central Digest team, we also noticed that most publications focused on formal education mainly in secondary and higher education and topics of primary education or pre-primary education are absent. In terms of the content of publications, the most publications are devoted to topics of sustainable development, environmental, ecological or so-called green topics, which also reflects what teachers do most in formal education when they teach about topics of GE (Človek v ohrození et al., 2018).

As noted above, research on GE is not sufficiently established and theoretically and conceptually it is rather weaker. This also leads to the fact that critical, e.g., post/decolonial, research on GE in the Slovak language is almost non-existent, although these topics are at the forefront of international academic discourse related to GE. Apart from one publication in the Slovak language made by one of the authors (Rankovová, 2022), only the authors of this paper are devoted to critical research in the field of GE, but the publications are in the English language[2]. Similarly, in the case of doctoral or early-career research, apart from the authors of the paper who have mainly published in English, almost no other authors deal with this topic. Only one rigorous thesis (so-called small dissertation thesis) was published in the Slovak language (Klein, 2023). From this point of view, it can be argued that academic research on GE is underdeveloped and needs more time and (financial) support in Slovakia.

2. Hodorovská, M. (2023). *Postcolonial Reading of the Global Education Discourse: On how Coloniality is Reproduced in Slovakia* [Dissertation - PhD. Thesis, Comenius University in Bratislava]. https://opac.crzp.sk/?fn=detailBiblioForm&sid=8BA438E6D9CA2A91C42FACA27666

Hodorovská, M. & Rankovová, K. (2023). Reproducing hierarchisation and depoliticisation: exploring discursive micro processes in global education. *Critical Studies in Education*, 1-17. https://doi.org/10.1080/17508487.2023.2249034

Limitations

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

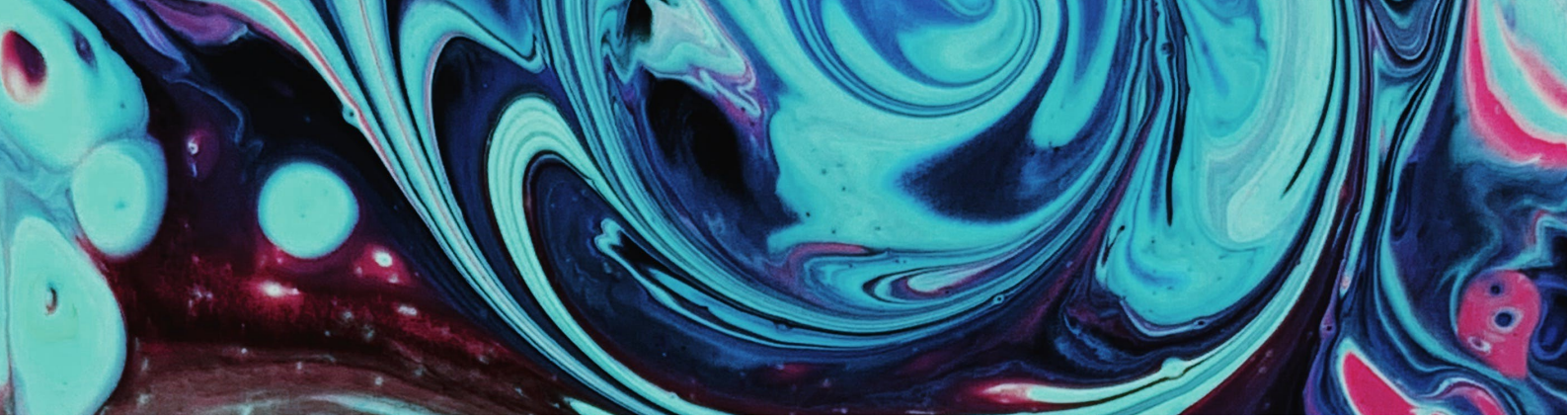
- While trying to ensure the highest completeness of results, it is still highly unlikely that we have been able to locate every relevant publication, and thus, as a result, some publications in Slovak might be missing from the bibliography.
- This is further aggravated by the fact that Slovakia has 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 Comenius University (Evidencia publikačnej činnosti UK) – as well as the databases of three other universities – the Matej Béla University in Banská Bystrica, the Slovak Agricultural University in Nitra and the University of Konstantin Filozof in Nitra – because the previous Digest showed that most authors devoted to the research concerning GE were affiliated with these higher education institutions. In the future, databases or materials of publication activities of other universities and higher education and research institutions should be surveyed as well.
- Similarly, no database for policy-related research is available, meaning that the so-called "grey literature" might have been overlooked since these types of publications are spread out over different sites.
- A few of the identified publications are not available online and can only be found in the libraries of the selected universities as they are a part of the proceedings in which they were published. For these publications, we were not able to read them and so we determined their relevance solely based on the titles and their relevance to the topic of GE, and whether the authors had previously published papers on a similar topic or had been working on the topic of GE academically for a longer period of time. However, this may have resulted in some of the publications listed not covering the topic of GE sufficiently. In the future, it will be important to better consider how to address the unavailability of some publications in an online form.
- In the future, it would also be good to focus more deeply on publications about GE in the Slovak language published in Czech academic journals, at Czech universities and other platforms and databases. Since Slovak and Czech academia are closely interconnected, many Slovak authors also publish in the Czech Republic. In this edition, we reviewed in detail one Czech academic journal – Envigogika – dedicated to the relevant topics and identified several relevant publications. This could be expanded in the future.
- By narrowing our study to six key words, 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 peace education.

To conclude, the second-ever mapping-out exercise of GE publications in the Slovak language addressed some of the limitations identified in the first Digest. However, there still exists lots of room for improvement and sharpening of the methodology for future Digest endeavours.

References

Človek v ohrození, PDCS, Živica, Pedagogická fakulta univerzity Matej Bela and research agency Krajinka. (2018). *Analýza stavu globálneho vzdelávania na Slovensku 2018-2020*. https://globalnevzdelavanie.sk/analyza/

GENE. (2022). *Európska deklarácia o globálnom vzdelávaní do roku 2050.* https://static1.squarespace.com/static/5f6decace4ff425352eddb4a/t/6454fd66a6d4796c9261d540/1683291525789/GE2050-Slovak.pdf



GLOBAL EDUCATION DIGEST 2023

ESPAÑOL

Adelina Calvo Salvador, **Carlos Rodríguez Hoyos & Noemí Sainz de la Maza Ortiz** (University of Cantabria, Spain), **Silvia Espinal Meza** (University of Bristol, UK), **Diego Posada** (University of Padova, Italy)

INTRODUCCIÓN: ESPAÑOL

En esta edición del Digest el equipo español ha mantenido su composición mixta de investigadores del ámbito español (Adelina Calvo Salvador, Carlos Rodríguez-Hoyos y Noemí Sainz de la Maza Ortiz) y del ámbito latinoamericano (Diego Posada, uruguayo en proceso de formación en la Universidad de Padova, Italia y Silvia Espinal Meza, peruana en proceso de formación en la Universidad de Bristol, Reino Unido). El objetivo es seguir realizando búsquedas más específicas a partir de términos y en bases de datos especializados en cada zona geográfica.

A pesar de haber realizado la búsqueda bibliográfica de manera coordinada, se decide presentar la metodología y resultados obtenidos en cada contexto, respetando con ello la tradición investigadora de cada zona.

Ámbito español[1]

Los términos iniciales utilizados para realizar la búsqueda han sido Educación para el Desarrollo, Educación para la Ciudadanía Global, Educación para la Ciudadanía Mundial, Educación Transformadora/Educación para la Transformación Social, Educación para la Ciudadanía Planetaria, Educación para la Justicia Social Global y Educación para el Desarrollo Sostenible. Se ha realizado una segunda búsqueda combinando todos esos términos con Derechos Humanos, Género y Educación Intercultural.

La selección de los términos responde a estos criterios:

1. La tradición investigadora en el país, que parte de una tradición académica cuyos orígenes se remontan al uso del término de Educación para el Desarrollo y el enfoque de las generaciones (Calvo-Salvador, 2017).
2. El uso extendido del término Educación para la Ciudadanía Global (crítica) para definir una Educación para el Desarrollo de 5ª y 6ª generación.
3. El uso del término Educación para la Ciudadanía Mundial, adoptado en la reciente Ley Orgánica de Educación (LOMLOE, 2020), en consonancia con el enfoque promovido por la UNESCO.
4. El uso del término Educación Transformadora y Educación para la Transformación Social como una forma de entender la Educación para la Ciudadanía Global que subraya su necesario compromiso con la mejora social.
5. El término Ciudadanía Planetaria, por influencia del enfoque proveniente de América Latina y que en estos últimos años parece adquirir un nuevo significado a la luz de la actual crisis ecológica y social.
6. El término Justicia Social Global, por la influencia y extensión de los trabajos que vienen utilizando este término en el contexto europeo (Bourn, 2015).
7. Educación para el Desarrollo Sostenible, por ser un término que también introduce la Ley Orgánica de Educación (LOMLOE, 2020) y que se vincula con la Agenda 2030 de los Objetivos de Desarrollo Sostenible (Santamaría-Cárdaba y Martínez Scott, 2023).

Estos términos se han buscado, tanto en bases de datos nacionales: ERIC, Google Académico, Dialnet, Redined, ÍnDICEs (Buscador del CSIC), TESEO (tesis doctorales) y UNICO (buscado de la biblioteca de la Universidad de Cantabria), como internacionales: Scopus, Web of Science, ProQuest, Google Scholar y Scielo.

En segundo lugar, se ha realizado una búsqueda más específica de publicaciones vinculadas a los grupos de investigación que, a nivel nacional, están trabajando en este campo: Universidad de Zaragoza (el grupo liderado por Ana Cristina Blasco-Serrano), Universidad de la Coruña (liderado por Renée DePalma Úngaro), Universidad de Valladolid (Suyapa Martínez-Scott, Luis Torrego y Noelia Santamaría-Cárdaba), Universidad de Oviedo (liderado por Aquilina Fueyo), Universidad Politécnica de Valencia (liderado por Alejandra Boni

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).

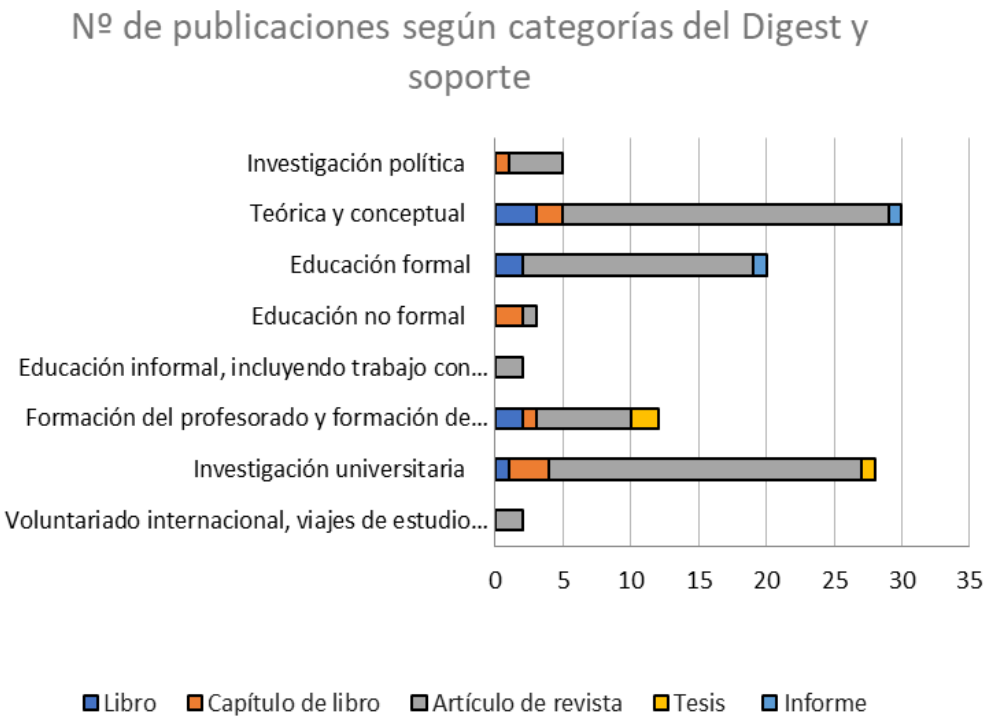
Aristizabal) y Universidad de Cantabria (liderado por Adelina Calvo Salvador); así como en el buscador de las tres instituciones más importantes que en España se dedican al estudio del campo: Hegoa (Instituto Vasco de Estudios sobre Desarrollo y Cooperación Internacional, Universidad del País Vasco), en el repositorio de CEIPAZ-Fundación Cultura de Paz (Universidad Autónoma de Madrid) y en el Instituto de Desarrollo-Fundación Etea-Universidad Loyola, a través de sus autoras más representativas: Gema Celorio Díaz, Manuela Mesa Peinado y M. Luz Ortega Carpio.

En tercer lugar, se ha realizado una búsqueda de artículos en las revistas españolas afines a este campo: *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-)*; Revista Iberoamericana de Aprendizaje Servicio: Solidaridad, Ciudadanía y Educación* (RIDAS, Universidad de Barcelona); *Hariak. Recreando la educación emancipadora* (Hegoa); *Revista Iberoamericana de Estudios de Desarrollo (Cátedra de Cooperación para el Desarrollo-Universidad de* Zaragoza); *Revista de Educación Ambiental y Sostenibilidad* (REAyS, Universidad de Cádiz) *y Revista Española de Desarrollo y Cooperación* (REDC, Universidad Complutense de Madrid).

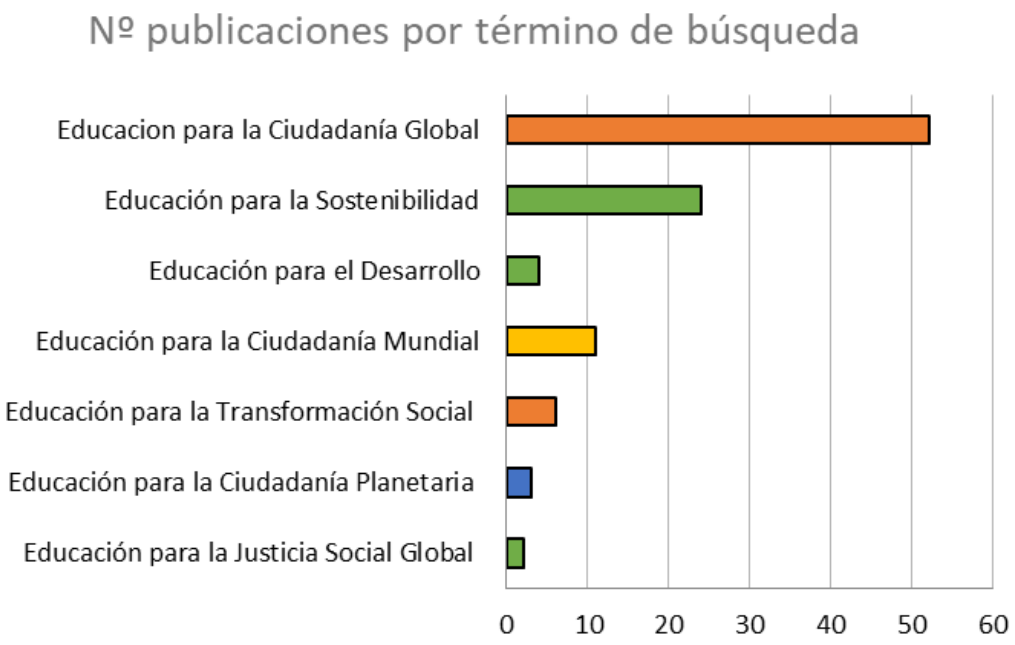
Resultados

Con relación a la clasificación temática del Digest, de las 102 referencias encontradas 30 se encuentran en la categoría de trabajos de corte teórico y conceptual (29,4 %) y 28 en la de investigaciones en la educación superior (27,4 %). En el ámbito de la educación formal se han clasificado un total de 20 trabajos (19,6%) y en formación del profesorado 12 (11,7%). Las siguientes categorías en orden de aparición han sido: investigación sobre políticas, con 5 referencias (4,9%) y educación no formal con 3 referencias (2,9%). Por último, con sólo 2 referencias (1,9%) se sitúan las categorías de educación informal y trabajo con la comunidad y voluntariado internacional, estudios en el extranjero y hermanamientos/asociaciones educativas. En términos generales, se mantiene la tendencia observada en anteriores ediciones del Digest.

La mayoría de los trabajos han sido publicados en formato de artículo científico (n=80), seguido de libros (n=8) y capítulos de libros (n=9). El número de tesis doctorales sigue siendo bajo (n=3), también el número de informes (n=2).



Con relación a la categorización por términos de búsqueda, aunque algunos trabajos utilizan dos términos para definir su investigación (p. e. Educación para el Desarrollo y la Ciudadanía Global o Educación para la Transformación Social y la Ciudadanía Global) se ha optado por clasificar cada trabajo en una única categoría. Del total de referencias encontradas (n=102), la que aparece con mayor frecuencia es Educación para la Ciudadanía Global con 52 referencias (50%), seguida de Educación para el Desarrollo Sostenible con 24 referencias (23,5%), Educación para el Desarrollo con 4 referencias (3,8%), Educación para la Ciudadanía Mundial (n=11, que representa el 10,6%), Educación para la Transformación Social/Educación Transformadora (n=3, que representa el 2,9%), Educación para la Ciudadanía Planetaria (n=6 que supone el 5,8%), y Educación para la Justicia Social Global (n=2, lo que supone menos del 2%).



Se han encontrado 3 tesis doctorales, la mitad que las consignadas en el anterior Digest. La principal novedad de este año es la publicación de 2 monográficos de revista, varios libros y capítulos de libros. Resaltamos aquí lo fundamental de estas publicaciones.

Se han publicado 2 monográficos de revista sobre la temática, "Una competencia global para un mundo interconectado", *Cuadernos de Pedagogía (n. 535, año 2022) y "Educación para el Desarrollo y la Ciudadanía Global o cómo educar en tiempos difíciles" Tabanque. Revista Pedagógica* (n. 34, año 2022), editada por la Universidad de Valladolid.

Se han publicado 10 libros de los que destacamos aquí los más relevantes, *El análisis crítico del discurso y la pedagogía crítica. Explorando sus relaciones y sus aplicaciones didácticas*[2] (María Martínez Lirola, editorial Comares); *Los ODS. Avanzando hacia una educación sostenible. Modelos y experiencias en el Máster en Profesor de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanzas de Idiomas*[3] (editado por Carmen López Esteban de la Universidad de Salamanca); Ética, *desarrollo sostenible y ciudadanía global. Herramientas de prosocialidad en aprendizaje-servicio para la Agenda 2030*[4] (coordinado por Francisco Arenas y editado por Octaedro-Universidad de Valencia-Cátedra UNESCO); *Aprendizaje móvil y ciudadanía espacial en la educación para el desarrollo sostenible. Una propuesta para la enseñanza de las Ciencias Sociales en Educación Secundaria Obligatoria*[5]; *Interculturalidad, ciudadanía global y cultura de paz. Aportes desde el saber pedagógico para la educación del siglo XXI*[6] (editada en Bogotá, Colombia por el Instituto para la Investigación Educativa y el Desarrollo Pedagógico -IDEP-) *y Justicia social global: perspectivas, reflexiones y propuestas desde Iberoamérica*[7] (México, obra promovida desde la Red Interdisciplinaria Justicia Global e Integración Americana (RIJIA).

2. Accesible desde: https://www.researchgate.net/publication/357992610
3. Accesible desde: https://eusal.es/eusal/catalog/view/978-84-1311-674-7/6073/7974-1
4. Se puede acceder al índice del libro desde: https://books.google.es/books?id=UJSWEAAAQBAJ&printsec=frontcover&hl=es#v=onepage&q&f=false
5. Acceso a una parte del libro: https://wizardly-davinci.82-223-8-23.plesk.page/wp-content/uploads/2021/10/16276.pdf
6. Acceso al libro a través de este enlace: https://repositorio.idep.edu.co/bitstream/handle/001/2550/INTERCULTURALIDAD%2c%20CIUDADAN%C3%8DA%20GLOBALY%20CULTURA%20DE%20PAZ.pdf
7. Se puede consultar el índice a través de este enlace: https://issuu.com/tirantloblanch/docs/05cf9a0d796ca09a08e3fd546dda6d86

Limitaciones

En el ámbito español se ha detectado una presencia importante de obras que abordan cuestiones sobre la Agenda de los ODS, pero no siempre con una mirada global.

También se aprecia la publicación de varios artículos que abordan meta-revisiones sobre el campo, acotando un período temporal, unos términos de búsqueda y unas bases de datos. Este tipo de publicaciones son difíciles de catalogar teniendo en cuenta la estructura del Digest, pues analizan numerosos artículos de temáticas muy diversas. En nuestro caso todas estas investigaciones han sido categorizadas en artículos de corte teórico (*Theoretical & conceptual publications*).

En tercer lugar, en el ámbito geográfico español hay una tendencia que va en aumento en los últimos años y que está ligada a la presión por publicar en medios de impacto. Muchos de los congresos que se celebran acaban publicando sus actas en formato de libro, de manera que los investigadores obtienen un resultado académico de más prestigio (un capítulo de libro frente a una publicación en acta de congreso). Hemos decidido no incluir estos trabajos como capítulos de libro, pues no están publicados en un libro que aborde el campo de estudio. Al contrario, se trata de libros conformados por aportaciones variadas, dispersas y sin ninguna relación con el campo de estudio. A modo de ejemplo, señalamos aquí 2 de los trabajos que hemos descartado siguiendo esta lógica:

- Calvo Salvador, A., Rodríguez Hoyos, C., & Castro Zubizarreta, A. (2023). Educación para la ciudadanía global. Estudio de casos en Cantabria (España). *Soñar grande es soñar juntas: En busca de una educación crítica e inclusiva, 2023, ISBN 978-84-19506-81-8, págs. 749-763, 749-763.* Acceso al libro completo: *https://octaedro.com/wp-content/uploads/2023/04/9788419506818.pdf*
- Rodríguez Hoyos, C., Calvo Salvador, A., & Fueyo Gutiérrez, A. (2023). Construir ciudadanía global desde la web: El caso de las ONGD de Cantabria. *En digital: experiencias y reflexiones para el uso de la tecnología en educación, 2023, ISBN 978-84-1122-963-0, págs. 353-364, 353-364.* Acceso al libro completo: *https://dialnet.unirioja.es/servlet/articulo?codigo=8909657*

Agradecimientos

Los principales hallazgos de esta búsqueda han sido revisados por Ana Cristina Blasco-Serrano (Universidad de Zaragoza) y Gema Celorio Díaz (Hegoa-UPV), reconocidas especialistas en el tema.

El trabajo inicial de búsqueda bibliográfica se ha realizado con la ayuda del servicio de apoyo a la investigación de la Universidad de Cantabria, a través de Ángela Saiz Silió.

Referencias

Bourn, D. (2015). *The Theory and Practice of Development Education: A Pedagogy for Global Social Justice*. Routledge.

Calvo-Salvador, A. (2017). The state of development education in Spain: Initiatives, trends and challenges. *International Journal of Development Education and Global Learning,* 9 (1): 18-32.

Santamaría-Cárdaba, N. y Martínez Scott, S. (2023). Explorando el currículo de la enseñanza secundaria española en la perspectiva de la Ciudadanía Global y de la Educación para la Sostenibilidad. *Ensaio: Avaliação e Políticas Públicas em Educação*, 31, 1-22.

2. Accesible desde: https://www.researchgate.net/publication/357992610
3. Accesible desde: https://eusal.es/eusal/catalog/view/978-84-1311-674-7/6073/7974-1

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 CLACSO
- Repositorio académico Ecuador
- Repositorio académico Argentina
- Scielo

Estos repositorios recogen las producciones desde la región para los años 2022 y 2023 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), "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). Del mismo modo, el término interculturalidad resulta particularmente relevante en esta región dada la diversidad étnico-cultural que en parte se ve reflejada en publicaciones sobre educación intercultural bilingüe y sus vínculos con la formación ciudadana y democrática.

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 de manera desproporcionada 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 53 publicaciones en total, de las cuales 40 son artículos en revistas académicas o capítulos de libros, y 13 son libros. Como se puede observar en el Gráfico 3, la amplia mayoría de las publicaciones son de carácter teórico o conceptual (27), seguido por publicaciones dentro del marco de la educación formal (11), educación superior (7), formación de docentes y educación no formal (3), y por ultimo políticas educativas (2).

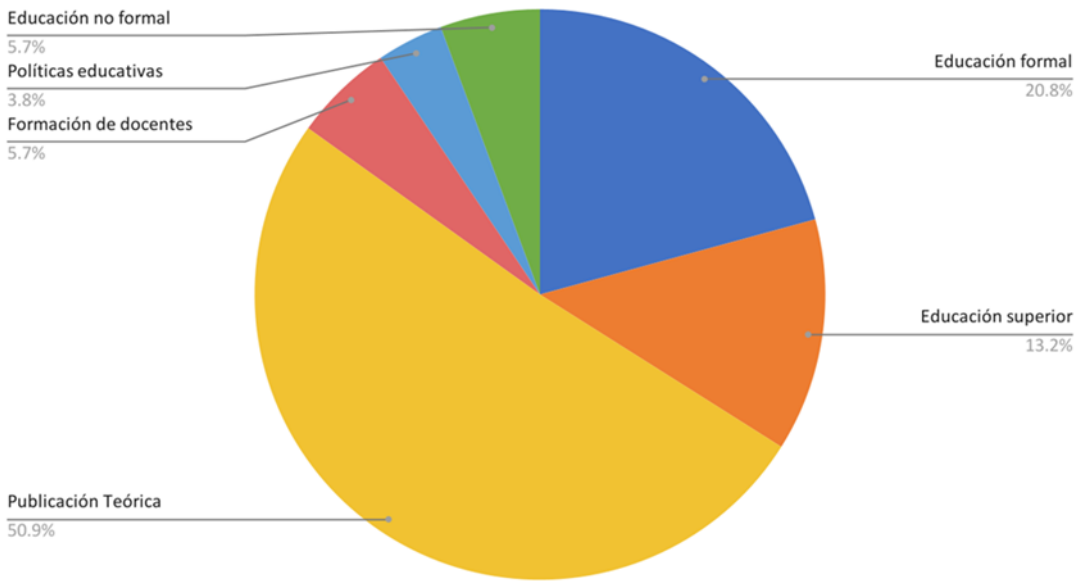


Gráfico 3. Clasificación temática LAC.

Desde un punto de vista conceptual, así como se observa en el gráfico 4 a continuación, las publicaciones enfocadas en Ecopedagogía y Educación para la Ciudadanía Global fueron las más frecuentes con 9 y 8 publicaciones respectivamente.

A continuación se encuentran aquellas publicaciones cuyo foco son las Pedagogías Críticas, Justicia Social y Educación para la Transformación Social. Vale la pena mencionar que estos conceptos están fuertemente entrelazados en la vida y obra de Paulo Freire (1970), que al día de hoy sigue siendo uno de los pensadores referentes en diversos campos de ciencias sociales y políticas en la región. Estos enfoques críticos enfatizan los procesos de co-construcción y diálogo en los espacios educativos siguiendo el modelo freireano (Freire, 1970).

Por su parte, el término Educación intercultural es el tópico principal de 6 publicaciones incluidas en esta búsqueda bibliográfica. Esto puede atribuirse, en parte, al hecho 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 Desarrollo Sostenible, Derechos Humanos, Ciudadanía Planetaria, Perspectiva de Género y Educación Popular concentran 3 o menos publicaciones cada uno. Es interesante notar que parecería que en latinoamérica hay una tendencia a reducir las referencias a la “Educación para el Desarrollo Sostenible” mientras que otras pedagogías que apelan a un bienestar humano, social y ecológico como la “ecopedagogía” tienen mayor presencia.

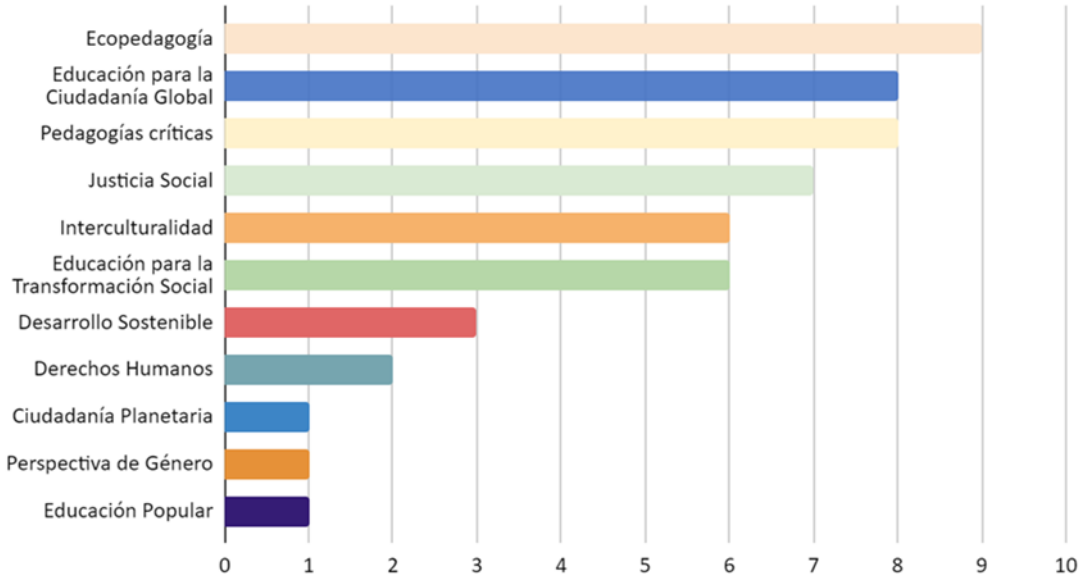


Gráfico 4. Clasificación conceptual LAC.

Referencias

Bárcena, A et al. (2020). *La emergencia del cambio climático en América Latina y el Caribe ¿Seguimos esperando la catástrofe o pasamos a la acción?* Santiago de Chile, CEPAL.

Candau, V. (2010). Educación intercultural en América Latina: distintas concepciones y tensiones actuales. *Estudios pedagógicos (Valdivia), 36*, 333-342. 10.4067/S0718-07052010000200019.

CLADE. Campaña Latinoamericana por el derecho a la educación (2021). *Desigualdades educativas en América Latina: tendencias, políticas y desafíos.* CLADE.

UNESCO (2018). *Educación para la ciudadanía mundial en América Latina y el Caribe. Documento fundacional de la Red Regional de Educación para la Ciudadanía Mundial para la América Latina y el Carib*e. OREALC, UNESCO.

UNESCO (2020). *Educación para el desarrollo sostenible. Hoja de ruta*. UNESCO.

INTRODUCTION: SPANISH

In this edition of the Digest, the Spanish team has maintained its mixed composition of researchers from Spain (Adelina Calvo Salvador, Carlos Rodríguez-Hoyos and Noemí Sainz de la Maza Ortiz) and Latin America (Diego Posada, a Uruguayan undergoing training at the University of Padova, Italy, and Silvia Espinal Meza, a Peruvian undergoing training at the University of Bristol, UK). The aim is to continue carrying out more specific searches based on terms and databases specializing in each geographical area.

Despite having carried out the bibliographic search in a coordinated manner, it was agreed to present the methodology and results obtained in each context, thus respecting the research tradition of each area.

Spanish scope[1]

The initial search terms used were 'Development Education', 'Global Citizenship Education', 'World Citizenship Education', 'Transformative Education'/'Education for Social Transformation', 'Planetary Citizenship Education', 'Global Social Justice Education' and 'Education for Sustainable Development'.
A second search has been conducted combining all these terms with Human Rights, Gender and Intercultural Education.

The selection of terms is based on these criteria:

- The research tradition in the country, which stems from an academic tradition whose origins go back to the use of the term Development Education and the generations approach (Calvo-Salvador, 2017).
- The widespread use of the term Global Citizenship Education (critical) to define 5th and 6th generation Development Education.
- The use of the term Global Citizenship Education, adopted in the recent organic law on education (LOMLOE, 2020), aligned with the approach promoted by UNESCO.
- The use of the term Transformative Education and Education for Social Transformation as a way of understanding Global Citizenship Education that underlines its necessary commitment to social improvement.
- The term Planetary Citizenship, influenced by the Latin American approach, which in recent years seems to take on a new meaning in the light of the current ecological and social crises.
- The term Global Social Justice, due to the influence and extension of the texts that have been using this term in the European context (Bourn, 2015).
- Education for Sustainable Development, as a term also introduced by the Organic Law on Education (LOMLOE, 2020) and linked to the 2030 Agenda of the Sustainable Development Goals (Santamaría-Cárdaba and Martínez Scott, 2023).

These terms have been searched both in national databases: ERIC, Google Schoolar, Dialnet, Redined, ÍNDICEs (CSIC search engine), TESEO (doctoral theses) and UNICO (searched by the library of the University of Cantabria), and international databases: Scopus, Web of Science, ProQuest, Google Scholar and Scielo.

Secondly, a more specific search was carried out for publications linked to the research groups that, at a national level, are working in this field: University of Zaragoza (the group led by Ana Cristina Blasco-Serrano), University of La Coruña (led by Renée De Palma Úngaro), University of Valladolid (Suyapa Martínez-Scott, Luis Torrego and Noelia Santamaría-Cárdaba), University of Oviedo (led by Aquilina Fueyo), Polytechnic University of Valencia (led by Alejandra Boni Aristizabal) and University of Cantabria (led by Adelina Calvo

1. This work has been carried out within the framework of the project Investigating new socio-educational scenarios for the construction of global citizenship in the 21st century (PID2020-114478RB-C21) funded by MCIN/ AEI /10.13039/501100011033 (PI Adelina Calvo Salvador).

Salvador); as well as in the search engines of the three most important institutions in Spain dedicated to the study of the field: Hegoa (Basque Institute for Development Studies and International Cooperation, University of the Basque Country), in the repository of CEIPAZ-Fundación Cultura de Paz (Universidad Autónoma de Madrid) and in Instituto de Desarrollo-Fundación Etea-Universidad Loyola, through its most representative authors: Gema Celorio Díaz, Manuela Mesa Peinado and M. Luz Ortega Carpio.

Thirdly, a search was carried out for articles in Spanish journals related to this field: *International Journal of Education for Social Justice* (UNESCO Chair in Education for Social Justice at the Autonomous University of Madrid in collaboration with the Ibero-American Research Network on Change and School Effectiveness -RINACE-); *Ibero-American Journal of Service Learning: Solidarity, Citizenship and Education* (RIDAS, University of Barcelona); *Hariak. Recreando la educación emancipadora* (Hegoa); *Revista Iberoamericana de Estudios de Desarrollo* (Cátedra de Cooperación para el Desarrollo-Universidad de Zaragoza); *Revista de Educación Ambiental y Sostenibilidad* (REAyS, Universidad de Cádiz) *and Revista Española de Desarrollo y Cooperación* (REDC, Universidad Complutense de Madrid).

Results

Regarding to the thematic classification of the Digest, 30 from the total (n=102) are theoretical and conceptual works (29.4%) and 28 in the category of higher education research (27.4%). A total of 20 papers (19.6%) were classified in the field of formal education and 12 in teacher training (11.7%). The next categories in order of appearance were: policy research with 5 references (4.9%) and non-formal education with 3 references (2.9%). Finally, with only 2 references (1.9%) are the categories of informal education and community work and international volunteering, study abroad and twinning/educational partnerships. In general terms, the trend observed in previous editions of the Digest continues.

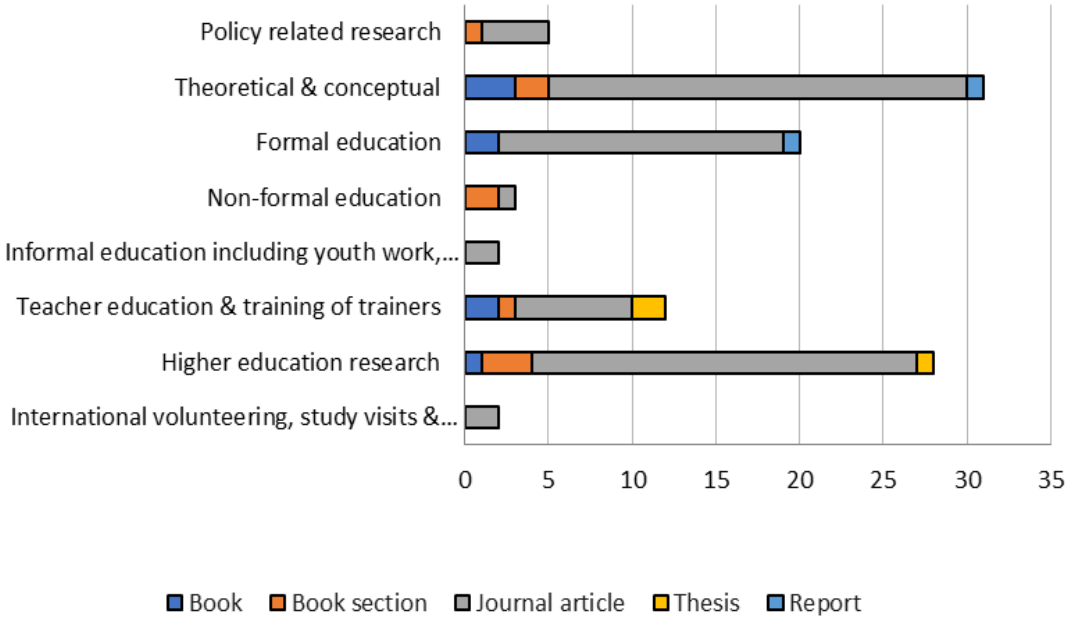


Figure 1: Number of publications by Digest category and medium

Most of the texts have been published as scientific articles (n=80), followed by books (n=8) and book chapters (n=9). The number of doctoral theses remains low (n=3), as do the number of reports (n=2).

Regarding categorization by search terms, although some papers use two terms to define their research (e.g., Education for Development and Global Citizenship or Education for Social Transformation and Global Citizenship), we have chosen to classify each paper in a single category. From the total number of references found (n=102), Global Citizenship Education appears most frequently with 52 references (50%), followed by Education for Sustainable Development with 24 references (23.5%), Development Education with 4 references (3.8%), World Citizenship Education (n=11, representing 10.6%), Education for Social Transformation/Transformative Education (n=3, representing 2.9%), Education for Planetary Citizenship (n=6 representing 5.8%), and Education for Global Social Justice (n=2, representing less than 2%).

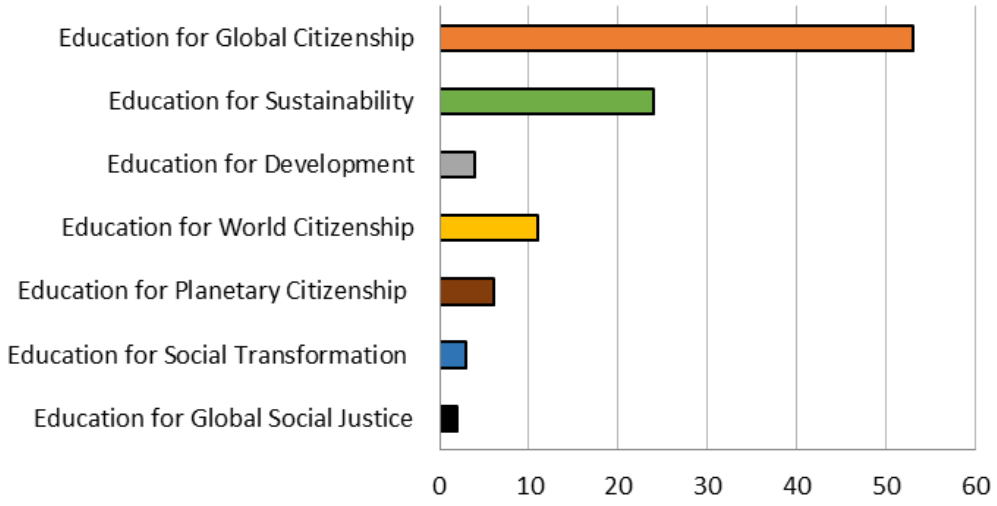


Figure 2: Number of results by term searched

Three doctoral theses were found, half the number reported in the previous Digest. The main novelty is the publication of 2 journal monographs, several books and book chapters. The main points of these publications are outlined below.

Two journal monographs have been published on the subject, "Una competencia global para un mundo interconectado", *Cuadernos de Pedagogía (*n. 535, year 2022) and "Educación para el Desarrollo y la Ciudadanía Global o cómo educar en tiempos difíciles" *Tabanque. Revista Pedagógica* (n. 34, year 2022), published by the University of Valladolid.

Ten books have been published, the most relevant *El análisis crítico del discurso y la pedagogía crítica. Explorando sus relaciones y sus aplicaciones didácticas*[2] (María Martínez Lirola, editorial Comares)*; Los ODS. Moving towards sustainable education. Modelos y experiencias en el Máster en Profesor de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanzas de Idiomas*[3] (edited by Carmen López Esteban of the University of Salamanca)*;* Ética*, desarrollo sostenible y ciudadanía global. Herramientas de prosocialidad en aprendizaje-servicio para la Agenda 2030*[4] (coordinated by Francisco Arenas and edited by Octaedro-Universidad de Valencia-Cátedra UNESCO)*; Aprendizaje móvil y ciudadanía espacial en la educación para el desarrollo sostenible. Una propuesta para la enseñanza de las Ciencias Sociales en Educación Secundaria Obligatoria*[5]*; Interculturalidad, ciudadanía global y cultura de paz. Aportes desde el saber pedagógico para la educación del siglo XXI*[6] (published in Bogotá, Colombia by the Instituto para la Investigación Educativa y el Desarrollo Pedagógico -IDEP-) and *Justicia social global: perspectivas, reflexiones y propuestas desde Iberoamérica*[7] (Mexico, a work promoted by the Interdisciplinary Network Global Justice and American Integration (RIJIA).

2. Accessible from: https://www.researchgate.net/publication/357992610
3. Accessible from: https://eusal.es/eusal/catalog/view/978-84-1311-674-7/6073/7974-1
4. The table of contents of the book can be accessed at: https://books.google.es/books?id=UJSWEAAAQBAJ&printsec=frontcover&hl=es#v=onepage&q&f=fals e
5. Access to part of the book: https://wizardly-davinci.82-223-8-23.plesk.page/wp- content/uploads/2021/10/16276.pdf
6. Access to the book through this link: https://repositorio.idep.edu.co/bitstream/handle/001/2550/INTERCULTURALIDAD%2c%20CIUDADA N%C3%8DA%20GLOBALY%20CULTURA%20DE%20PAZ.pdf?sequence=5&isAllowed=y
7. The index can be consulted via this link: https://issuu.com/tirantloblanch/docs/05cf9a0d796ca09a08e3fd546dda6d86

Limitations

In Spain, there is a significant presence of works that address issues related to the SDG agenda, but not all of them include a global perspective.

There are also several articles that deal with meta-reviews of the field, with a limited time period, search terms and databases. These types of publications are difficult to categorise given the structure of the Digest, as they analyse numerous articles on a wide range of topics. In our case, all this research has been categorised as *theoretical & conceptual publications.*

Thirdly, in the Spanish geographical area there is a trend that has been increasing in recent years and which is linked to the pressure to publish in high impact media. Many of the congresses that are held publish their proceedings in book format, so that researchers obtain a more prestigious academic result (a book chapter instead of a publication in a conference proceedings). We have decided not to include these papers as book chapters, as they are not published in a book that addresses the field of study. On the contrary, they are books made up of a variety of contributions, scattered and unrelated to the field of study. By way of example, here are two of the works that we have discarded following this logic:

- Calvo Salvador, A., Rodríguez Hoyos, C., & Castro Zubizarreta, A. (2023). Education for global citizenship. Case study in Cantabria (Spain). *Dreaming big is dreaming together: In search of a critical and inclusive education,* 2023, ISBN 978-84-19506-81-8, pp. 749- 763. Access the full book: https://octaedro.com/producto/sonar-grande-es-sonar-juntas/
- Rodríguez Hoyos, C., Calvo Salvador, A., & Fueyo Gutiérrez, A. (2023). Building global citizenship from the web: The case of NGDOs in Cantabria. *En digital: experiencias y reflexiones para el uso de la tecnología en educación*, 2023, ISBN 978-84-1122-963-0, pp. 353-364. Access to the full book: https://dialnet.unirioja.es/servlet/articulo?codigo=8909657

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Santamaría-Cárdaba, N. and Martínez Scott, S. (2023). Exploring the Spanish secondary school curriculum in the perspective of Global Citizenship and Education for Sustainability. *Ensaio: Avaliação e Políticas Públicas em Educação,* 31, 1-22.

Latin American Context

For the Latin American context, this literature review has been carried out in the following databases:

- Repositorio de tesis de Perú
- Repositorio México CONACYT
- Repositorio Polìticas educativas de UNESCO
- Redalyc
- Repositorio CLACSO
- Repositorio académico Ecuador
- Repositorio académico Argentina
- Scielo

These repositories collect the literature production from the region for the years 2022 and 2023 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 terms: '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 a social justice perspective. In this sense, Global Citizenship Education (or World Citizenship Education according to UNESCO), "*implies training and educating for political, social and cultural interdependence among people. Doing so 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 social justice*" (UNESCO, 2018, p. 8). Similarly, the term interculturality is particularly relevant in this region given the ethno-cultural diversity in the region, which is partially reflected in publications focused on intercultural bilingual education and its links to citizenship and democratic education.

This articulation between the global, national, and local levels 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 disproportionately affect indigenous communities, women, girls, among other vulnerable groups (Bárcena et al, 2020; CLADE, 2021).

Therefore, Education for Sustainable Development emerges as a relevant 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.

Findings

This literature focused on academic work in Latin America retrieved a total of 53 publications in all, of which 40 are articles in academic journals or book chapters, and 13 are books. As it can be observed in Figure 3, the vast majority of publications are of a theoretical or conceptual nature (27), followed by publications within the framework of formal education (11), higher education (7), teacher training and non-formal education (3), and finally education policy (2).

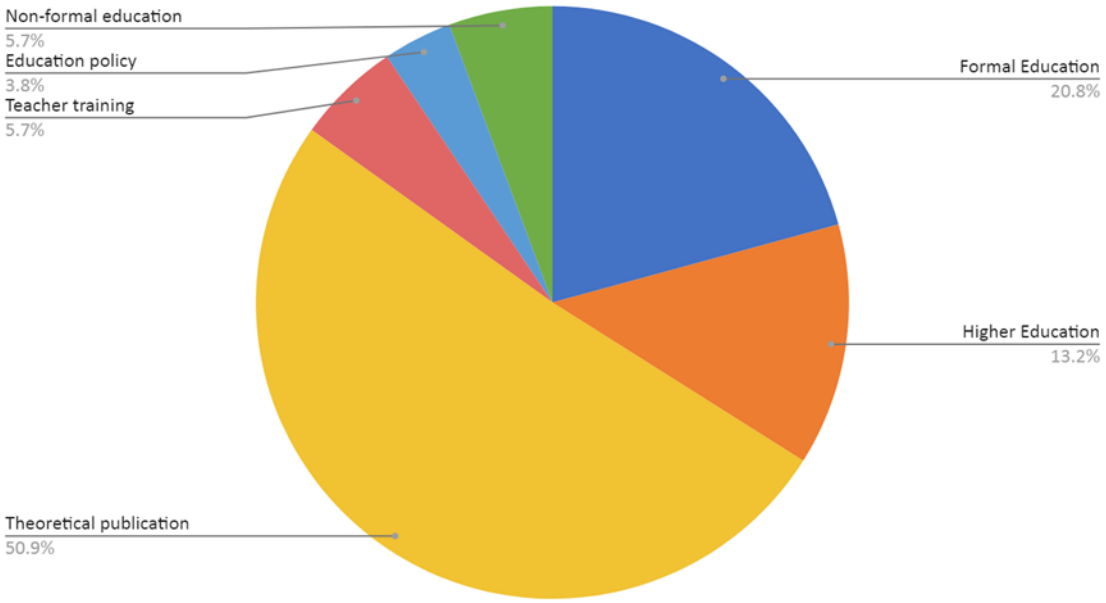

Figure 3. Thematic Classification in LAC.

From a conceptual point of view, as it can be seen in Figure 4 below, publications focusing on Ecopedagogy and Global Citizenship Education were the most frequent with 9 and 8 publications respectively.

This is followed by publications focusing on Critical Pedagogies, Social Justice and Education for Social Transformation. It is worth mentioning that these concepts are strongly intertwined in the life and work of Paulo Freire (1970), who to this day remains one of the leading thinkers across various fields of social science and politics in the region. These critical approaches emphasise the processes of co-construction and dialogue in educational spaces following the Freirean model (Freire, 1970).

The term Intercultural Education is the main topic of 6 publications included in this literature search. This can be attributed, in part, to the fact that Latin America is a region with a great diversity of ethno-racial groups with 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 in intercultural education follow a historical line very present in the region throughout the 20th century and with greater relevance towards the 1970s (Candau, 2010).

Finally, the terms Sustainable Development, Human Rights, Planetary Citizenship, Gender Perspective and Popular Education are the focus in 3 or fewer publications each. It is interesting to note that, in Latin America, there seems to be a tendency to reduce the focus on "Education for Sustainable Development", which is an initiative spearheaded by UNESCO's SDG agenda, while other pedagogies that instead of promoting development appeal to human, social and ecological well-being such as Freire's Ecopedagogy have a greater representation.

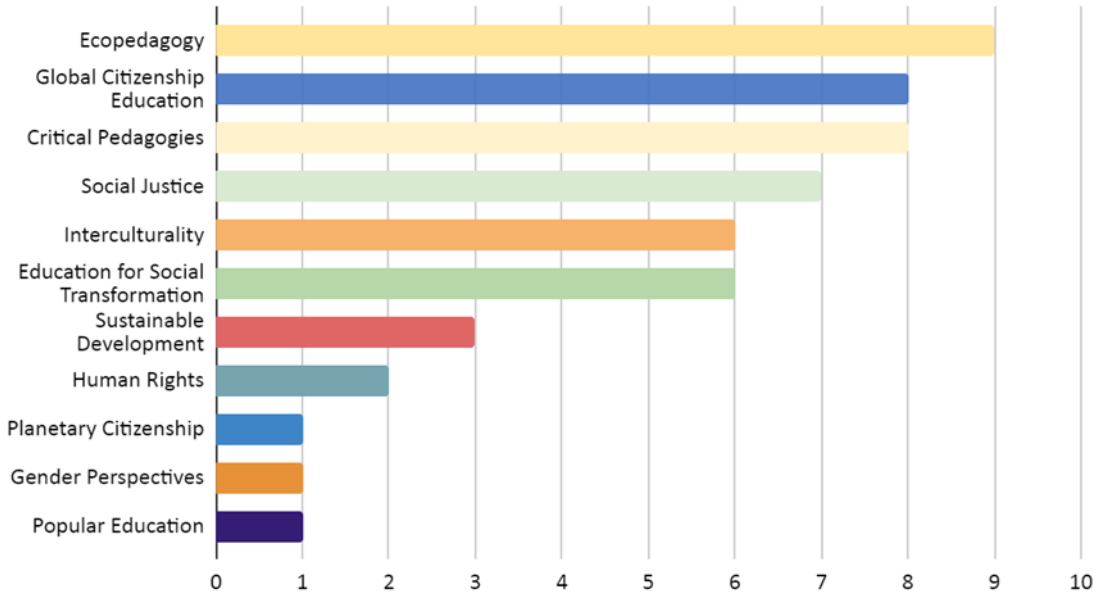

Figure 4. Conceptual Classification in LAC.

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Finnish

The **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.

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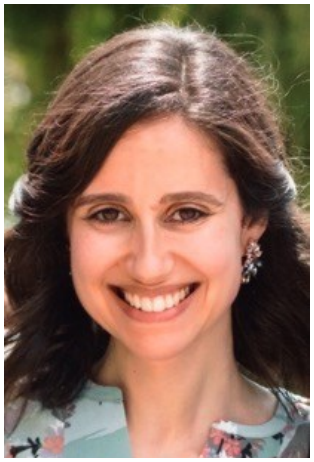
Portuguese

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 fifth edition (2023-2026), 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 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.



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Team from Brazil

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Mária Hodorovská has recently completed her PhD at the Institute of European Studies and International Relations at Comenius University in Bratislava. Applying post-colonial and post-development theories she investigated the discourse of global education (GE) in Slovakia. In her thesis she conducted the triangular Critical Discourse Analysis of political context, GE textbooks and cognitive structures of authors of the analysed textbooks looking at how global coloniality penetrates GE discourse in Slovakia.

Spanish

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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 international 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.

Noemí Sainz de la Maza Ortiz is a is a sociologist with a Master's degree in International Development Cooperation, Public and NGDO Management and a Master's degree in Teacher Training. She works as a Junior Researcher in the Department of Education of the University of Cantabria (Spain).

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, the Academic Network on Global Education & Learning (ANGEL) was launched in 2017 to forge an international community of researchers, policymakers and practitioners in the field of Global Education & Learning, 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 IOE, UCL's Faculty of Education & Society, and built on previous collaborations between these organisations as well the University of Bamberg, the University of Oulu, the University of Bologna, and others. ANGEL 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 1300 stakeholders in more than 100 different countries as of January 2024. Several large and successful conferences have been held, and a number of publications produced. For more details, please visit our website www.angel-network.net

Advisory Board

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

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

All images from the [ANGEL Conference 2023]

The Multilingual Global Education Digest is a bibliography of recent published academic and research material, in 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.

In 2021 the University of Bologna was recognized as the first **UNESCO Chair in Global Citizenship Education in Higher Education**, with **Professor Massimiliano Tarozzi,** director of the first **International Research Center on Global Citizenship Education** in Italy, as the current holder.

The EU co-funded **Academic Network on Global Education & Learning (ANGEL)** is a partnership project of the **Development Education Research Centre** (IOE, UCL's Faculty of Education & Society) and **Global Education Network Europe**. The network is the most comprehensive network of Global Learning professionals, with members in more than 100 countries.

The **IOE, UCL's Faculty of Education & Society** 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.

ANGEL