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MULTILINGUAL GLOBAL EDUCATION DIGEST 2024

SEVENTH EDITION

AN ACADEMIC NETWORK ON GLOBAL EDUCATION & LEARNING PROJECT





GLOBAL EDUCATION DIGEST 2024

Edited by the Academic Network on Global Education & Learning

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GENERAL INTRODUCTION

A further multilingual edition

This is the seventh 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). Continuing with the new system developed for the Digest 2023, all references yielded through this project 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 the work of each contributor team, reflecting a state-of-the-art overview from different language settings and cultural contexts, as well as a general introduction. 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 between October 20th 2023 and the end of 2024, although in some cases older material has been included in the data upload to the GEL database if it was omitted from previous editions. It includes an overview of publications in ten languages that were included in the last edition: Dutch, English, French, Finnish, German, Italian, Polish, Portuguese, Slovak, and Spanish, plus Simplified Chinese, which is a new addition in this edition. 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 Global Education Digest includes 11 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](#)
- [Global Education Digest 2023](#)

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 defined and discussed in their section introduction.

Broad overview of publication trends

The latest edition demonstrates the extent to which the field is becoming a global field. The interest in areas such as global citizenship and sustainable development continue to dominate but there remain significant national, regional and cultural variations in both the interpretations of the terms and their relevant popularity. This edition includes contributions in Chinese languages for the first time.

In some countries there is an increase in the number of publications whereas in others there is a decline. Some of these variations may be due to the publications of individuals and the cycle of research. What is evident, in Europe at least, is that the level of national government funding of non-governmental organisations has had a major impact on publications. In some countries there has been a significant decline in funding for the field, and this has had an impact on the number of publications. In others where there has been consistent support, publications continue to rise.

The increase may also be due to a more exhaustive exploration of the sources and the variety of journals included.

A factor that also has to be taken into consideration is that several key academics in the field are increasingly writing in the English language rather than in their native language. It is an acknowledged trend that some authors from the Global South see writing in English as an important stepping stone in their career. This phenomenon however is not easy to capture in the data.

Political changes in countries such as Finland and Italy have had impact upon the field, although in both countries there continues to be a strong output of publications by both early career and well established researchers.

As the field continues to grow around the world, as can be seen in this issue with the inclusion now of publications in Chinese, this has meant that the overall percentage of publications in the English language has declined from 43% to 36%.

Debates around terminology continue to have prominence and the ways in which terms such as *planetary citizenship* are being promoted in say Brazil raises wider questions about the focus and cultural relevance of concepts. The breadth of the terms to be used for searches continues to be a subject of debate, but there is evidence for the increased inclusion of areas such as interculturality, decoloniality and democracy - the linkage of these concepts to Global Education and Learning in the literature demonstrates the relevance of the field to some of today's major social issues.

Artificial intelligence is also beginning to emerge as an area the field needs to address, and there is evidence of both the positive and negative assessments on the technology's impact.

The term *citizenship* continues to have a major influence on the field. This includes how *the global* is seen in relation to the term, but also in terms of how in several countries, national identity is coming to be an important feature of the discourse.

The use of the term 'for', be it *for* sustainable development or *for* global citizenship, poses questions about how prescriptive the field should be in terms of its goals. This reflects the extent to which national policymakers are playing a role in influencing research and publications.

Publications on formal education still tend to dominate, although there are examples such as in Germany where other sectors such as non-formal education are more prominent.

At a time when there are major challenges to the field of global education and learning in a number of countries, what is evident is that there remains a strong and vibrant academic and research community as can be seen by the continued interest and support for ANGEL.



Overall trends

Overall trends in DIGEST GEL 2023-24: data analysis

The GEL database has now been updated with 1176 new publications as highlighted in Table 1.

Language	07-'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	Total
Dutch	0							5	3	4	12
English	0				1			3	69	348	421
Finnish	0								13	32	45
French	0								9	25	34
German	0								20	43	63
Italian	6		1	1	2	3			7	18	38
Polish	0	1				1		6		5	13
Portuguese	0			1		1			10	190	202
Simplified Chinese	6	1	2	2	22	15	13	5	17	16	99
Slovak	4	1	3	1	1	1		1	6	4	22
Spanish	3	1	3		1	3	1	2	54	159	227
Grand Total	19	4	9	5	27	24	14	22	208	844	1176

Table 1: Languages of GEL database entries collected for the Digest 2024 (Data collected for 20 October 2023—31 December 2024)

Language	'07-15	'16	'17	'18	'19	'20	'21	'22	'23	24	Total
Dutch	0							5	3	4	12
English	159	138	149	368	228	269	469	325	281	348	2734
Finnish	0	0	20	11	20	25	28	38	33	32	207
French	19	7	26	14	13	19	31	30	10	25	194
German	19	21	19	21	37	38	49	39	42	43	328
Italian	11	8	9	16	14	28	21	49	32	18	206
Polish	23	20	16	9	10	5	14	13	2	5	117
Portuguese	18	29	17	32	24	43	82	49	207	190	691
Simplified Chinese	6	1	2	2	22	15	13	5	17	16	99
Slovak	13	14	10	4	7	7	4	9	8	4	80
Spanish	118	120	111	114	100	89	94	93	115	159	1113

Table 2: Digest 2015-2024 overall by language and year.

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



Figure 1 highlights that, while the large majority of publications are still in English (35.8%), the publications in languages other than English are increasing. During the last edition of the Digest, English language publications represented 43% of the material identified. There has been a significant growth of publications in Portuguese and Spanish.

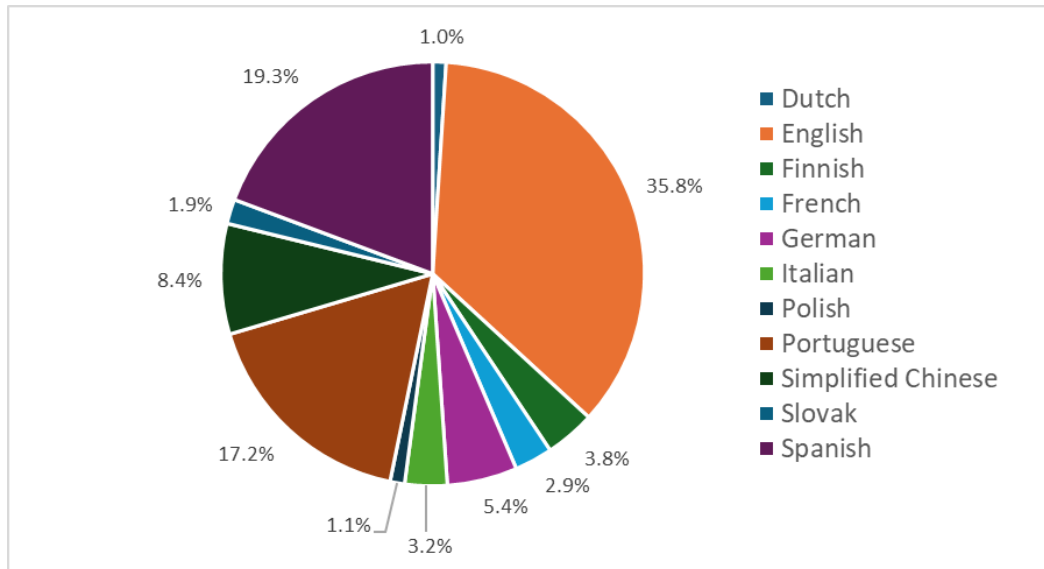


Figure 1: Publications by language (2023-2024)

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.

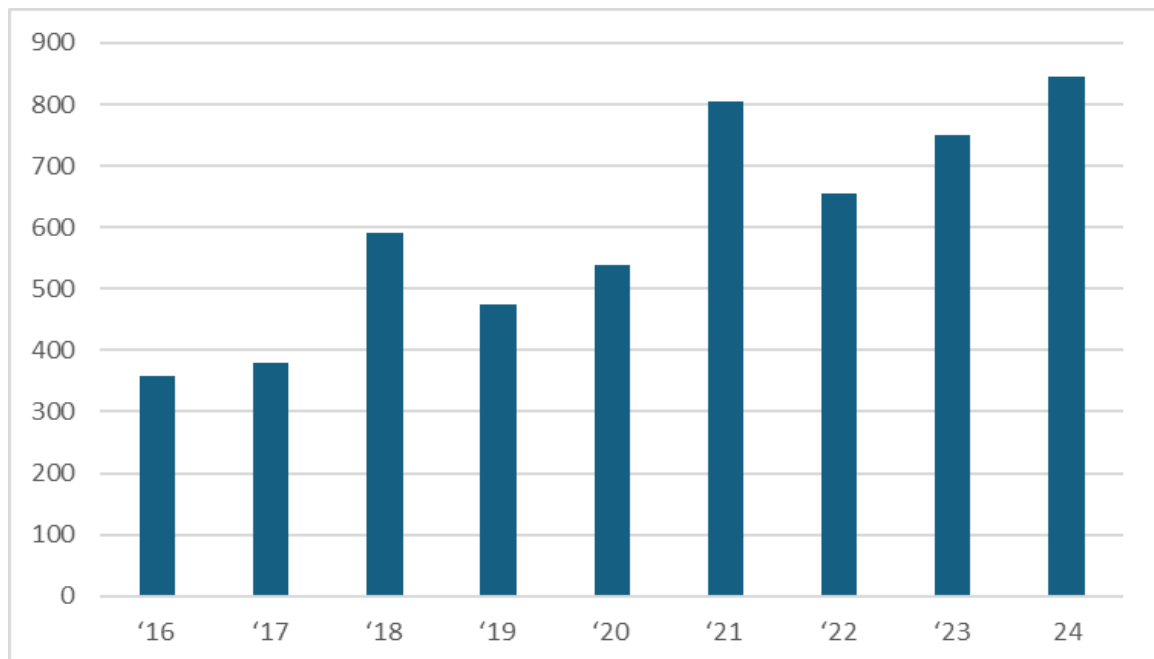


Figure 2: Numbers of publications included by year (2016-2024)



Figure 3 show the distribution of publications typologies: 77 new books on global education and learning have been published during the examined period. Articles are seen to be the most widespread (67%), followed by book chapters (16%). This result is in line with an academic publication system that prioritises journal articles.

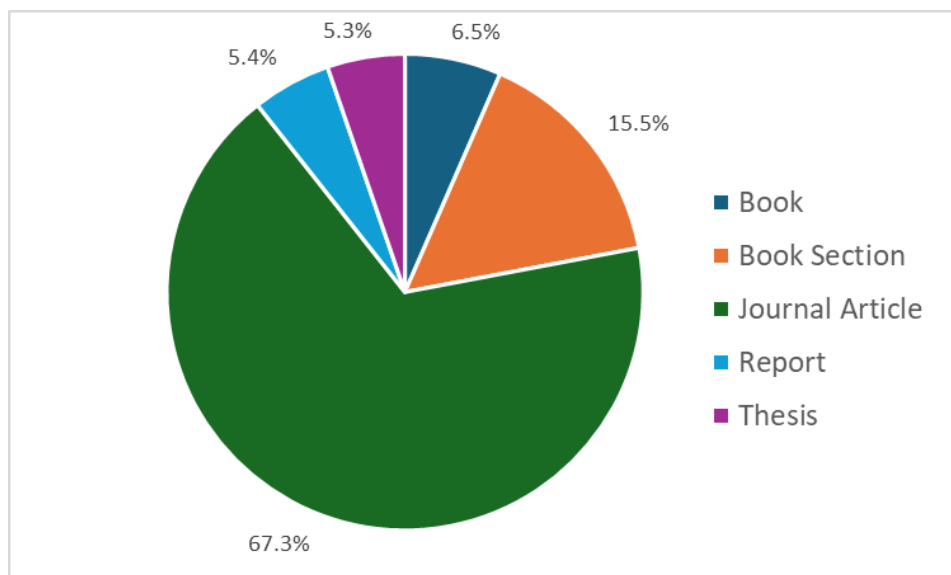


Figure 3: Type of publications (2023-24)

Tracking English terminology

Figure 4 shows the main relevant terms present in the titles of all publications in English in the Digest project dataset. As English continues to dominate as the publication language in this research area, 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 our object of investigation. Therefore, the choice of terminology links with policy and practice constellations.

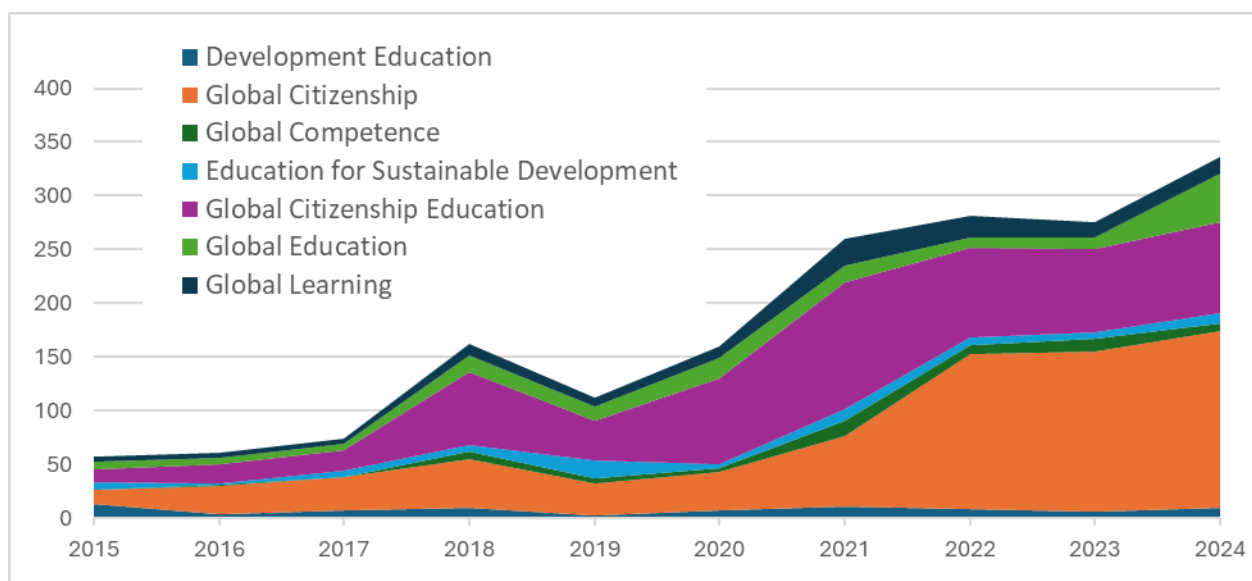


Figure 4: Use of key terms in titles of English language items (2015 - 24)



Figure 4 shows that the use of the terms *Global Citizenship (GC)* and *Global Education (GE)* have increased significantly during 2023 and 2024 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 and GE in titles of publications may reflect the use of these terms 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 2020-24 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 was suggested to be the main search starting point for contributors.

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

The Global Education Digest 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 largely reflect a European perspective—though this is changing with the inclusion of material published in Chinese in this edition. 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, with Arabic, Swedish and Irish being considered for the next edition so far.

ACKNOWLEDGEMENTS

The number of people involved this year increased from 40 to 42. 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.

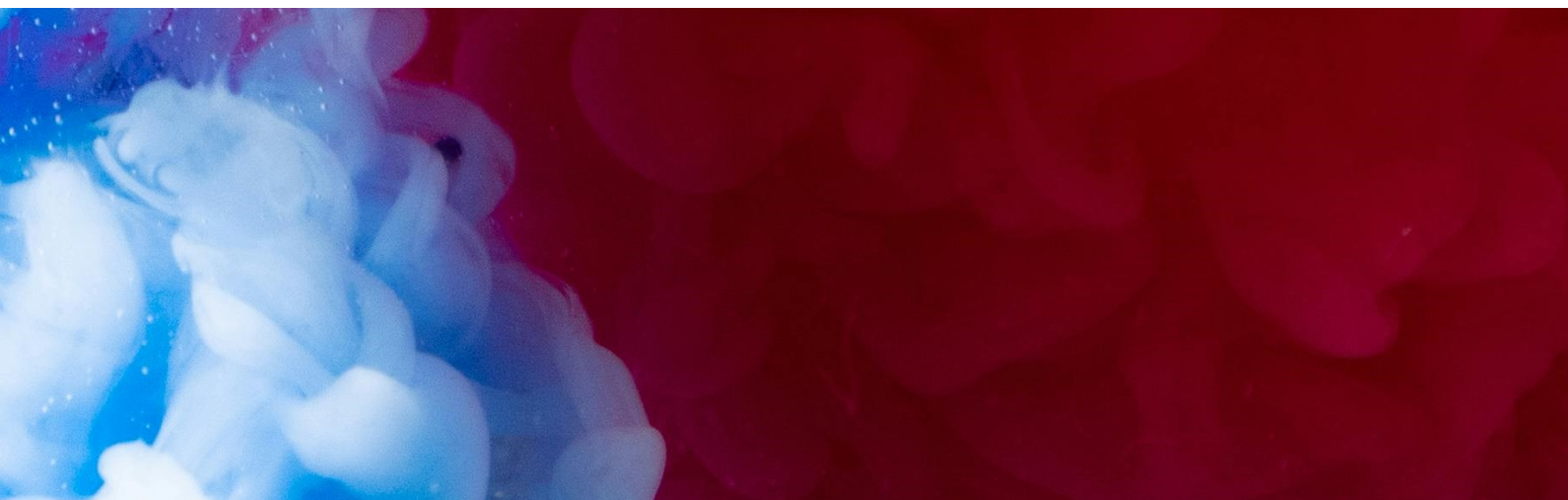
We would also like to recognise the contributions of the ANGEL advisory board, of DERC staff and of the GENE secretariat.



GLOBAL EDUCATION DIGEST 2024

DUTCH

Bjorn Wansink & Sanne van Schijndel
(Utrecht University)





NEDERLAND: INLEIDING

In dit hoofdstuk beschrijven we de Nederlandstalige publicaties die gerelateerd zijn aan Global Education van 2022 tot en met 2024. Aangezien in voorgaande edities het Nederlands niet was opgenomen, beschrijven we de periode van 2022 tot en met 2024.

Voor het opstellen van het overzicht is de definitie van Global Education gebruikt zoals die is opgesteld in de Maastricht verklaring van 2002. Om deze reden zijn alleen publicaties overwogen die voldoen aan deze definitie. In het Nederlands vertaalt stelt De Verklaring van Maastricht over Mondiaal Onderwijs (2002):

Mondiaal onderwijs is onderwijs dat de ogen en geesten van mensen opent voor de realiteiten van de geglobaliseerde wereld en hen wakker schudt om te werken aan een wereld met meer rechtvaardigheid, gelijkheid en mensenrechten voor iedereen. Mondiaal onderwijs wordt verder gedefinieerd als het nastreven van kennis, ideeën en begrip door mensen uit diverse culturen, identiteiten, locaties en achtergronden.

Dit betekent dat publicaties die gericht zijn op meertaligheid, Nederlands burgerschap, of het internationaliseren van onderwijs niet in dit overzicht verschijnen, omdat deze buiten de scope van onze zoekopdracht vielen. Duurzaamheidseducatie is opgenomen als ze ook gelijkheidsvraagstukken en of mondiaal burgerschap benadrukken.

Methode

De volgende zoektermen zijn gebruikt voor het overzicht van Nederlandstalige publicaties tussen 2022 en 2024:

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

Deze zoektermen zijn gebruikt om een zo groot mogelijk resultaat te krijgen, aangezien er maar weinig literatuur wordt gepubliceerd over mondiaal leren in het Nederlands. Er is een selectie gemaakt op basis van het abstract van het artikel of door het artikel te scannen. Hierbij bleef het doel om ervoor te zorgen dat de literatuur gelinkt was aan de definitie van Global Education zoals die was opgesteld in de Maastricht verklaring.

De volgende databases zijn gebruikt om de zoekresultaten te genereren:

- Google Scholar
- ProQuest
- Eric

Nederlandstalige tijdschriften die betrekking hebben op onderwijs zijn apart geraadpleegd:

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

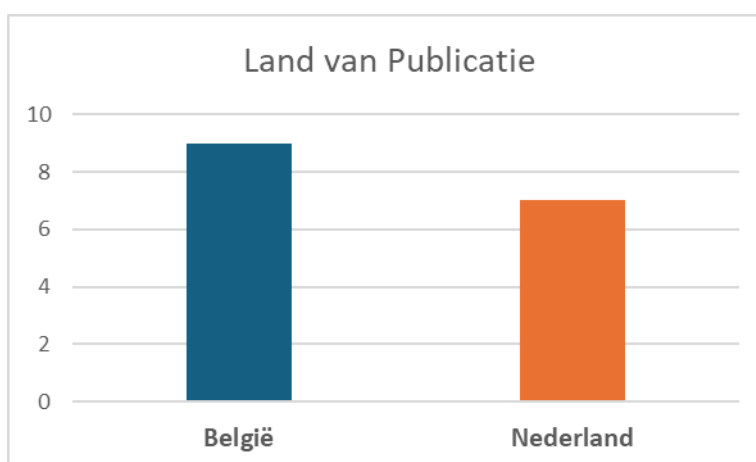
Een andere methode die is toegepast is de 'sneeuwbal' techniek, dus wanneer een interessante publicatie was gevonden in het Nederlands werd er gekeken naar de literatuurlijst van deze publicaties.



Resultaten en trends

We vinden in totaal zestien artikelen waarvan negen uit België en zeven uit Nederland. De meeste artikelen komen uit België. Dit was ook het geval in de vorige edities van de Global Education Digest. Het valt op dat er relatief weinig wordt gepubliceerd over wereldburgerschap in het Nederlands dit is in lijn met de voorgaande edities van de Global Education Digest. Het valt op dat vier artikelen uit België verschenen zijn in de BeGlobal's Global Citizenship Education magazine. Ze zijn gekoppeld aan formeel onderwijs en leraren opleiden. Overkoepelend wordt gesteld in dit magazine dat docenten het moeilijk vinden om wereldburgerschap te definiëren wat implementatie in de klas verhindert. Hiernaast is er vraag naar concreet lesmateriaal in het Nederlands om wereldburgerschap te kunnen implementeren.

We vinden vier artikelen die gaan over duurzaamheid of klimaat educatie in het Nederlands, waarvan één artikel zich meer richt op hogeronderwijs. De andere artikelen gaan bijvoorbeeld over burgerschapcompetenties, inclusie en wereldburgerschap en dekolonisering van het geschiedenisonderwijs. In het Nederlands ontbreekt het aan meer theoretische en conceptuele publicaties over wereldburgerschap.



Tabel 1. Resultaten per land.

Limitaties

1. De meeste Nederlandssprekende academici publiceren in het Engels, vandaar dat hun inzichten betreffende Global Education niet in dit overzicht verschijnen. Voorbeelden van Nederlandssprekende academici die in het Engels publiceren over Globaal Education zijn onder andere Gert Biesta, Joana da Silveira Duarte, Maayke de Vries, Charlie Robinson-Jones, Iris van Werven, Isolde de Groot, Feslia Tibbitts en Wiel Veugelers.
2. Alleen proefschriften zijn in dit overzicht te vinden, maar er waren wel een aantal Master scripties geschreven over wereldburgerschap in het Nederlands.
3. Dit overzicht beperkt zich tot de publicaties van 2022 tot 2024. Gedurende deze periode was er veel aandacht voor burgerschap op school in Nederland, aangezien de Nederlandse regering dit jaar een commissie heeft ingesteld om nieuwe doelen te ontwikkelen op basis van de aangepaste wet burgerschap. Mogelijk dat er in de aankomende jaren artikelen verschijnen met meer een focus op wereldburgerschap, hoewel de politieke trend gericht is op nationaal burgerschap.
4. Het is belangrijk te benoemen dat er wel een aantal websites zijn van organisatie die zich met wereldburgerschap en educatie bezighouden. Enkele daarvan worden hier vermeld:
 - <https://beglobal.enabel.be>
 - <https://www.nuffic.nl>
 - <https://wereldburgerschap.nl>
 - <https://www.fawaka.world>



Referenties

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DUTCH: INTRODUCTION

In this chapter, we describe Dutch-language publications related to Global Education from 2022 to 2024. Since previous editions did not include Dutch, we cover the years 2022 through 2024.

As described in the introduction chapter of the Global Education Digest, for compiling this overview, we used the definition of Global Education as established in the Maastricht Declaration of 2002. Therefore, only publications that meet this definition have been considered.

This means that Dutch publications focused on multilingualism, Dutch national citizenship, or the internationalization of education are not included in this overview, as they fall outside the scope of our search. Sustainability education is included if it also emphasizes issues of equality and/or global citizenship.

Method

The following search terms were used to compile the overview of Dutch-language publications from 2022 to 2024:

- Global Citizenship Education
- Global Citizenship
- Global Learning (Mondiaal Leren)
- Cosmopolitan Education
- Sustainability Education / Climate Education
- Human Rights Education

These search terms were chosen to yield the most comprehensive results, as little literature is published on global learning in Dutch. A selection was made based on the abstract of each article or by skimming the content. The primary goal was always to ensure that the literature was linked to the definition of Global Education as outlined in the Maastricht Declaration.

The following databases were used to generate search results:

- Google Scholar
- ProQuest
- Eric

Dutch-language journals related to education were consulted separately:

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

Another method applied was the ‘snowball’ technique when an interesting Dutch-language publication was found, its reference list was examined for additional relevant sources.

Results and trends

We found a total of sixteen articles, with nine from Belgium and seven from the Netherlands. Most of the articles originate from Belgium, which was also the case in previous editions of the Global Education Digest. Notably, there is relatively little published in Dutch on global citizenship this trend is in line with earlier versions of the Global Education Digest.



Four of these articles came from BeGlobal's Global Citizenship Education magazine. They are linked to formal education and teacher training. Overall, this magazine states that teachers find it difficult to define global citizenship, which hinders its implementation in the classroom. Additionally, there is a demand for concrete teaching materials in Dutch to facilitate the implementation of global citizenship. We found four articles related to sustainability or climate education in Dutch, one of which focuses more on higher education. The other articles cover topics such as citizenship competencies, inclusion, global citizenship, and the decolonization of history education. In Dutch, there is a lack of more theoretical and conceptual publications on global citizenship.

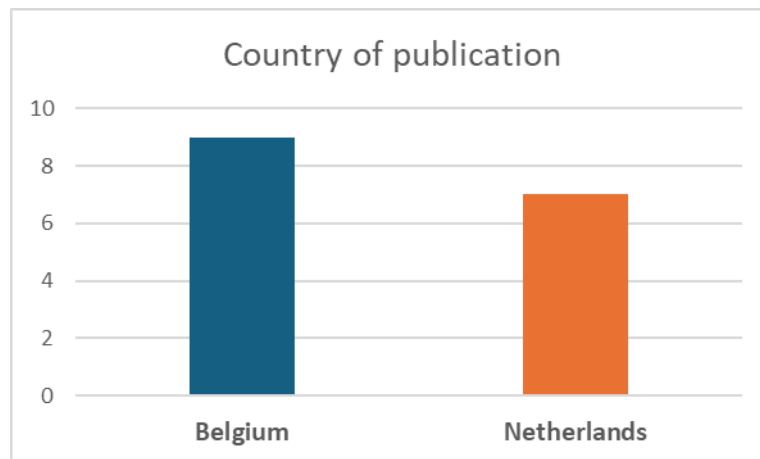


Table 2. Results by country.

Limitations

1. Most Dutch-speaking academics publish in English; therefore, their insights on Global Education are not included in this overview. Examples of Dutch-speaking academics who publish in English on Global Education include Gert Biesta, Joana da Silveira Duarte, Maayke de Vries, Charlie Robinson-Jones, Iris van Werven, Isolde de Groot, Feslia Tibbitts, and Wiel Veugelers.
2. This overview only includes dissertations. However, several master's theses on global citizenship have been written in Dutch.
3. This overview is limited to publications from 2022 to 2024. During this period, there was significant attention on citizenship education in the Netherlands, as the Dutch government established a commission to develop new objectives based on the revised citizenship law. It is possible that more articles focusing on global citizenship will be published in the coming years. However, the political trend is to focus more on national citizenship.
4. It is important to mention that several organizations focus on global citizenship and education. Some of them are listed below:
 - <https://beglobal.enabel.be>
 - <https://www.nuffic.nl>
 - <https://wereldburgerschap.nl>
 - <https://www.fawaka.world>



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GLOBAL EDUCATION DIGEST 2024

ENGLISH

Malgorzata Anielka Pieniżek

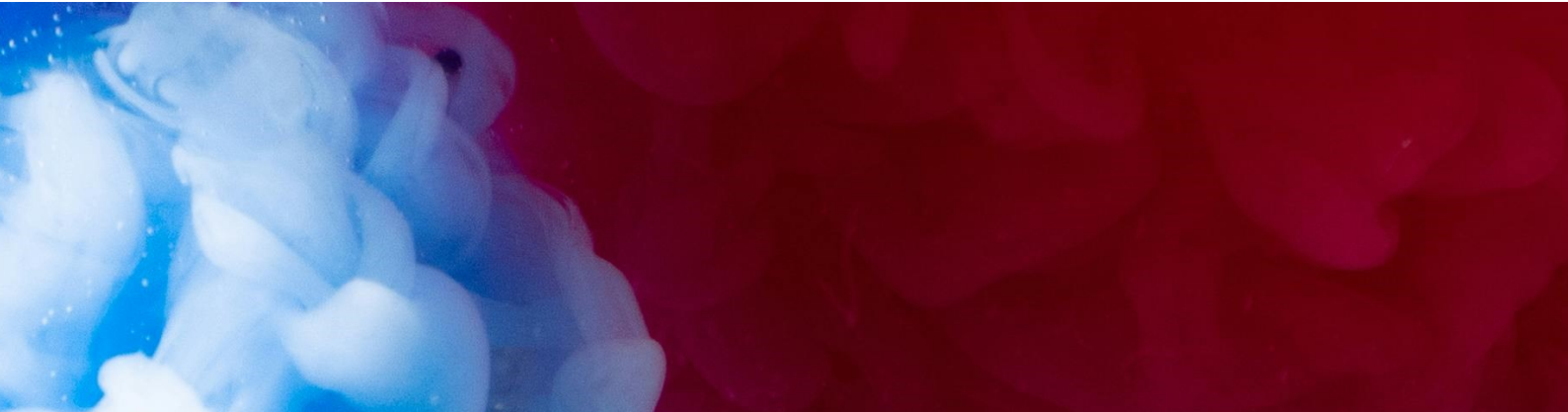
(IOE, UCL's Faculty of Education & Society),

Giannis S. Efthymiou (Brunel University London),

Madeleine Le Bourdon (University of Leeds),

Simon Brennan (Mary Immaculate College), **QueAnh Dang**

& Luca Morini (Centre for Global Learning, Coventry University)





ENGLISH: INTRODUCTION

Selection methodology

Due to the scope of the conceptual understanding of GE and its interdisciplinary nature, the English team split into three teams, each tasked with searching one key term each (e.g. global education; global citizenship; global learning) as well as several additional terms (e.g. global mindedness, global justice education, planetary citizenship). 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 (GENE, 2022)

Each team conducted identical searches that were 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 *Sinergias* -Educational dialogues for social change
 - South African Journal of Higher Education
3. Special issues of relevant academic journals were also considered in the systematic bibliographical search.
4. Informal discussions with colleagues in the field were also undertaken.
5. Colleagues working on the Digest in other languages also identified and contributed English language publications as part of their searches, for instance, the Polish and German teams.

Although the English team has expanded over the years and an open invitation was circulated to ANGEL members at the beginning of this year, we'd further invite colleagues from other English-speaking countries, e.g., Canada, India, Jamaica, Nigeria, South Africa, US and others, to consider supporting future Digest initiatives.

Key texts and publication trends, 2023-24

Trends within the scholarship of Global Education in the English language for 2023-2024 reveal an evolving and diverse research landscape. Trends show not only an expansion in geographical interest in the field but also in thematic focus, disciplinary integration, and critical depth. Several key themes emerged across all groups particularly through digital, sustainability and decolonial lenses.

Firstly, while studies from the Global North (Europe, North America, and Australia) continue to dominate the literature, there has been notable growth in research originating from the Global South, particularly Southeast Asia (Indonesia, Malaysia, Thailand, and Vietnam) the Middle East (Jordan, Qatar, Iran, and Turkey) Sub-Saharan Africa (especially Zambia and South Africa), South Asia (Pakistan and India) and Latin America (Columbia, Peru, Mexico).



Secondly, searches for the key terms Global Education, Global Learning and Global Citizenship, brought up a wide range of disciplinary results that did not link to the Dublin Declaration definition of 'Global Education'. In the case for *Global Education*, a large proportion of results spoke to the global governance of education or the internationalisation of higher education. This is especially true within the North American context where 'global education' is also understood within the context of international student experiences in the context of higher education, for instance the practices that universities adopt to improve the 'global skills' and/or 'global understanding' of their students. While in the case for *Global Learning*, the "global" adjective often referred more to other areas of focus rather than learning per se. Some examples are mentions of "global learning data", "global learning policies", "global learning for health", "global learning in agriculture", "global learning networks", "global learning partners".

This highlights two important considerations;

1. The boundaries of the study of Global Education and Learning may be being tested, and thus, should be revised through declarations such as GENE's Dublin Declaration .
2. The wide use of such terminologies in unrelated contexts asks us to consider how we can be clear in defining the field to a wider audience.

Common trends all teams found in their searches centred around Artificial Intelligence and Digital Literacy, Sustainability and Decolonial Thought. Unsurprisingly, given the context of a post-pandemic world and the rise in new technologies, studies emphasised the importance of media literacy, critically engaging with AI in education and collaborative online learning. Research focuses broadly on the integration of emerging technology within GE through digital tools, social virtual reality, and digital storytelling helping to connect learning communities across borders and promoting global conversations. For example, Dwi and Bakri (2024) explore how digital strategies can both promote and challenge tolerance and global citizenship by promoting inclusive online environments and cross-cultural dialogue while addressing issues such as misinformation and digital divides. The case study presented by Fu (2024) explores how digital storytelling supports global citizenship education among Chinese college students, revealing it as an effective, context-sensitive and feasible pedagogical tool that fosters knowledge, skills and values while amplifying voices from the Global South. Elsewhere, Lee, Lee and Yun (2024) explore the use of generative AI in a UNAI educational programme on sustainable urban spaces, finding that it enhances students' global citizenship literacy and digital engagement. According to Esguerra, et al. (2024), the metaverse is proving fruitful for COIL partnerships between universities in the USA, Japan and the Philippines, cultivating cross-cultural exchange, personal growth and critical thinking through virtual exhibits.

Education for sustainability remains a central area of research focus, reflecting the Sustainable Development Goal 4.7. Notions related to sustainability and/or sustainable development seem to be the most dominant themes coupled up with global education. However, a growing theme we have seen in the Brazilian context, Planetary Citizenship, has grown in traction thanks to highly cited publications by Arto Salonen and colleagues (Salonen, Isola, Jakonen, & Foster, 2024), writing from Finland both in English and in Finnish. Salonen and colleagues have articulated a new and distinct theoretical strand around planetary citizenship, with a distinct and novel educational focus emerging around "planetary social pedagogy", aimed at building a deep holistic understanding of the relationship between the individual, society, and Earth.

The development of English-speaking literature on planetary citizenship is part of a wider trend we have seen within the literature over the past decade; one which seeks to critique the Eurocentric neoliberal framing of GE, drawing on decolonial and indigenous scholarship. Often with a strong context-sensitive focus, scholars offer critically orientated and locally relevant pedagogies that challenge neoliberal, Eurocentric, and liberal humanist models. We can see this especially in the sub field of Global Social Justice, where several papers and book chapters such as those by Dillon (2024) and McCann (2024) draw on critical pedagogy and liberation theology, advocating for discomfort, emotional engagement, and critical consciousness as necessary elements of socially just education. Yet, studies show how despite "social justice" appearing frequently in classroom and curriculum discussions, and the term "global social justice" used in broader policy or structural critiques, much of the discourse emphasises the lack of will across education policy to implement these approaches.

A fourth interesting trend seen across our search was in the methodological approaches to GE studies. The majority of the studies employ case study methods, particularly comparative case studies. They aim to



foreground voices and lesser-heard philosophies and practices from the Global South, encompassing a range of linguistic, social, cultural, and demographic backgrounds across urban, rural, and peripheral settings. For example, Jwalin Patel's (2023) book develops an expanded vision of holistic education that emphasises togetherness and harmony in India, and proposes a pedagogy aimed at creating a continuum of harmonious lived experiences.

Large scale cross-country or comparative studies too feature often in the literature.

The International Civic and Citizenship Education Study (ICCS), for example, conducted surveys in over 20 countries across Europe, Latin America, and Asia, responding to both enduring and emerging challenges in educating young people in a world where the contexts of democracy and civic participation are continuously evolving. It addresses issues related to young people's engagement through digital technologies, migration and diversity, perceptions of the political system, global citizenship, and education for sustainable development (Schulz, Ainley, Fraillon, Losito, Agrusti, Damiani, and Friedman, 2024).

Theory and practice studies appear both in standalone papers and together in creating depth to empirical work. As stated, theoretical contributions offer a depth to our understanding of key concepts and push the boundaries of mainstream understanding of GE. Meanwhile, more practice-oriented papers offer innovative educational activities in the use of games and teacher's handbooks.

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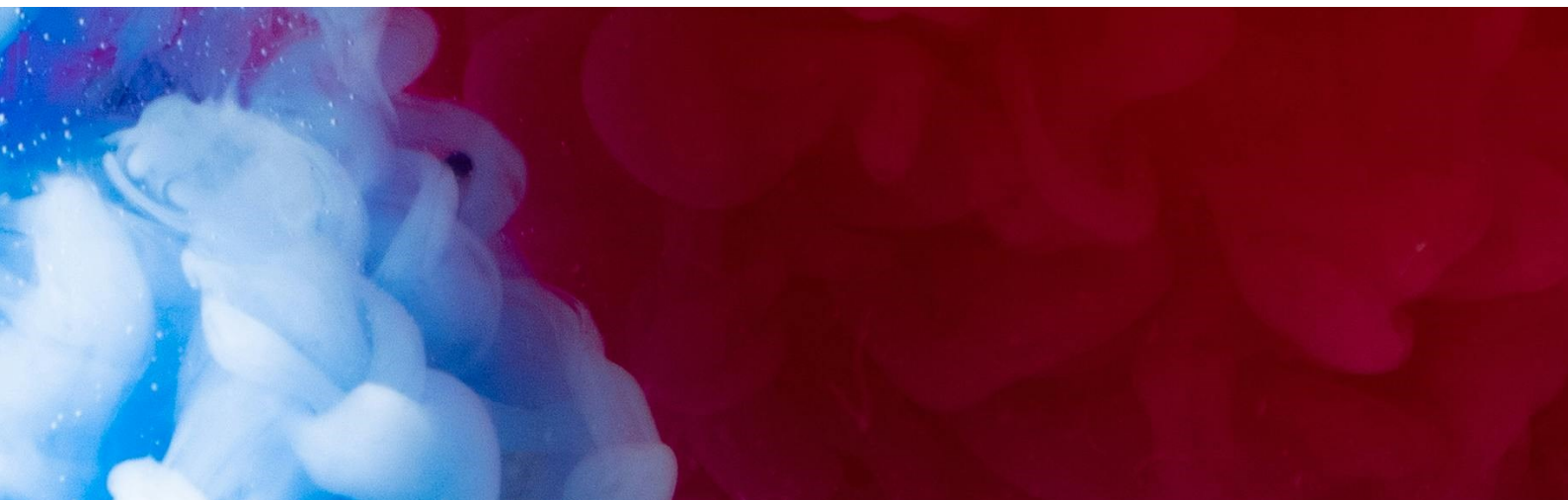
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GLOBAL EDUCATION DIGEST 2024

SUOMI

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(Non-Military Service Centre in Finland),
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& **Selja Koponen** (University of Helsinki)





SUOMI: JOHDANTO

Iloitsemme mahdollisuudesta kirjoittaa tämä luku Global Education Digest -julkaisuun. Suomen kieli on mukana nyt kolmatta kertaa. Suomenkielinen katsaus on yhteistyön tulosta ja siitä on vastannut GERIF-verkoston (Global Education Research in Finland) ryhmä, jolla on asiantuntemusta globaalikasvatukseen liittyvistä aiheista, kuten rauhan- demokratia- ja ihmisoikeuskasvatuksesta sekä kulttuurienvälisestä opetuksesta ja oppimisesta. Tarkasteltu ajanjakso on 30.9.2023-31.12.2024, jonka aikana suomeksi on ilmestynyt 45 julkaisua. Ne tarjoavat ajankohtaisen yleiskuvan globaalikasvatuksen uusimmasta kehityksestä. Tässä luvussa esittelemme katsauksemme tulokset.

Käsitteet ja valintamenettely

Kuten aiemmissakin katsauksissa, myös tässä hyödynnettiin käsitteellisenä viitekehyksenä Dublinin julistuksessa päivitettyä globaalikasvatuksen määritelmää (GENE, 2022). Huomattavaa on, että tähän katsaukseen valitut hakusanat ovat muuttuvia ja ne ovat kehittyneet suomenkielisissä julkaisuissa ajan myötä. Valitut hakusanat heijastavat myös kokonaisvaltaista ymmärrystä globaalikasvatuksesta opetuksen ja kasvatuksen eri konteksteissa.

Käytetyt hakusanat olivat:

- 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)

Katsauksessa käytetyt 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)

Katsauksessa käytetyt tiedelehdet

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

Kirjankustantajat

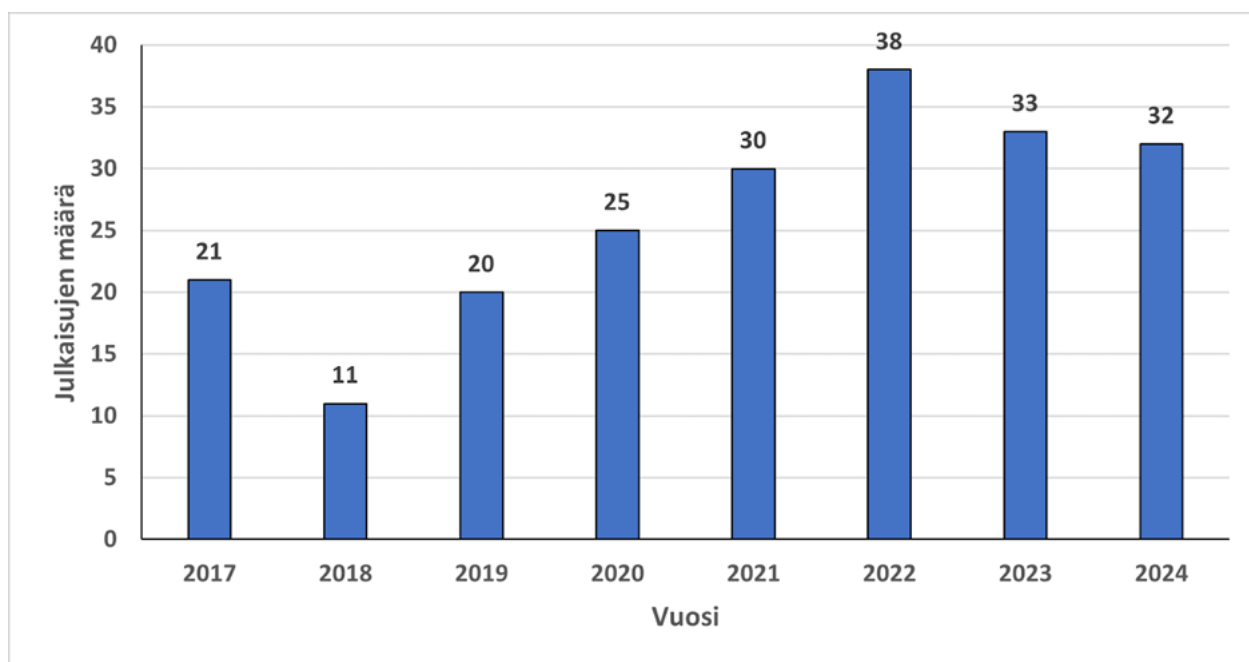
- Gaudeamus
- Into Kustannus
- Vastapaino

Kansalaisjärjestöjen ja ministeriöiden verkkosivut

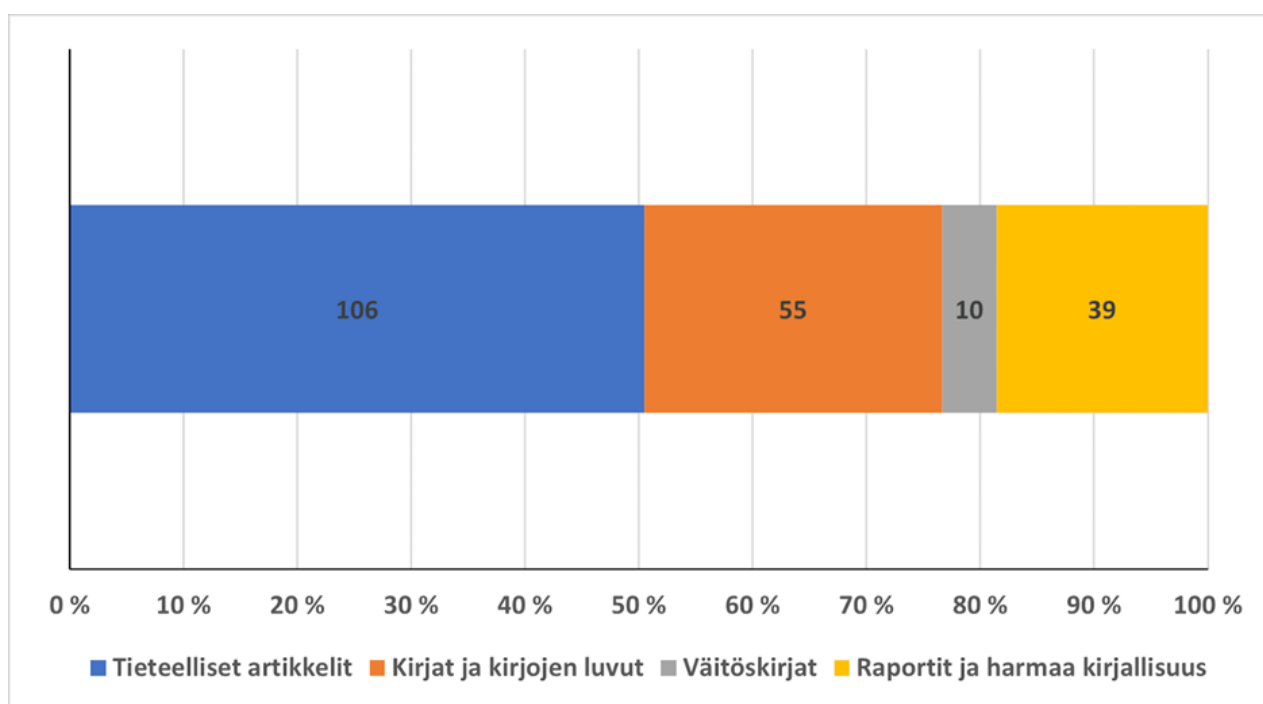
- Opetus- ja kulttuuriministeriö
- Opetushallitus
- Ulkoministeriö
- Oikeusministeriö
- www.gloaalikasvatus.fi (laaja sivusto kansalaisyhteiskunnan toimijoille ja oppilaitoksille)
- Fingo: www.fingo.fi

Kuten aikaisempina vuosina, valitsimme laajan joukon hakusanoja. Tämä varmisti sen, että mukaan tulivat kaikki relevantit julkaisut - myös sellaiset julkaisut, joita kirjoittajat itse eivät määritelleet globaalikasvatukseksi. Näin saatiin kattavampi yleiskatsaus globaalikasvatuksen trendeistä Suomessa.

Kun hakumme tietokannoista ja tiedelehdistä oli valmis, ryhmämme keskusteli löydettyistä julkaisuista. Yhteisissä pohdintoissa keskityttiin julkaisun relevanssiin eli siihen, täyttikö se seuraavat kriteerit: Julkaisulla oli globaali ulottuvuus ja se liittyi koulutukseen. Julkaisut jaettiin myös kategorioihin, joita olivat formaali, non-formaali ja informaali koulutus, teoreettinen, koulutuspoliittinen, korkea-asteen koulutus ja opettajankoulutus. Epäselviä tapauksia tarkastelimme arvioimalla julkaisun otsikkoa ja tiivistelmää. Esimerkiksi se, että julkaisu sijoittui kansainväliseen kontekstiin, ei automaattisesti tarkoittanut, että se täytti sisäänottokriteerit. Julkaisujen määrät aikaväliltä 1.1.2017–31.12.2024 löytyvät kuviosta yksi ja eri julkaisutyypin määrät samalta aikaväliltä kuviosta 2.



Kuvio 1. Julkaisumäärät suomenkielisessä tutkimuksessa vuosina 2017–2024



Kuvio 2. Julkaisutyyppit vuosina 2017–2024

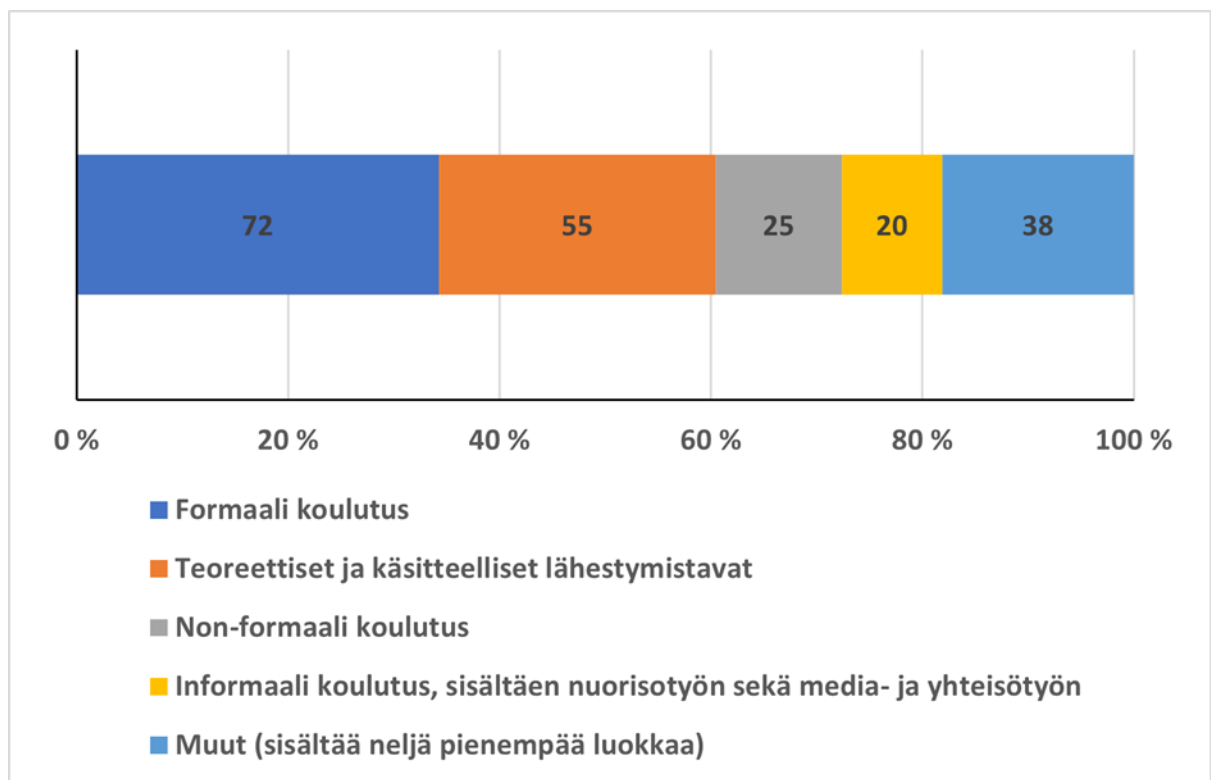
Kiinnitämme erityistä huomiota kahteen katsauksesta poistettuun oppikirjamaiseen julkaisuun: Nivalan & Rynnäsen (2024) *Sosiaalipedagogiikka* ja Tanin ym. (2023) *Maantiede-Maailmantutkimus: Ympäristö ja ihminen vuorovaikutuksessa*. Vaikka Nivalan & Rynnäsen (2024) kirja sivuaa useita globaalikasvatuksen teemoja, kuten antirasismia, yhdenvertaisuutta, kestävyyttä ja osallisuutta, se jätettiin lopulta pois. Arviomme mukaan se ei keskittynyt riittävästi tämän katsauksen edellyttämään globaalikasvatusulottuvuuteen, vaan edisti sen sijaan laajempaa yhteiskunnallista ja ekologista keskustelua.



Tani ym. (2023) puolestaan keskittyy kirjassaan ensisijaisesti maantieteeseen oppiaineena. Sen avulla voidaan ymmärtää monimutkaisia ilmiöitä, jotka vaikuttavat sekä kansallisesti että globaalisti, mutta lopulta globaalikasvatus ja globaalit kysymykset jäivät kirjassa enemmänkin viitteellisiksi. Vaikka kirjassa käsitellään ilmastomuutoksen ja globalisaation kaltaisia teemoja, näkökulma on ensisijaisesti tieteenalan eikä niinkään yksiselitteisesti globaalikasvatuksen. Vaikka nämä julkaisut eivät olleetkaan mukana, on rohkaisevaa nähdä, että globaalikasvatuksen teemat ovat yleistymässä suomenkielisessä tieteellisessä kirjallisuudessa ja että niitä sisällytetään yleissivistäviin kasvatusoppaisiin ja käsikirjoihin.

Keskeiset julkaisut ja trendit

Katsauksemme osoittaa samankaltaisia globaalikasvatuksen tutkimuksen ja julkaisemisen yleisiä suuntauksia, jotka ovat vallinneet Suomessa viime vuosina ja joita on käsitelty aiemmissa Global Education Digest -julkaisuissa. Näitä ovat muun muassa se, että suomenkielisissä julkaisuissa keskitytään enemmän kestävään kehitykseen ja kulttuurienväliseen kasvatukseen ja vähemmän esimerkiksi dekoloniaaliseen kasvatukseen, ihmisoikeuskasvatukseen ja rauhankasvatukseen. Rauhan- ja ihmisoikeuskasvatusta koskevien julkaisujen vähyys voi olla yllättävää ja ehkä jopa huolestuttavaa – etenkin kun otetaan huomioon nykyiset geopoliittiset jännitteet ja levottomuudet myös Euroopassa. Yksi suomenkielinen väitöskirja on kuitenkin julkaistu ihmisoikeuskasvatuksesta nuorisotyössä (Sinisalo-Juha, 2024). Löysimme ylipäänsä hyvin vähän sellaisia suomenkielisiä julkaisuja, joiden kirjoittajat määrittelevät ne globaalikasvatukseksi. Aiempien trendien mukaisesti globaalikasvatusta käsittelevien maisterin tutkielmien määrä oli tänäkin vuonna merkittävä, mutta niitä ei ole sisällytetty tähän katsaukseen. Suomalaiset tiedelehdet eivät sisältäneet yhtään globaalikasvatusteemoin linkittyvää teemanumeroa 15 kuukauden aikana. Eri julkaisuteemojen suhteet löytyvät kuviosta 3.



Kuvio 3. Teemat suomenkielisessä tutkimuksessa vuosina 2017–2024



Tarkasteluaikana julkaistiin kaksi ympäristökasvatuksen ja ulkona opettamisen keskittyvää kirjaa; Kaasinen & Myllyniemi (2023) ja Parikka-Nihti & Ek (2024). Näitä julkaisuja voidaan pitää vastauksena kansallisesti ja maailmanlaajuisesti koettuun syvenevään huoleen ilmastokriisistä, mikä on lisännyt tarvetta kestävyyttä edistäviin kasvatuksellisiin lähestymistapoihin sekä kokonaisvaltaisemman ymmärryksen kehittämiseen suhteessamme ympäristöön. Nämä kaksi kirjaa heijastavat myös aiemmissa katsauksissa havaittuja laajempia suuntauksia, kuten ekososiaalisen sivistyksen painotusta. Suomalaisessa koulutuskontekstissa ekososiaalinen sivistys on käsite, jota käytetään perusopetuksen opetussuunnitelman perusteissa, mutta myös esimerkiksi aikuiskoulutuksen toimijoiden keskuudessa. Sillä viitataan ihmisten ja muiden elollisten olentojen väliseen yhteenkuuluvuuteen ja suhteisuuteen, edistetään globaalia näkökulmaa, huomioidaan tulevien sukupolvien hyvinvointi ja korostetaan yhteistä vastuutamme maapallosta. Muita ekososiaaliseen sivistykseen keskittyviä julkaisuja oli muun muassa Johanna Kallion (2024) väitöskirja, jossa analysoidaan ja kehitetään itsekasvatuksen käsitettä sivistyksen prosessikäsitteenä suomalaisessa aikuiskoulutuksessa ekologisten kriisien aikana. Ekososiaalista kasvatuksista käsiteltiin myös useissa Kasvatus & Aika -lehden artikkeleissa ja vastauskirjoituksissa teoreettisesta näkökulmasta (ks. esim. Moilanen & Moilanen, 2023; Saari & Varpanen, 2024).

Lisäksi hiljattain julkaistu kirja *Kenen kulttuuriperintö? Tunteet, tilat & teot* Lähdesmäki ym. (2024) tarjosi useita lukuja tämän vuoden katsaukseen. Kirjassa tarkastellaan kriittisesti kulttuuriperinnön moninaista luonnetta ja teos antaa lukijalle monitahoisen näkemyksen myös kulttuuriseen omistajuuteen liittyvistä kysymyksistä sekä kulttuuriperinnön ympärillä tehtävästä monisyisestä työstä. Suuri osa kirjan luvuista käsittelee museopedagogiikkaa dekoloniaalisesta tai vähemmistöjen näkökulmasta. Näin se sijoittuu non-formaaliin globaalikasvatukseen. Näkökulmaltaan kirja muistuttaa vuonna 2021 julkaistua; *Marginaaleista museoihin* (Rastas & Koivunen 2021). *Kenen kulttuuriperintö?* -kirjan lukujen näkökulmat herättävät kysymyksiä globaalikasvatuksen rajoista. Teos sisältää kaksi lukua, joissa käsitellään afrikkalaisten (Rastas, 2024; Tohmo & Seck, 2024) yhteisöjen ja suomalaisen museokentän välisiä suhteita, sekä yhden artikkelin hiphoppiin liittyvästä kulttuuriperinnöstä (Owusu, 2024). Nämä kirjoitukset laajentavat globaalikasvatuksen määritelmää myös informaalin oppimisen alueelle. Pidämme välttämättömänä, että globaalikasvatuksessa huomioidaan myös museopedagogiikkaan kytkeytyvä työ informaaleissa yhteisöissä. Kyseiset yhteisöt tekevät työtään nimenomaan informaalisti, koska heillä ei useinkaan ole yhtäläistä pääsyä valtaväestön ylläpitämiin museoinstituutioihin tai kovin suuria resursseja kulttuuriperinnön ylläpitoon.

Viimeaikaiset muutokset politiikassa ja rahoituksessa

Kansalaisjärjestöjen rooli globaalikasvatuksen kehittämisessä on ollut Suomessa keskeinen (ks. esim. Henriksson, 2022). Valitettavasti nykyisen hallituksen tekemät päätökset ovat merkittävästi rajoittaneet mahdollisuuksia tällaiseen työhön. Ulkoministeriön rahoittama viestintä- ja globaalikasvatustuki on lakkautettu tämän hallituskauden ajaksi. Tuki on ollut ainoa rahoitusmuoto, jolla on tuettu suoraan järjestöjen monimuotoista globaalikasvatustoimintaa ja etenkin pienempien sekä keski suurten järjestöjen hankkeita. Tuen lakkauttaminen on vaikuttanut merkittävästi järjestöjen kykyyn jatkaa toimintaa, joka on sisältänyt muun muassa opettajien koulutusta ja erilaisille kohderyhmille suunnattua globaalikasvatusta. Hallitus on myös lakkauttanut rauhanjärjestöjen yleisavustuksen ja leikannut opettajien täydennyskoulutuksen rahoitusta, jolla on aiemmin toteutettu globaali- ja kestävyyskasvatuksen koulutusta opettajille eri koulutusasteilla. Myös muiden ministeriöiden rahoitusta ihmisoikeus-, pakolais-, ja nuorisjärjestöille on leikattu runsaasti.

Jotkin suuremmat järjestöt saavat edelleen tukea Ulkoministeriön kumppanuusrahoituksen kautta kehitysyhteistyön lisäksi globaalikasvatukseen. Pienemmillä resursseilla ja vapaaehtoisuudella toimivat järjestöt voivat lisäksi hakea hankkeita Erasmus+ ohjelmasta. Kehitysjärjestöjen kattojärjestö Fingo koordinoi EU:n DEAR (Development education and awareness raising) -instrumentista rahoitusta saanutta eurooppalaista Connect for Global Change -hanketta, jonka kautta rahoitetaan eurooppalaisten pienten ja keski suurten järjestöjen globaalikasvatushankkeita. Lisäksi jotkut säätiöt ja muut toimijat jakavat edelleen rahoitusta globaalikasvatusjärjestöille, mutta kilpailu on tiukkaa.



Suomen nykyiset globaalikasvatuksen tutkimusverkostot

Suomessa toimii suhteellisen aktiivisesti erilaisia globaalikasvatuksen alan tutkimusverkostoja. Esimerkiksi Global Education Research in Finland (GERIF) pyrkii levittämään globaalikasvatustutkimusta blogien sekä muiden tapahtumien ja toimintojen kautta. Joulukuussa 2024 GERIF:in jäsenet järjestivät yhteistyössä kattojärjestö FINGO:n (Suomen kehitysyhteistyön kansalaisjärjestöt) kanssa tapahtuman, joka toi yhteen 35 globaalikasvatuksen parissa työskentelevää suomalaista tutkijaa sekä kolmannen sektorin ammattilaista ja opettajaa. Tapahtuma kutsui tekemään yhteistyötä, jakamaan tietoa ja kuumaan umpeen teorian ja käytännön välistä kuilua. Globaalikasvatuksen teemoja käsitteleviä blogikirjoituksia julkaistaan muutaman kuukauden välein ja ne lähetetään sähköpostilistalle, johon kuuluu noin 110 alan ammattilaista. Muita merkittäviä verkostoja ovat vuonna 2004 perustettu Kestävä kehitys kasvatuksessa ja koulutuksessa -verkosto sekä vuonna 2016 perustettu monialainen ympäristö- ja kestävyyskasvatuksen tutkijaverkosto (SIRENE, Interdisciplinary Network of Environmental and Sustainability Education Research).

Rajoitukset

Tämän vuoden katsauksessa esitelty tutkimus nojautuu pitkälti suomalaisiin tietokantoihin ja lehtiin sekä jaettuun asiantuntemukseemme globaalikasvatuksen tutkimuksen parissa työskentelevinä tutkijoina. Suomenkielisten julkaisujen määrä on edelleen vähäinen, sillä julkaisukäytännössä kansainvälinen julkaiseminen on etusijalla. On myös tärkeää huomata, että jotkin akateemisten julkaisukäytäntöjen ulkopuolelle jäävät materiaalit saattavat kuulua globaalikasvatuksen piiriin. Niitä ei kuitenkaan ole sisällytetty tähän katsaukseen annettujen ohjeiden vuoksi. Katsauksessamme ei myöskään ole ollut mukana pedagogisia materiaaleja, oppaita tai vastaavia julkaisuja, joissa käsitellään globaalikasvatusta ja joita monet kansalaisjärjestöt ovat tuottaneet Suomessa. Suurin osa näistä resursseista on saatavilla kansalaisjärjestöjen verkkosivuilta ja keskitetysti kattojärjestö Fingon ylläpitämän sivuston <https://globaalikasvatus.fi/> kautta.

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INTRODUCTION: FINNISH

The authors are delighted to contribute this chapter to the latest edition of the Global Education Digest. This marks the third inclusion of Finnish language in the publication. The research was led by a team from the Finnish GERIF network (Global Education Research in Finland), whose expertise spans key areas of global education including intercultural education, peace education and human rights education. This year's chapter spans the time frame 30.9.2023-31.12.2024 and resulted in 45 publications, offering an updated examination of the latest developments in the field. This chapter offers an overview of the findings in the Finnish language.

Concepts and selection methodology

In line with the previous edition of the Global Education Digest, we relied on the updated global education definition as provided by the Dublin Declaration, as the conceptual framing of our research (GENE, 2022). It is important to note that the key terms selected in this research remain dynamic and evolving and have developed and transformed in Finnish literature over time. Our search terms also reflect a holistic understanding of global education in a variety of educational contexts.

Key terms in our search included:

- 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)
- kestävä 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)

The databases utilized in our research include:

International databases

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



SUOMI: JOHDANTO

Finnish databases

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

Journals

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

Book publishers

- Gaudeamus
- Into Kustannus
- Vastapaino

Civil society organisations and ministry websites

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

As in previous editions, we chose to include a broad array of keywords. This decision aimed to ensure that we capture publications that, while relevant, may not have directly identified with the global education field. This resulted in the ability to include a more extensive overview of the general trends happening under the global education umbrella in Finland.

Once our research utilizing the keywords across databases and journals was complete, the team discussed the publications gathered. Discussions centered around the relevance of the publication, namely, that it fulfilled the criteria of having a global element as well as being linked to the educational field. Publications were also organised into contextual categories including; formal, non-formal, informal, theoretical, policy, higher education and teacher education. Particularly ambiguous cases were reviewed by assessing the publications title and abstract. For example, just because a publication was contextually situated in an international setting, this did not automatically mean it met the criteria for inclusion. A chart of the number of publications spanning from 1.1.2017 to 31.12.2024 can be found in Figure 1 and their publication types in Figure 2.

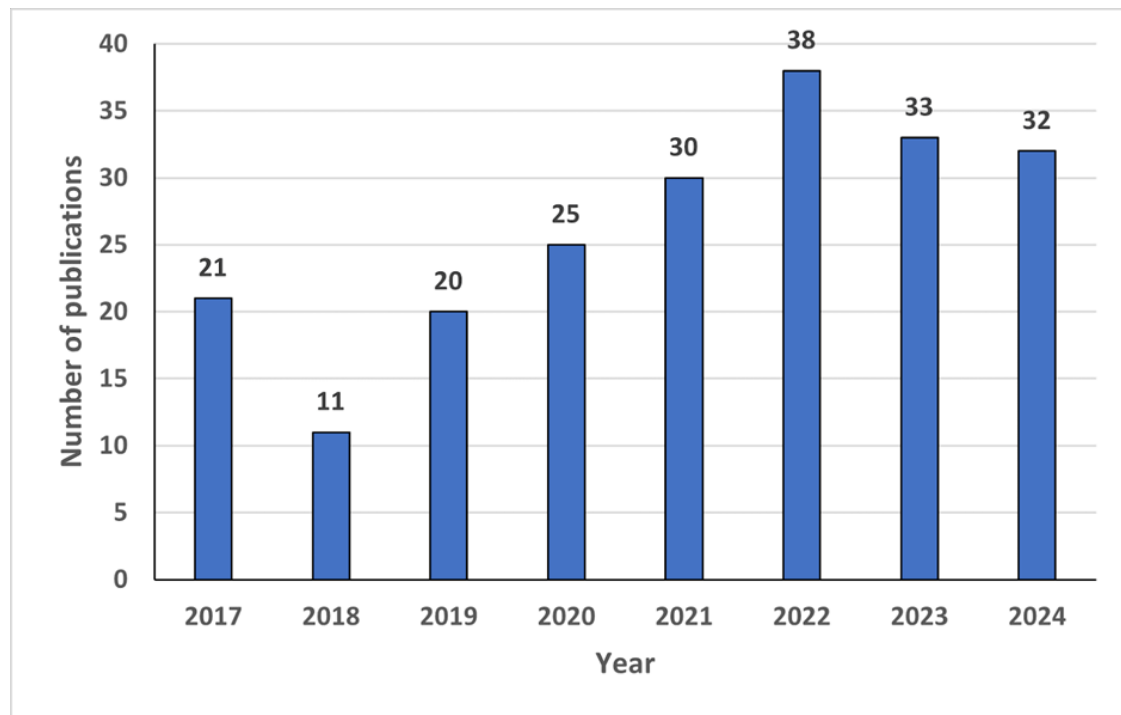


Fig 1: Publications per year in Finnish language research 2017–2024

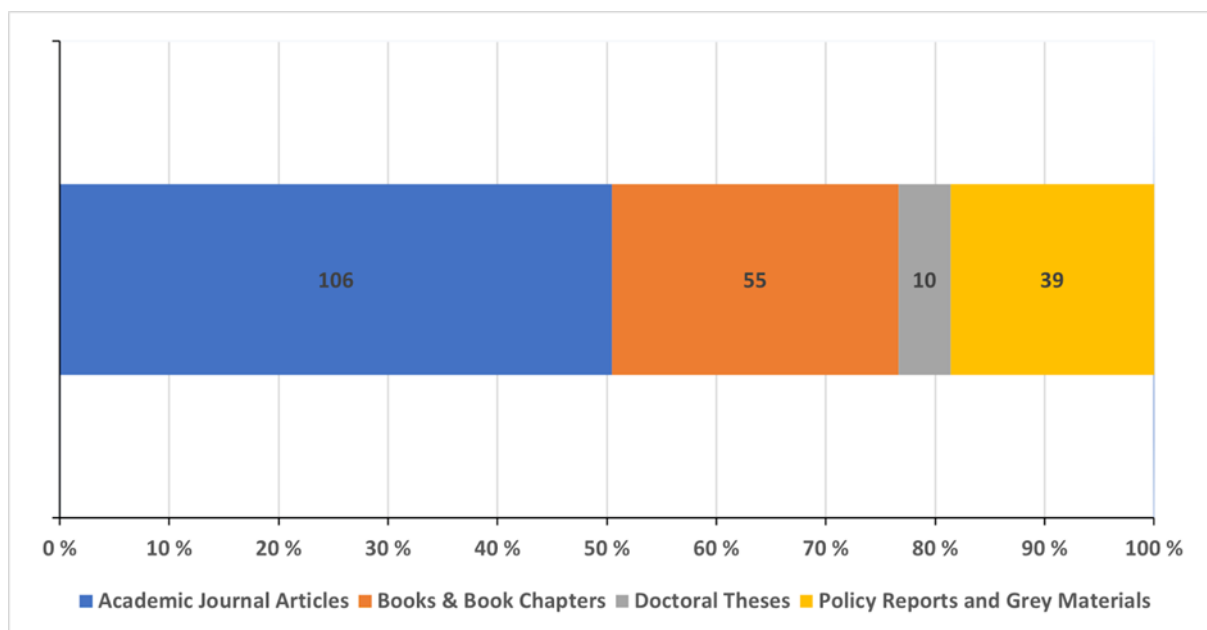


Fig 2: Publication types 1.1.2017-31.12.2024

Key texts that were removed from the review but are worthy of mention include two textbook type of publications: *Sosiaalipedagogiikka* (Social Pedagogy) by Nivala & Rynänen (2024) and *Maantiede-Maailmantiede* (Geography – World Science: Environment and humans in interaction) by Tani et al. (2023). While the book by Nivala & Rynänen (2024) touches on several global education themes such as anti-racism, equity, sustainability and inclusion, it was ultimately excluded due to not focusing sufficiently enough on the global education dimension required for this review, contributing instead to broader social and ecological discussions.



The book by Tani et al. (2023) in turn focuses heavily on geography as a subject area for understanding complex phenomena that impacts both national and global contexts, but ultimately global education and global issues remain more implicit than central in the book. While the book discusses themes such as climate change and globalization, it does this through a largely disciplinary perspective rather than an explicitly global education perspective. While these publications were not included, it is encouraging to see that global education themes are becoming more mainstream in academic textbook literature in the Finnish language.

Key texts and publication trends

The review displays the similar general trends in the global education publications in Finnish which have prevailed in recent years and have been discussed in previous GE Digest issues. These include the relatively heavy focus in Finland on sustainability and intercultural education, with less focus on topics such as decolonial, human rights and peace education. The lack of publications in this regard may be surprising and perhaps even raise concern, especially given the current geo-political tensions and unrest, including in Europe. However, one PhD thesis in Finnish was published on human rights education in the sector of youth work (Sinisalo-Juha, 2024). In general we found very few publications in Finnish whose authors explicitly align themselves as falling under the broader umbrella of global education. In line with previous trends, the number of Master's theses on global education was significant this year as well, but they are not included in this review. Finnish journals did not include any special issues related to global education during the 15 month timeframe. More details about the publication themes can be found in Figure 3.

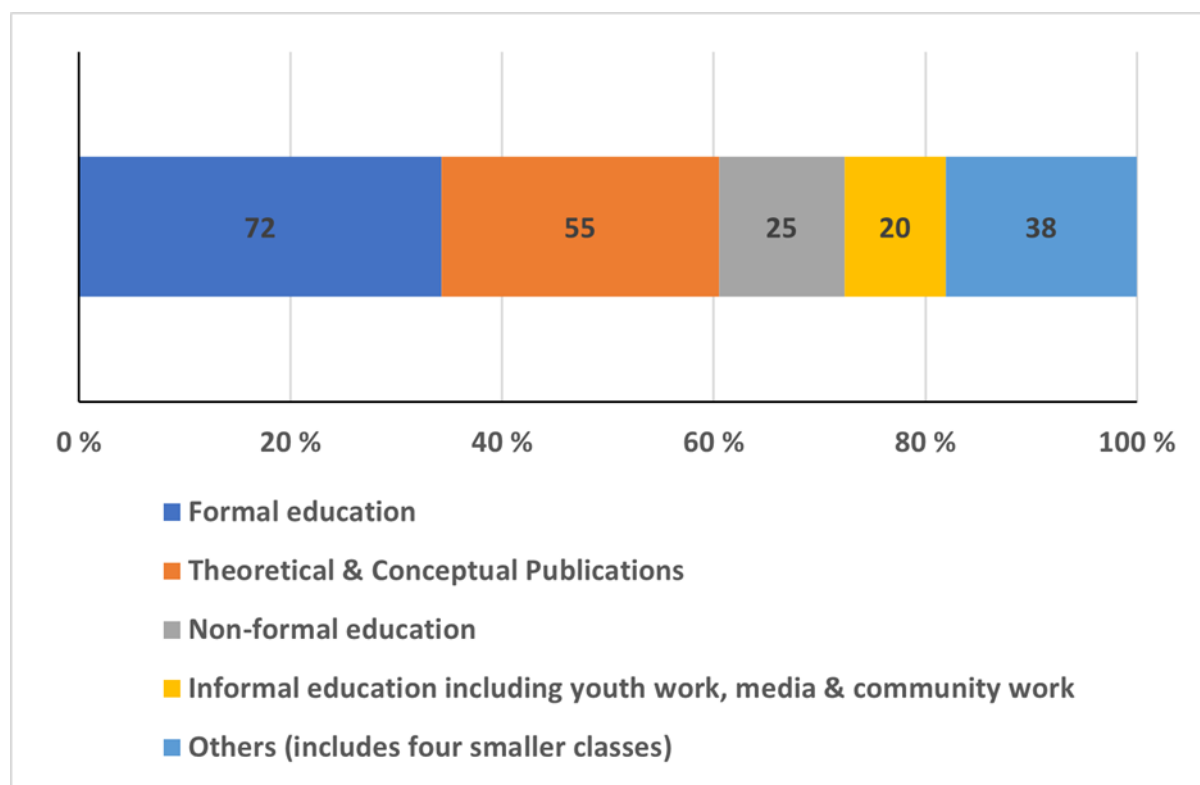


Fig 3: Themes in Finnish language research, 1.1.2017-31.12.2024



During the review period, two books focusing on environmental education and outdoor education authored by Kaasinen & Myllyniemi (2023) and Parikka-Nihti & Ek (2024) were published. These publications could be viewed as a response to the increased urgency felt nationally and globally regarding the climate crisis, which have heightened the need for educational approaches that promote sustainability as well as the development of deeper understandings of humanity's relationship with the environment. These two books reflect border trends observed from previous reviews as well, such as the particular focus of *ekososiaalinen sivistys* (eco-social Bildung). In the Finnish educational context, eco-social Bildung is a concept used in the core curricula of comprehensive education, but also for instance among adult education actors. It refers to the interconnectedness and relational dynamics between humans and other living beings, fostering a global perspective, taking into account the welfare of future generations and highlighting our collective responsibility towards the planet. In the review, other publications focusing on eco-social Bildung included a doctoral dissertation by Johanna Kallio (2024) analysing and developing the concept of self-cultivation (*itsekasvatus*) as a process concept of Bildung in Finnish adult education in the time of ecological crises. Ecosocial education (*ekososiaalinen kasvatus*) was also discussed in several articles and responses in the journal *Kasvatus & Aika* from a theoretical perspective (see for example; Moilanen & Moilanen, 2023; Saari & Varpanen 2024).

Additionally, the recent publication of the book *Kenen kulttuuriperintö? Tunteet, tilat & teot* (Whose cultural heritage? Emotions, spaces and actions) by Lähdesmäki et al. (2024) offered several chapters to this year's review. The book turns to critically examining the multifaceted nature of cultural heritage, offering critical insight into the nature of cultural heritage, questions regarding ownership and the complex work done around cultural heritage.

The majority of articles examine museum pedagogy from a decolonial or minority perspective, therefore situating the text within non-formal global education. The work adopts a similar perspective as; *Marginaaleista museoihin* (From the margins to the museums) by Rastas & Koivunen (2021). The perspectives of the articles from the book raise questions about the boundaries of global education. It includes two articles that examine the relationship between African (Rastas, 2024; Tohmo & Seck, 2024) communities and the Finnish museum field, as well as an article exploring the cultural heritage of hip-hop (Owusu, 2024). These articles expand the definition of global education into the realm of informal learning. We see it as essential that global education consider the work done by museum pedagogy in community settings. The communities in question are precisely ones that operate informally, often due to inequitable access or opportunities for mainstream museum institutions or financial support aimed at supporting the maintenance of cultural heritage.

Recent changes in policies and funding

The role of NGOs for global education development has held a major role in Finland (see for example, Henriksson, 2022). Unfortunately, opportunities for this kind of development work have been significantly limited by the decisions of the current government. The Finnish Ministry of Foreign Affairs' funding for development communication and global education projects has been discontinued for this government term. This support has been the only form of funding that directly supported the diverse global education activities of NGOs, especially smaller and medium-sized NGOs. The discontinuation of the support has significantly impacted the organizations' ability to continue their global education activities, which have included teacher training and global education targeted at various groups. The current government has also discontinued the general support for peace organizations and cut funding for teachers' continuing professional development, which previously facilitated global and sustainability education in-service training for teachers at different educational levels. Funding from other ministries for human rights, refugee, and youth organizations has also been significantly cut.

Some larger NGOs still receive support through the Ministry of Foreign Affairs' partnership funding for global education activities in addition to development cooperation. Organizations operating on smaller resources and a volunteer basis can still apply for projects through the Erasmus+ program. Fingo (Finnish Development NGOs), the umbrella organisation of NGOs engaged in development cooperation, sustainable development and global citizenship education coordinates the European Connect for Global Change



project, which has received funding from the EU's DEAR (Development Education and Awareness Raising) instrument to finance global education projects of small and medium-sized European NGOs. Additionally, some foundations and other actors continue to distribute funding to global education organizations, but competition is fierce.

Current research networks related to global education in Finland

Various research networks that operate under the umbrella of global education are also relatively active in Finland. For example, the Global Education Research in Finland (GERIF) aims to disseminate global education research through its blog as well as other events and activities. In December of 2024 members of GERIF in collaboration with the umbrella organisation Fingo (Finnish Development NGOs) organised an event that brought together 35 Finnish researchers working in the sphere of global education, along with third sector professionals and teachers to collaborate, share knowledge and bridge the gap between theory and practice. Blog posts surrounding global education themes are posted every few months and are sent to an emailing list of approximately 110 academics and other working professionals. Other notable networks include the *Kestävä kehitys kasvatuksessa ja koulutuksessa verkosto* (The Sustainable Development in Education and Training Network) established in 2004, as well as the *Interdisciplinary Network of Environmental and Sustainability Education Research* (SIRENE) founded in 2016.

Limitations

The research presented in this year's review was largely reliant on Finnish databases and journals, as well as our collective expertise as researchers working in the field of global education research. The amount of Finnish language publications remains limited, as international publishing takes precedence in publishing practices. It is important to note that some resources that remain outside the traditional realm of academic publishing may align well with global education themes, but are not included in this review due to the review guidelines. Moreover, our review did not include pedagogical resources, guidebooks or similar publications with global education activities produced by many NGOs in Finland. Most of these resources are available on NGOs' websites and centrally through the portal <https://globaalikasvatus.fi/> maintained by the umbrella organisation Fingo.

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GLOBAL EDUCATION DIGEST 2024

FRANÇAIS

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INTRODUCTION: FRANÇAIS

Il n'existe pas en français d'équivalent direct au terme anglais 'Global Education'. La traduction littérale, 'éducation globale', ne semble pas être un terme utilisé ni par les acteurs éducatifs (formels ou non formels), ni par les institutions, ni par les chercheurs. Il n'y a pas non plus de consensus clair sur une terminologie unique relative à la 'global education' qui serait utilisée par la communauté scientifique, les acteurs scolaires, les professionnels et les institutions publiques.

Les référentiels institutionnels utilisent le terme 'éducation à la citoyenneté mondiale' (ECM), c'est donc le terme que nous avons privilégié dans cette revue et que nous utilisons comme équivalent au terme anglophone 'global learning'. Cependant, l'usage de cette terminologie varie en fonction des acteurs et des contextes nationaux des pays francophones. Au niveau européen, des disparités dans la terminologie peuvent exister entre la France, la Suisse, et la Belgique. Il en va de même au niveau international, avec le Québec et l'Afrique francophone. De ce fait, nous retrouvons fréquemment les termes 'éducation à la citoyenneté mondiale', 'éducation à la citoyenneté mondiale et solidaire', ou 'éducation à la citoyenneté et à la solidarité internationale', comme parapluie regroupant les pratiques relatives à la 'global education' des organisations.

Nous constatons que la littérature scientifique francophone aborde également régulièrement l'éducation à la citoyenneté mondiale à travers une diversité de thématiques toutes plus ou moins liées : justice sociale, transitions, développement durable, commerce équitable, environnement, genre, droits humains, interculturalité, migrations, etc. ou à travers un prisme pédagogique, qui se concentre sur les méthodes, les outils et les pédagogies nouvelles ou alternatives (Freinet, Freire, Giroux, etc.) pour aborder l'éducation à la citoyenneté mondiale.

Nous avons sélectionné trois champs sémantiques liés au concept de "global education" afin d'orienter les recherches bibliographiques:

Celui de l'éducation à la citoyenneté et à la solidarité (mondiale/internationale) dans toutes ses variantes

- Éducation à la Citoyenneté et à la Solidarité Internationale (ECSI), terme utilisé particulièrement en France et qui prit la suite de celui d'Éducation au Développement et à la Solidarité Internationale (EADSI) dans les années 2015 avec l'adoption de la charte de l'ECSI par EDUCASOL, plateforme représentative de cette mouvance associative en France jusqu'en 2019. Depuis le terme ECSI est repris par la majorité de ces acteurs ainsi que par leurs partenaires institutionnels, à commencer par leur principal bailleur, l'Agence Française de Développement (AFD) qui co anime depuis 2017 un Groupe de Concertation pluri-acteurs sur l'ECSI. Ce groupe publie des études sur le secteur de l'ECSI dont la dernière publication de novembre 2024 s'intitule « *Panorama des actrices et acteurs de l'éducation à la citoyenneté et à la solidarité internationale aux Suds* » [disponible sur cette page](#).
- Éducation à la Citoyenneté Mondiale (ECM) renvoie notamment au vocabulaire institutionnel international (européen, onusien).
- Éducation à la citoyenneté mondiale et solidaire, Éducation à la citoyenneté mondiale et à la solidarité, Éducation à la citoyenneté planétaire, sont des termes particulièrement utilisés en Belgique francophone où les acteurs et institutions semblent entretenir des liens plus forts avec les institutions européennes.
- Éducation au Développement est un terme qui continue parfois d'être utilisé, notamment par des acteurs historiques du secteur, même s'il se fait de plus en plus rare.



Celui de l'éducation au développement durable (EDD), ici aussi avec plusieurs variants.

- Le terme “EDD” est principalement utilisé en France par les institutions et notamment le Ministère de l'Éducation Nationale. L'EDD est expérimenté et généralisé en France depuis la 1ère Stratégie Nationale de Développement Durable en 2003, en tant que “éducation transversale” aux côtés d'autres dispositifs comme l'éducation aux médias et à l'information ou l'éducation à la vie affective et sexuelle. Depuis l'adoption des ODD en 2015 le terme “d'éducation aux ODD” ou d'éducation à l'un des 17 ODD est parfois utilisé. Le terme “développement durable” fait souvent l'objet de critiques par les acteurs professionnels et peu s'en revendiquent directement, en dehors de stratégies de financements ou reconnaissance institutionnelles.
- Le déploiement de l'EDD se fait dans la continuité et en parallèle avec celui de l'éducation à l'environnement, dans ses diverses variantes : éducation a/pour/dans/relative à l'environnement, éducation à l'environnement et/pour/vers un développement durable. Il croise d'autres courants plus spécifiques à la pédagogie par/dans la nature, les classes dehors... ainsi que ceux de l'éco-citoyenneté particulièrement développés au Québec avec le centre ErE de l'UQAM.
- Nous observons un glissement sémantique de plus en plus fort du terme “développement durable” vers celui de “transitions” (avec toutes ses déclinaisons : transition énergétique, transition écologique, transitions socio-environnementales, mais aussi transitions citoyennes, etc.). Plusieurs acteurs et travaux font donc référence à une éducation “aux transitions” ou à l'une ou l'autre des transitions.

De nombreux travaux scientifiques qui portent sur les enjeux de l'éducation au développement durable se focalisent principalement sur la dimension environnementale, les enjeux de “soutenabilité” et le concept d'anthropocène.

A noter par exemple en Suisse la récente création d'une unité de recherche interdisciplinaire sur les “éducations à la soutenabilité”, le LIESS avec des premiers appels à communication: <https://www.unige.ch/iufre/recherche/laboratoire-interdisciplinaire-des-educations-a-la-soutenabilite-liess/>

De nombreuses références sur le “développement durable” renvoient encore principalement aux seuls enjeux écologiques, voire climatiques.

C'est pourquoi, pour ce travail de revue de littérature, nous n'incluons que les références sur l'EDD portant expressément sur les enjeux de développement durable et ceux d'une citoyenneté mondiale.

Un troisième champ sémantique pourrait se qualifier comme celui des “éducations à”

Le terme “éducation à” a été travaillé par des chercheurs en sciences de l'éducation et de la formation (Barthes et al. 2024) afin d'en proposer des caractéristiques communes. Ces “éducations à” rassemblent des éducations thématiques (et donc non-disciplinaires), tournées vers des questions socialement vives (au niveau de la recherche, des médias, de la société et chez les acteurs éducatifs), qui portent une attention forte pour les valeurs et les changements de comportements.

Une grande variété de ces courants peuvent s'identifier, dont certains font l'objet de travaux scientifiques dans divers champs disciplinaires.

Nous noterons ici les plus fréquentes et représentatives de notre point de vue comme contribuant directement aux enjeux de la “global education”, en complément des terminologies déjà décrites de l'ECSI, ECM, EDD dans toutes leurs variantes. Ces courants lient les enjeux éducatifs à ceux de la justice sociale, des droits, de l'égalité, des enjeux environnementaux....

- l'éducation à la paix
- l'éducation à l'interculturel
- l'éducation aux droits / aux droits humains / aux droits de l'Homme
- l'éducation au genre
- l'éducation aux migrations



Les “éducations à” n’ont pas vocation à être un courant pédagogique unifié. Le terme apparaît plus comme un “idéal-type” au sens de Weber, un concept spécifique aux sciences de l’éducation et de la formation pour les nommer dans leur diversité et questionner les enjeux tant pédagogiques, didactiques qu’épistémologiques qu’elles soulèvent.

Plusieurs tentatives existent par ailleurs pour essayer de rassembler toutes ces éducations thématiques. L’UNESCO propose par exemple le concept d’**éducation transformatrice** qui renvoie à plusieurs courants proches de celui dit de la “global education” et en lien avec l’objectif 4.7 des ODD: l’éducation à la citoyenneté mondiale (ECM), l’éducation au développement durable (EDD) et l’éducation à la santé et au bien-être.

Des chercheurs proposent le terme “d’éducation au politique”. Des acteurs associatifs proposent l’éducation “aux transitions” sans plus de précision ou l’éducation “aux ODDs”.

Méthodologie de Recherche Bibliographique

Au regard des trois champs sémantiques présentés, la méthodologie de recherche bibliographique a été la suivante:

1. Choix des mots-clés

Champ sémantique de l’éducation à la citoyenneté et à la solidarité (mondiale/internationale) : ‘éducation à la citoyenneté mondiale’ ; ‘éducation à la citoyenneté et à la solidarité internationale’ ; ‘éducation à la citoyenneté planétaire’ ; ‘éducation au développement’.

Champ sémantique de l’éducation au développement durable : L’importance de lier les enjeux de développement durable principalement connoté à ceux de l’environnement, avec ceux de la citoyenneté ou de la solidarité. Il s’agit donc de combiner les termes “éducation au développement durable” ; “éducation aux objectifs de développement durable” ; “éducation aux transitions” avec les mots-clés “citoyenneté internationale” ou “citoyenneté mondiale” ou “solidarité internationale” ou “solidarité mondiale”.

Champ sémantique des “éducations à” : Pour chaque courant éducatif cité (ex “éducation à la paix”), la conjonction des termes combinés avec les mots-clés “citoyenneté internationale” ou “citoyenneté mondiale” ou “solidarité internationale” ou “solidarité mondiale”.

Les références ont ensuite été réparties dans les rubriques proposées par l’équipe DIGEST:

- *Formal* : Education formelle - Enseignement scolaire
- *Non-formal* : Education non-formelle - Éducation populaire- Animation socio-culturelle
- *Informal* : Education informelle (familles, éducation par les pairs...)
- *Teachered* : Apprentissages, compétences
- *Highered* : Enseignement supérieur
- *International* : Enjeux de l’ECM à l’international
- *Policy* : Politiques publiques
- *Theoretical* : Théories, concepts, notions scientifiques

Pour éviter les doublons, les références ont été référencées sous une seule catégorie, la plus significative selon nous, malgré qu’elles puissent être associées à plusieurs.



2. Bases de données

Les bases de données utilisées sont dans la continuité de celles déjà identifiées lors de la précédente édition du DIGEST.

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 des thèses francophones (le moteur de recherche des thèses françaises - theses.fr, le portail national de signalement des thèses Algérie, Thèses Tunisie, la plateforme de signalement des thèses en cours au Maroc - Otrohati, Portail thèses Canada, Archives ouvertes Suisse - Unige, Synthèse Haïti).

Remarque : La recherche des thèses soutenues s'est concentrée sur l'existence des mots-clés présentés au point précédent, dans le titre de la thèse. Il est possible que d'autres thèses portent sur les enjeux de l'éducation à la citoyenneté mondiale, sans y faire référence directement dans le titre. A noter que de nombreuses thèses en cours ont été repérées, mais elles ne sont pas encore soutenues, elles n'ont donc pas été ajoutées à cette édition.

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, Éducation et sociétés, Carrefours de l'éducation, Revue internationale des études du développement, Revue des sciences de l'éducation, Education et francophonie, Recherches en éducation, La Recherche en Education (AFIRSE), Éducation relative à l'environnement).
5. Littérature grise des organisations institutionnelles, des ONG et des associations
 - pour l'international : UNESDOC
 - pour la Belgique : ACODEV, ENABEL, ITECO
 - pour la France : Coordination Sud, Agence française de développement (AFD et notamment groupe de concertation ECSI), Ritimo).

3. Limites

Limites quant au choix des mots-clés

Le choix des différents champs sémantiques et la combinaison des mots-clés ont pu nous faire passer à côté de références pertinentes sur les enjeux liés à l'éducation à la citoyenneté mondiale du fait qu'elles ne mentionnent explicitement aucun des mots-clés dans leur titre. Les références portant sur l'éducation au développement durable ou les différentes "éducations à" n'ont pas été intégrées si elles ne sont pas directement liées avec les termes de citoyenneté ou de solidarité mondiale, alors même que ces références sont nombreuses et a priori liées aux enjeux de la 'global education'.

L'absence de consensus sur un seul terme pour traduire le concept de "Global Education" et les différences d'usage entre acteurs professionnels, institutionnels, académiques peut expliquer que le terme choisi par les scientifiques s'intéressant à ces pratiques les désignent sur un autre terme que celui choisi par les acteurs ou celui choisi pour cette revue de littérature.

Nous avons également choisi d'exclure de notre recherche les travaux portant sur les pédagogies nouvelles ou alternatives.

Limites quant aux auteurs

Notre recherche bibliographique s'est intéressée aux papiers publiés en français, mais elle ne nous renseigne pas sur la nationalité des auteurs ou leur université de rattachement. De fait, de nombreux auteurs francophones publient dans une autre langue, souvent en anglais. À l'inverse, des chercheurs de diverses nationalités, effectuant tout ou partie de leur carrière scientifique dans un pays francophone, peuvent être amenés à publier en langue française, sans forcément être rattachés à une université ou une unité de recherche d'un pays francophone durant toute leur carrière. On note par exemple que le Québec, la France, la Belgique et la Suisse sont des pays aux politiques incitatives pour accueillir des étudiants internationaux, par exemple le temps de leur formation initiale ou doctorat, mais que les



parcours post-doc sont plus difficiles à obtenir pour les chercheurs souhaitant y poursuivre leurs parcours scientifiques.

Il est donc difficile à partir de cette revue de littérature d'identifier les centres de recherche et les pays dans lesquels la recherche sur l'éducation à la citoyenneté mondiale est vivace.

Limites quant au choix des types de références

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

Limites quant aux capacités de réalisation de la revue bibliographique

Le travail de revue de littérature francophone repose sur deux chercheuses, basée en France et en Belgique. 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 regrettons ne pouvoir étoffer notre équipe par des chercheurs francophones issus d'autres contextes de la francophonie, notamment non européen comme l'Afrique francophone qui reste sous-représentée.

Conclusions

Dans le DIGEST 2023 nous en avons identifié 43 publications (dont 10 liée à la sortie d'un ouvrage spécifique aux enjeux de l'ECM). Pour le DIGEST 2024, nous avons identifié 36 nouvelles publications francophones pertinentes.

Nous pouvons donc considérer que la production scientifique francophone sur les enjeux de la 'global education' se maintient, bien qu'elle ne soit pas considérable.

Nous pouvons émettre plusieurs hypothèses à ce sujet, qui seraient à approfondir pour être confirmées:

- Les francophones, qu'ils soient acteurs, institutionnels ou chercheurs, sont moins à l'aise avec la langue anglaise. De ce fait, ces acteurs repèrent moins les ressources internationales produites sur la "Global education" et y contribuent moins.
- Beaucoup d'acteurs de l'éducation formelle ou non-formelle ne se revendiquant pas ou très peu du terme 'Éducation à la Citoyenneté Mondiale', les chercheurs qui étudient les pratiques des acteurs dans le cadre des enquêtes empiriques pour leurs recherches, n'identifient pas non plus ce terme. Les acteurs scientifiques s'intéressent plus aux thématiques, aux publics, aux cadres d'interventions, aux techniques pédagogiques, etc, mis en œuvre par ces acteurs.
- L'ancrage des chercheurs francophones se fait plutôt au niveau de la thématique abordée (environnement, développement durable, genre, paix, etc.) ou au niveau des pratiques pédagogiques (éducation nouvelle, alternative, active, participative, etc.). Ceci laisse à supposer une certaine tendance à travailler "en silos disciplinaires" : les chercheurs en science de la nature s'intéressant aux éducations "à l'environnement/à la durabilité", les chercheurs en sciences de la gestion ou en économie aux éducations "à la consommation responsable/au commerce équitable/à l'économie sociale et solidaire), les chercheurs en science politique ou sociologie aux enjeux de citoyenneté, les chercheurs en sciences de l'information et de la communication à l'éducation aux médias, les chercheurs en santé à l'éducation à la santé, etc.
- Les chercheurs publient de plus en plus en anglais. Pour le cas du Québec en particulier, les acteurs francophones privilégient sans doute plus facilement la langue anglaise pour communiquer leurs travaux.
- Pour le cas de l'Afrique francophone, les acteurs du secteur souffrent de manques de moyens structurels limitant de fait leur expression.
- Ce manque de moyens structurels, notamment humains, dans l'ensemble de l'espace francophone pour la recherche en générale, et plus spécifiquement pour les sciences humaines et sociales, pour les sciences de l'éducation et de la formation, est également un élément de contexte qui peut avoir sa part d'explication dans une relative "faiblesse" du nombre de références scientifiques francophones en comparaison avec d'autres espaces linguistiques.



- Nous ne repérons pas de travaux théoriques francophones de type “méta-revue de littérature” en dehors de l’initiative autour du “Dictionnaire critique des enjeux et concepts des “éducations à” (Barthes, Lange, Chauvigné, 2024 - présenté ci-après).

Nous repérons quelques faits marquants pour 2024 :

- La réédition en 2024 chez l’Harmattan de l’ouvrage *Dictionnaire critique des enjeux et concepts des « éducations à »* dans une édition revue et augmentée, sous la direction d’Angela Barthes, Jean-Marc Lange, et Céline Chauvigné.

Cet ouvrage conséquent de 738 pages comporte une introduction et une postface sur les enjeux soulevés dans l’ouvrage. Il se compose ensuite de trois parties. La première intitulée “Les “éducations à” issues des instances internationales” présente 14 chapitres correspondant chacun à une “éducation à” thématique, dont on peut relever deux chapitres sur l’éducation à la citoyenneté (F.audiger, et M.A Ethier & D.Lefrançois), un chapitre sur l’éducation au développement durable (A.Barthes et JM.Lange), un chapitre sur l’éducation à l’interculturalité (F.Dervin), un chapitre sur l’éducation à la paix (M.A Ethier & D.Lefrançois). Une seconde partie sur “Les “éducations à” issues des courants de recherche” composée de 17 chapitres correspondant chacun à une “éducation à” thématique, dont on peut repérer un chapitre sur “Education à et au temps de l’anthropocène” (N.Wallenhorst), un chapitre sur l’éducation à la complexité (O.Morin), un chapitre sur l’écoformation (D.Cottureau), un chapitre sur l’éducation au politique (A.Barthes), un chapitre sur l’éducation à la responsabilité (M.Janner-Raimondi), et trois chapitres sur l’éducation aux valeurs (D.Janichon, M.Pagoni, N.Awais). S’ensuit une troisième partie portant sur 70 concepts associés aux éducations à. Notons par exemple le chapitre de S. Urbanski sur la “citoyenneté mondiale”, celui de C. Leininger-Frézal sur le “changement global”, de L. Sauvé sur “l’écocitoyenneté”, de A. Barthes sur “l’internationalisation”... Lors de la revue de littérature, cet ouvrage n’a fait l’objet que d’une seule référence, en tant que “dictionnaire”, mais comporte de fait des dizaines de références scientifiques récentes sur des enjeux contribuant directement à ceux de la “global education”.

- L’organisation en France de la 1ère Rencontre nationale des “éducations à” en octobre 2024 à Rennes

Cette rencontre avait pour objectif de tisser des liens entre acteurs de l’éducation formelle (scolaire, universitaire), non-formelle (associations, éducation populaire), des institutions et des chercheurs, contribuant ou agissant dans le champ des “éducations à”. Les principaux acteurs thématiques représentés ont été ceux de l’éducation à la citoyenneté et à la solidarité internationale (réseau des réseaux régionaux multi-acteurs et membres du groupe de concertation ECSI piloté par l’AFD), ceux de l’éducation à l’environnement, ceux de l’éducation aux médias. La rencontre a eu un certain succès, rassemblant plus de 300 participants sur deux jours. Les actes écrits et vidéos sont disponibles sur cette page : <https://www.bretagne-solidaire.bzh/les-educations-a/>

- L’organisation en Côte d’Ivoire de la 1ère Rencontre Internationale de l’Éducation Populaire et Solidaire (RIEPS) en juin 2024 à Abidjan

Pendant 4 jours, une centaine d’acteurs impliqués dans l’Éducation à la Citoyenneté et à la Solidarité Internationale (ECSI) à travers le monde, ont eu l’opportunité de se réunir pour échanger autour de leurs pratiques, mener des réflexions collectives, se former et renforcer leurs liens partenariaux.

Impulsé par le CRID, Centre de Recherche et d’Information sur le Développement, les informations sur cette rencontre sont disponible sur cette page: <https://crid.asso.fr/cest-parti-pour-pour-la-rencontre-internationale-de-leducation-populaire-et-solidaire/>

Ces récentes rencontres peuvent laisser présager une certaine vitalité du secteur qui pourrait permettre à de nouveaux travaux de recherche d’émerger sur l’éducation à la citoyenneté mondiale et ses enjeux. La rencontre des “Educations à” de Rennes proposait également des ateliers de mise en relation entre acteurs et chercheurs et de valorisation de projets de recherche participative, recherches-actions, recherches-formations, et autres modalités de recherches associant chercheurs et acteurs sur les enjeux des “éducations à”, qui pourraient permettre à de nouveaux projets scientifique de voir le jour.



FRENCH: INTRODUCTION

There is no direct French equivalent to the English term 'Global Education'. The literal translation, 'éducation globale', does not appear to be a term commonly used by those involved in education (formal or non-formal), by institutions, or by researchers. Nor is there a clear consensus on a single terminology for 'global education' that would be used by the scientific community, schools, professionals and public institutions.

Institutional frameworks use the term 'global citizenship education' ('éducation à la citoyenneté mondiale') (CGE), which is the term we have chosen for this review and which we use as an equivalent to the English term 'global learning'. However, the use of this terminology varies according to the actors involved and the national contexts of the French-speaking countries. At the European level, disparities in terminology may exist between France, Switzerland and Belgium. The same is true at the international level, with Quebec and French-speaking Africa. As a result, we frequently find the terms 'global citizenship education', 'education for global citizenship and solidarity', or 'education for citizenship and international solidarity', as an umbrella for practices relating to 'global education'.

We note that French-speaking scientific literature also regularly addresses global citizenship education through a variety of themes, all more or less related: social justice, transitions, sustainable development, fair trade, the environment, gender, human rights, interculturality, migrations, etc., or through a pedagogical prism, which focuses on new or alternative methods, tools and pedagogies (Freinet, Freire, Giroux, etc.) for approaching global citizenship education.

We have selected three semantic fields related to the concept of "global education" to guide our literature searches.

1. Education for citizenship and solidarity (global/international) in all its forms:

- Education for Citizenship and International Solidarity (Éducation à la citoyenneté et à la solidarité internationale, ECSI), a term used particularly in France and which took over from Education for Development and International Solidarity (Education au développement à la solidarité internationale, EADSI) in 2015 with the adoption of the ECSI charter by EDUCASOL, the platform representing this movement of associations in France until 2019. Since then, the term ECSI has been adopted by the majority of these players, as well as by their institutional partners, starting with their main donor, the Agence Française de Développement (AFD), which has been co-leading a multi-player ECSI Consultation Group since 2017. This group publishes studies on the ECSI sector, the latest of which, published in November 2024, is entitled "*Panorama des actrices et acteurs de l'éducation à la citoyenneté et à la solidarité internationale aux Suds*" and [is available on this page](#).
- Global Citizenship Education (Education à la citoyenneté mondiale, ECM) refers in particular to international institutional vocabulary (European, UN).
- Education for global citizenship and solidarity is particularly used in French-speaking Belgium, where the players and institutions have stronger links with the European institutions.
- Development Education is a term that continues to be used from time to time, particularly by traditional players in the sector, although it is becoming increasingly rare.

2. Education for sustainable development (ESD), again with several variations:

- The term "ESD" is mainly used in France by institutions, in particular the Ministry of Education. ESD has been experimented with and generalised in France since the 1st National Strategy for Sustainable Development in 2003, as a "transversal education" alongside other measures such as media and information education or education in emotional and sexual life. Since the adoption of the SDGs in 2015, the term "education for the SDGs" or education for one of the 17 SDGs is sometimes used. The term "sustainable development" is often criticised by professionals, and few claim to use it directly, apart from funding strategies or institutional recognition.



- The deployment of ESD is a continuation of and parallels that of environmental education, in its various variants: education for/within/about the environment, environmental education for/to sustainable development. It intersects with other currents more specific to teaching by/in nature, outdoor classes, etc., as well as those of eco-citizenship, particularly developed in Quebec with the ErE centre at UQAM.
- We are witnessing a growing semantic shift from the term "sustainable development" to that of "transitions" (with all its variations: energy transition, ecological transition, socio-environmental transitions, but also civic transitions, etc.). Several players and projects are therefore referring to "transition" education, or to one or other of these transitions.

A great deal of scientific work on the issues surrounding education for sustainable development focuses mainly on the environmental dimension, the challenges of "sustainability", and the concept of the Anthropocene.

In Switzerland, for example, an interdisciplinary research unit on 'education for sustainability', LIESS, has recently been set up, with the first calls for papers: <https://www.unige.ch/iufe/recherche/laboratoire-interdisciplinaire-des-educations-a-la-soutenabilite-liess/>

Many references to "sustainable development" still refer mainly to ecological or even climatic issues. This is why, for this literature review, we are only including references on ESD that specifically address the issues of sustainable development *and* global citizenship.

3. A third semantic field could be described as "education for":

The term 'education for' has been worked on by researchers in education and training sciences (Barthes et al. 2024) in order to propose common characteristics. These 'educations for' bring together thematic (and therefore non-disciplinary) educations, focused on socially topical issues (in research, the media, society and among educational players), with a strong emphasis on values and changes in behaviour.

A wide variety of currents can be identified, some of which are the subject of scientific research in various disciplinary fields.

We will note here the most frequent and representative from our point of view as contributing directly to the issues of "global education", in addition to the terminologies already described of ECSI, ECM, and ESD in all their variants. These trends link educational issues to those of social justice, rights, equality and environmental issues.

- peace education
- intercultural education
- rights education / human rights education / human rights education
- gender education
- migration education

'Education for' is not intended to be a unified educational trend. The term appears more as an 'ideal-type' in Weber's sense, a concept specific to the sciences of education and training, to name them in their diversity and to question the pedagogical, didactic and epistemological issues they raise.

Several attempts have been made to bring together all these different educational themes.

UNESCO, for example, proposes the concept of **transformative education**, which refers to several trends that are close to global education and linked to goal 4.7 of the SDGs: global citizenship education (GCE), education for sustainable development (ESD) and education for health and well-being.

Researchers have proposed the term "political education". Associations are proposing education "for transitions", with no further precision, or education "for the SDGs".



Bibliographic Research Methodology

About the three semantic fields presented, the bibliographic research methodology was as follows:

Choice of keywords

Semantic field of education for citizenship and solidarity (global/international): 'global citizenship education'; 'education for citizenship and international solidarity'; 'education for global citizenship'; 'development education'.

Semantic field of education for sustainable development: The importance of linking the issues of sustainable development, which are mainly associated with the environment, with those of citizenship or solidarity. This means combining the terms "education for sustainable development", "education for sustainable development objectives" and "education for transitions" with the keywords "international citizenship" or "global citizenship" or "international solidarity" or "global solidarity".

Semantic field of "education for": For each educational trend cited (e.g. "peace education"), the conjunction of terms combined with the keywords "international citizenship" or "world citizenship" or "international solidarity" or "world solidarity".

The references were then divided into the tags suggested by the Digest team:

- *Formal*: Formal education - School education
- *Non-formal*: Non-formal education - Popular education - Socio-cultural activities
- *Informal*: informal education (families, peer education, etc.)
- *Teachered*: Learning, skills
- *Highered*: Higher education
- *International*: The challenges of international ECM
- *Policy*: Public policy
- *Theoretical*: Theories, concepts, scientific notions

To avoid duplication, the references have been listed under a single category, the most significant in our view, even though they may be associated with several.

Databases

The databases used are in line with those already identified in the previous edition of DIGEST.

1. National and international academic databases (DIAL, HAL Open Archives, Moroccan scientific journals portal, Sabinet African journals, Codesria).
2. Search engines (Scopus, Web of Science, Jstor, Google Scholar, érudit, cairn, OpenEdition).
3. Databases of French-language theses (the search engine for French theses - theses.fr, the national portal for reporting Algerian theses, Thèses Tunisie, the platform for reporting theses in progress in Morocco - Otrohati, Portail thèses Canada, Archives ouvertes Suisse - Unige, Synthèse Haïti).

Note: The search for defended theses focused on the existence of the keywords presented in the previous point, in the title of the thesis. Other theses may deal with the issues of global citizenship education, without referring to them directly in the title. It should be noted that many theses in progress have been identified, but they have not yet been defended, so they have not been added to this edition.

4. Databases of French-language journals specialising in education (La pensée écologique, Revue internationale d'éducation de Sèvres, Administration et éducation, L'éducation en débats : analyse comparée, Revue française de pédagogie, Éducation et sociétés, Carrefours de l'éducation, Revue internationale des études du développement, Revue des sciences de l'éducation, Education et francophonie, Recherches en éducation, La Recherche en Education (AFIRSE), Éducation relative à l'environnement).



5. Grey literature from institutional organisations, NGOs and associations

- for international markets: UNESDOC
- for Belgium: ACODEV, ENABEL, ITECO
- for France: Coordination Sud, Agence française de développement (AFD and in particular the ECSI consultation group), Ritimo).

Limitations

Limits on the choice of keywords

The choice of different semantic fields and the combination of keywords may have led us to miss relevant references on the issues linked to global citizenship education because they do not explicitly mention any of the keywords in their title. References relating to education for sustainable development or the various "educations for" have not been included if they are not directly linked to the terms citizenship or global solidarity, even though these references are numerous and a priori linked to the issues of 'global education'.

The lack of consensus on a single term to translate the concept of "Global Education" and the differences in usage between professional, institutional and academic players may explain why the term chosen by scientists interested in these practices refers to them using a term other than the one chosen by the players or the one chosen for this literature review.

We have also chosen to exclude from our research work on new or alternative pedagogies.

Author limitations

Our bibliographic search focused on papers published in French, but did not provide any information on the nationality of the authors or their home university. Many French-speaking authors publish in another language, often English. Conversely, researchers of various nationalities who have spent all or part of their scientific career in a French-speaking country may publish in French, without necessarily being attached to a university or research unit in a French-speaking country throughout their career. For example, Quebec, France, Belgium and Switzerland have policies that encourage international students to come to their country, for example, for the duration of their initial training or doctorate, but post-doctorate studies are more difficult to obtain for researchers wishing to continue their scientific careers in these countries.

It is therefore difficult from this literature review to identify the research centres and countries in which research on global citizenship is alive and well.

Limitations on the choice of reference types

We have not included Masters theses or dissertations in progress in this literature review, although they could be indicators of possible future research work and published dissertations.

Limits to the bibliographical review

The review of French-language literature is the work of two researchers, based in France and Belgium. Due to a lack of time or access to non-European databases, we may not have been able to be exhaustive.

We regret that we are unable to add to our team with French-speaking researchers from other parts of the French-speaking world, particularly non-European countries such as French-speaking Africa, which remains under-represented.



Conclusions

In DIGEST 2023, we identified 43 publications (including 10 linked to the publication of a book specifically on GCE issues). For DIGEST 2024, we have identified 36 new relevant French-language publications.

We can therefore consider that French-speaking scientific production on the issues of global education is being maintained, although it is not considerable.

We can put forward several hypotheses on this subject, which would need to be examined in greater depth to be confirmed:

- French speakers, whether they are actors, institutions or researchers, are less at ease with the English language. As a result, they are less likely to identify and contribute to international resources on global education.
- Many players in formal or non-formal education do not use the term 'Global Citizenship Education', or use it very little, and researchers who study the practices of players as part of empirical surveys for their research do not identify this term either. Scientists are more interested in the themes, target audiences, intervention frameworks, teaching techniques, etc., used by these players.
- Francophone researchers tend to be rooted in the themes they address (environment, sustainable development, gender, peace, etc.) or in pedagogical practices (new, alternative, active, participatory education, etc.). This suggests a certain tendency to work in "disciplinary silos": researchers in natural science are interested in "environmental/sustainability" education, researchers in management science or economics in "responsible consumption/fair trade/social and solidarity economy" education, researchers in political science or sociology in citizenship issues, researchers in information and communication science in media education, health researchers in health education, and so on.
- Researchers are increasingly publishing in English. In the case of Quebec in particular, French-speaking researchers probably prefer to communicate their work in English.
- In the case of French-speaking Africa, players in the sector suffer from a lack of structural resources, which limits their ability to express themselves.
- This lack of structural resources, particularly human resources, throughout the French-speaking world for research in general, and more specifically for the humanities, social sciences, education and training, is also a contextual factor which may have some bearing on the relative 'weakness' of the number of French-speaking scientific references compared with other linguistic areas.
- We have not identified any French-language theoretical works of the "meta-revue de littérature" type, apart from the initiative around the "Dictionnaire critique des enjeux et concepts des éducations à" (Barthes, Lange, Chauvigné, 2024 - presented below).

We have identified several key events for 2024:

- A revised and expanded edition of *Dictionnaire critique des enjeux et concepts des "éducations à"*, edited by Angela Barthes, Jean-Marc Lange and Céline Chauvigné, will be published by L'Harmattan in 2024.

This substantial 738-page work includes an introduction and an afterword on the issues raised in the book. It is then divided into three parts. The first part, entitled "Les 'éducations à' issus des instances internationales" (Education in international forums), presents 14 chapters, each corresponding to a thematic "education in", including two chapters on citizenship education (F. Audiger, and M.A Ethier & D. Lefrançois), a chapter on education for sustainable development (A.Barthes and JM.Lange), a chapter on education for interculturality (F.Dervin), and a chapter on education for peace (M.A Ethier & D.Lefrançois). A second part on "Education for" emerging from research currents, comprising 17 chapters, each corresponding to a thematic "education for", including a chapter on "Education for and in the Anthropocene" (N. Wallenhorst), a chapter on education for complexity (O. Morin), a chapter on "Education for the environment" (M. Dervin), and a chapter on "Education for peace" (D. Lefrançois), a chapter on eco-training (D. Cottureau), a chapter on education in politics (A.Barthes), a chapter on education in responsibility (M. Janner-Raimondi), and three chapters on education in values (D. Janichon, M. Pagoni, N. Awais). This is followed by a third part dealing with 70 concepts associated with values



education. These include, for example, S. Urbanski's chapter on 'world citizenship', C. Leininger-Frézal's on 'global change', L. Sauvé's on 'eco-citizenship', A. Barthes on 'internationalisation'. During the literature review, only one reference was made to this work as a 'dictionary', but it does include dozens of recent scientific references on issues that contribute directly to those of 'global education'.

- The organisation of the 1st National Meeting of "Educations à" in October 2024 in Rennes.

The meeting aimed to forge links between those involved in formal education (schools, universities), non-formal education (associations, popular education), institutions and researchers contributing to or working in the field of 'education for'. The main thematic players represented were those involved in education for citizenship and international solidarity (network of multi-stakeholder regional networks and members of the ECSI consultation group led by the AFD), environmental education and media literacy. The meeting was a great success, bringing together more than 300 participants over two days. The written and video proceedings are available on this page: <https://www.bretagne-solidaire.bzh/les-educations-a/>

- The organisation of the 1st Rencontre Internationale de l'Éducation Populaire et Solidaire (RIEPS) in June 2024 in Abidjan.

For 4 days, around a hundred players involved in Education for Citizenship and International Solidarity (ECSI) worldwide had the opportunity to get together to discuss their practices, lead collective discussions, receive training and strengthen their partnership links.

Organised by the CRID, Centre de Recherche et d'Information sur le Développement, information on this meeting is available on this page: <https://crid.asso.fr/cest-parti-pour-pour-la-rencontre-internationale-de-leducation-populaire-et-solidaire/>

These recent meetings may be a sign of a certain vitality in the sector, which could enable new research work to emerge on education for global citizenship and the issues involved. The "Educations à" meeting in Rennes also proposed workshops to bring together stakeholders and researchers and to promote participatory research projects, action research, training research and other forms of research bringing together researchers and stakeholders on the challenges of "educations à", which could enable new scientific projects to be launched.

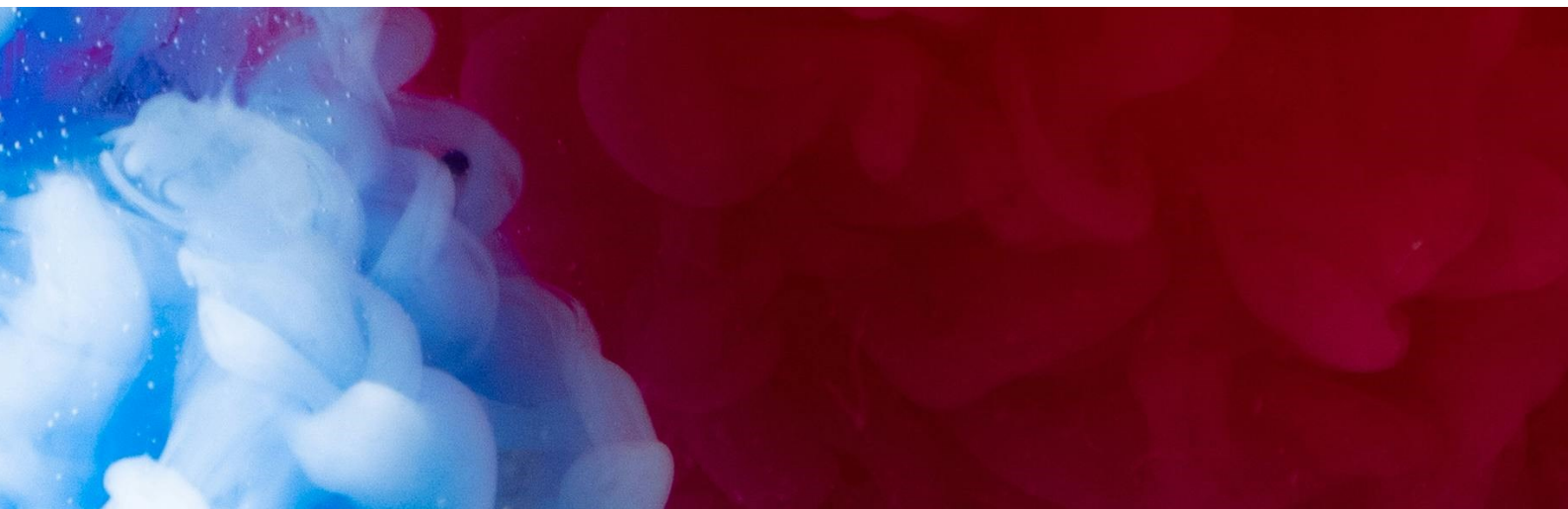




GLOBAL EDUCATION DIGEST 2024

DEUTSCH

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DEUTSCH: EINLEITUNG

Dieser Abschnitt enthält Material zum Globalen Lernen, das im Jahr 2024 veröffentlicht wurde, sowie Material aus dem Jahr 2023, das in früheren Ausgaben nicht enthalten war. Übersichten wie der Digest for Global Learning haben in Deutschland eine Geschichte. Diese Geschichte wurde bereits in den letzten Ausgaben des Digests in einer Übersicht dargestellt.

Merkmale bestehender Datenbanken

Für das Globale Lernen sind zwei Datenbanken von großem Interesse:

1. FIS Bildung: Dies ist als Fachinformationssystem die offizielle Datenbank für Bildungsforschung, einschließlich Zeitschriften.

Die Datenbank enthält alle relevanten Publikationen (= Bücher, Buchkapitel, Zeitschriftenartikel, gedruckte und elektronische Texte) aus allen Bereichen der Bildungswissenschaften. Sogenannte „graue Literatur“ von NGOs und Publikationen oder Veröffentlichungen von Regierungsstellen sind kaum vertreten. Eingeschlossen in das FIS ist die Datenbank des Comenius-Instituts. FIS Bildung funktioniert auch auf Englisch und bietet alle Informationen auf Deutsch und Englisch.

Das Fachinformationssystem Bildung bietet Nachweise zu allen Bereichen des Bildungswesens und enthält derzeit 1.114.031 Datensätze. Enthalten sind Monografien, Beiträge zu Sammelwerken und Zeitschriftenartikel. Die meisten Artikel sind mit der Datenbank der Zeitschriften (ZDB) verknüpft, die den Zeitschriftenbestand in deutschen Bibliotheken nachweist. FIS Bildung wird viermal im Jahr aktualisiert (zuletzt am 29.01.2025). Am Fachinformationsdienst sind fast 30 Kooperationspartner aus Deutschland, Österreich und der Schweiz beteiligt. Die Koordination liegt beim Informationszentrum für Bildung am DIPF | Leibniz-Institut für Forschung und Information im Bildungswesen in Frankfurt.

Die Einträge umfassen deutschsprachige Literatur aus Deutschland, Österreich, der Schweiz und deutschsprachigen Minderheiten in anderen Ländern (wie Belgien oder Brasilien). Wenn deutschsprachige Literatur gesucht wird, sind die Einträge in FIS Bildung besser geprüft als bei Scopus, Web of Science oder Google Scholar. Die Einträge enthalten auch Dissertationen: Sofern sie nicht veröffentlicht sind, werden sie über eine separate Datenbank erfasst (ProHaBil: Promotionen und Habilitationen der Bildungsforschung in Deutschland).

Die Einträge können in verschiedenen Formaten von citavi, endnote, excel, refworks, zotero exportiert werden.

Die Abstracts unterliegen dem deutschen Urheberrecht.

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

2. EWIK-Portal Globales Lernen = Eine Welt Internet Konferenz [In English: One World Internet Conference Global Learning]. Diese Datenbank wird von Engagement Global/BMZ finanziert.

Diese Datenbanken verzeichnen Literatur zum Globalen Lernen, einschließlich NGOs. Sie bieten eine Informationen zu

- gedruckten didaktischen Hilfsmittel für globales Lernen <http://www.globaleslernen.de/de/bildungsmaterilien/alle>

- und ist mit der Datenbank zum Globalen Lernen in Europa verknüpft. <http://www.wusgermany.de/de/globales-lernen/europaeische-datenbank-globales-lernen-englob>

Diese Datenbank enthält graue Literatur.



Ein Überblick über die Produktion zum Globalen Lernen von 2017 bis 2024

FIS Bildung verzeichnet insgesamt 4.808 Titel mit „Globalem Lernen“ und 2887 Einträge mit „Entwicklungsbezogener Bildung“. Die Datenbank enthält Publikationen in Deutsch, Englisch, Französisch, Spanisch und Italienisch.

- Für 2017 finden wir 191 Einträge „Globales Lernen“, davon 36 auf Deutsch
- Für 2018 finden wir 182 Einträge „Globales Lernen“, davon 28 auf Deutsch
- Für 2019 finden wir 191 Einträge „Globales Lernen“, davon 49 auf Deutsch
- Für 2020 finden wir 161 Einträge „Globales Lernen“, davon 33 auf Deutsch
- Für 2021 finden wir 150 Einträge „Globales Lernen“, davon 30 auf Deutsch
- Für 2022 finden wir 113 Einträge „Globales Lernen“, davon 26 auf Deutsch
- Für 2023 finden wir 90 Einträge „Globales Lernen“, davon 19 auf Deutsch
- Für 2024 finden wir 14 Einträge „Globales Lernen“, davon 13 auf Deutsch

Insgesamt sind für den angegebenen Zeitraum 236 Publikationen in deutscher Sprache registriert. Die Anzahl der Einträge ändert sich im Vergleich zum letztjährigen Digest noch rückwirkend, da es immer wieder neue Einträge für frühere Jahre gibt, insbesondere aus Publikationen im Ausland. So ist die Anzahl der Einträge für 2022 im letzten Jahr von 34 auf 113 gestiegen, während sich die Summe in deutscher Sprache von 12 auf 26 geändert hat.

Es gibt mehr Einträge, wenn man „Entwicklungsbezogene Bildung“ oder „Eine Welt“ oder „Eine-Welt-Pädagogik“ verwendet, aber vor allem die letzten beiden Begriffe haben an Bedeutung verloren und tauchen kaum noch auf. Mit „Globalisierung“, „Global Citizenship Education“ und „Bildung für nachhaltige Entwicklung“ würden viel mehr Einträge erscheinen.

Da die Datenbanken auf Deutsch und Englisch funktionieren, ist der Zugang leicht zu finden.

Methodik für die Literaturrecherche in dieser Ausgabe des Digest

Für diese Ausgabe des Digest wurden hauptsächlich Einträge zu „entwicklungspolitische Bildung“, „globales Lernen“ und „Global Citizenship Education“ in FIS Bildung und EWIK verwendet. Wie in den Vorjahren haben wir überlegt, weitere Stichworte einzubeziehen, nämlich „Bildung für nachhaltige Entwicklung“, „Menschenrechtsbildung/Menschenrechtserziehung“, „interkulturelle, transkulturelle und multikulturelle Bildung/Erziehung/Lernen“, „staatsbürgerliche Bildung/politische Bildung“, sowie „Begegnungslernen, Bildung für internationale Verständigung, Austauschpädagogik“, „Umweltbildung“. Nachdem wir in den letzten Jahren darauf verzichtet hatten, haben wir unsere Recherchestrategie in diesem Jahr um die Verwendung weiterer Schlagwörter für die Suche erweitert, auch wenn dabei die Gefahr besteht, dass auf Publikationen zurückgegriffen wird, die wir nicht als Beiträge zum Globalen Lernen oder zur entwicklungspolitischen Bildung betrachten würden und die keine Verbindungen zur globalen sozialen Gerechtigkeit aufweisen. Um dies zu vermeiden, haben wir die Kombination von Schlüsselwörtern für die Suchstrategie ausgewählt und Verbindungen zwischen dem erweiterten Reservoir an Begriffen und globaler/Welt-/sozialer Gerechtigkeit verwendet. Diese Entscheidung basierte auf der Erkenntnis, dass sich die Nennung von Begriffen quantitativ in Richtung „Global Citizenship Education“ und „Bildung für nachhaltige Entwicklung“ verschoben hat. Auf der quantitativen Datengrundlage allein ist es nicht möglich, zu entscheiden, ob es sich hierbei lediglich um eine semantische Anpassung an den öffentlichen, wissenschaftlichen und förderpolitischen Diskurs handelt oder ob die Gründe in einer tieferen Verschiebung des Interessenschwerpunkts oder einfach in der Suche nach Verbindungen und Aufmerksamkeit liegen. Am Beispiel der Bildung für nachhaltige Entwicklung lässt sich zeigen, dass sich innerhalb der Semantik des Titels eine vielfältige Forschungslandschaft entwickelt hat und sich Ansätze identifizieren lassen, die sich teilweise inhaltlich und konzeptionell gut auf Axiome



des Globalen Lernens beziehen lassen – teilweise aber auch nicht, wenn es sich beispielsweise um sehr eng gefasste Umweltbildungsmodelle handelt, die weder eine soziale noch eine globale Komponente beinhalten. Durch die Kombination der oben genannten Schlüsselwörter sollten Arbeiten identifiziert werden, die sich trotz semantischer Veränderungen mit globalem Lernen im Sinne der Dubliner Erklärung befassen.

Die Hauptquelle für die Erstellung des Digest ist FIS Bildung, da es sich um die am besten ausgearbeitete Datenbank für den deutschsprachigen Kontext handelt. Um eine breitere Basis zu erhalten, haben wir Scopus oder Web of Science und Google Scholar für deutsche Literatur hinzugefügt, da diese eine breitere Sammlung haben. EWIK und WUS Germany wurden für praxisorientiertere Literatur im Sinne von Reflexionen und Best Practice Modellen verwendet. Die gezielte Suche in fachdidaktischen Zeitschriften, insbesondere in denen der Naturwissenschaften, ergab nur wenige Ergänzungen. Wir haben in der deutschsprachig einschlägigen Zeitschrift für Globales Lernen, „Zeitschrift für internationale Bildungsforschung und Entwicklungspädagogik - ZEP“, nach weiteren relevanten Artikeln gesucht. Für den Digest sind neben solchen aus Deutschland veröffentlichte Materialien und Literatur von Österreich und der Schweiz enthalten, da der Digest sprachbasiert untergliedert ist.

Die folgende Tabelle zeigt die Verteilung nach Suchbegriffen in den beiden für unsere Suche zentralen Datenbanken für die Jahre 2024 und 2023. Die Einträge wurden anhand der für die Methodik beschriebenen Kriterien weiter gefiltert, wie sie auch durch Einträge in den genannten Quellen ergänzt wurden.

	FIS Bildung		EWIK	
	2024	2023	2024	2023
Globales Lernen (Global Education)	13	19	1	1
Bildung für Nachhaltige Entwicklung (Education for Sustainable Development)	121	260	0	1
Demokratiebildung (Democracy Education)	25	33	3	1
Umweltbildung (Environment Education)	23	34	5	3
Interkulturelle Bildung (Intercultural Education)	12	34	3	1
Friedensbildung (Peace Education)	11	11	4	5
Global Citizenship Education	7	8	0	23
Menschenrechtsbildung (Human Rights Education)	6	4	0	2
Begegnungslernen (Learning through encounters)	4	1	0	0

Die Übersicht zeigt deutlich, dass Titel mit einer gewissen Verzögerung in den Datenbank erscheinen. So wird beispielsweise „Bildung für nachhaltige Entwicklung“ bis 2024 nicht an Bedeutung verloren haben, aber es werden noch viele Ergänzungen folgen.

Graue Literatur wurde in diesem Jahr verstärkt aufgenommen, sofern sie den Kriterien des Digest entspricht, 2024 (oder Ende 2023) veröffentlicht wurde, sich auf Bildung in Verbindung mit globalen Perspektiven konzentriert, sowie Politik- und Strategiedokumente enthält. Lernmaterialien wurden nicht berücksichtigt, Lehrmaterialien dann, wenn sie über Einzelfälle hinausgehen, z. B. in Form umfassenderer Anthologien oder reflexiv aufbereiteter Themen für unterschiedliche Verwendungskontexte.

In FIS Bildung ist ersichtlich, dass es deutlich mehr Einträge auf Englisch als auf Deutsch gibt. Dies führt zu einer paradoxen Situation: In vielen Fällen schreiben deutsche Wissenschaftler auf Englisch, um in der englischsprachigen Welt Resonanz zu erzeugen. Da sie jedoch in deutschen Zeitschriften oder von deutschen Verlagen mit Sitz in Deutschland, der Schweiz oder Österreich veröffentlicht werden, werden sie möglicherweise nicht in englischsprachigen Datenbanken aufgeführt. Wir haben uns in unserem Fall entschieden, sie nicht aufzunehmen, da die Sprache der Veröffentlichung das Kriterium für dieses Projekt



ist. Aus diesem Grund könnte unser Versuch, einen Überblick zu geben, einen verzerrten Eindruck von der Wissensproduktion innerhalb der deutschsprachigen Gemeinschaft vermitteln.

Zusammenfassende Daten zu unseren Ergebnissen

Die Publikationslandschaft zum Globalen Lernen im deutschsprachigen Raum wird von Zeitschriftenartikeln dominiert: 24 von 63 Beiträgen erschienen in Zeitschriften, davon 12 in fachdidaktischen Zeitschriften und Magazinen. Darüber hinaus wurden 15 Bücher (die meisten davon herausgegebene), 14 Berichte und 10 Buchabschnitte identifiziert. In den 14 Berichten sind Leitlinien für Praktiker oder Politiker, Evaluierungsberichte und Positionspapiere enthalten. Das Spektrum der akademischen und reflektierenden Arbeit zum Globalen Lernen ist nach wie vor breit und lässt sich wie folgt beschreiben:

- Die im letzten Jahr konstatierte Differenzierung der Bezugsfelder in verschiedene Schul- und Unterrichtsbereiche setzt sich fort, wobei in diesem Jahr ein besonderer Schwerpunkt auf der nicht-formalen Erwachsenenbildung liegt. Globales Lernen und verwandte Pädagogiken werden zunehmend in der Fachdidaktik verankert. Das bedeutet, dass die Pluralisierung der Forschungs- und Praxislandschaft in Bezug auf Akteure und Themen anhält. Dies umfasst die Einbeziehung von Akteuren in den Grenzbereichen der Wissenschaft, die Erleichterung der konzeptionellen Reflexion über die Praxis und die Aufbereitung von Forschungsergebnissen für die Bildungspolitik.
- Theoretische Arbeiten (22 von 63) machen den Großteil der Veröffentlichungen aus und umfassen eine große Spannweite theoretischer Ansprüche, von grundlegenden Theorien bis hin zu empirisch fundierten Schlussfolgerungen. Die Tendenz zu vermehrten Überschneidungen mit anderen Forschungsfeldern und Forschungsmethoden setzt sich fort, insbesondere in Bezug auf Bildung für nachhaltige Entwicklung. Diese Tendenz zeigt sich auch in der Forschung mit stärkerer Praxisorientierung.
- Die formale Bildung ist der nächste wichtige Schwerpunktbereich (19), während die nicht-formale (10) und informelle Bildung (keine Einträge) nur eine untergeordnete Rolle spielen.
- Trotz der Erweiterung der Suchbegriffe, wie z. B. gezielte Suche nach spezieller didaktischer und konzeptioneller Fachliteratur, gab es keinen signifikanten Anstieg der Veröffentlichungen, was bedeutet, dass die Kernideen des Globalen Lernens nur am Rande in das breite Spektrum der Studien zur Bildung für nachhaltige Entwicklung einbezogen wurden. Zugleich wird erkennbar, dass das Globale Lernen in der praxisorientierten Fachliteratur mit soliden und umfassenden Handreichungen weiter verbreitet ist, während konzeptionelle und theoretische Arbeiten weniger Beachtung gefunden haben.
- Ein weiterer aufkommender Trend, der die Ausweitung von Suchstrategien in Zukunft verändern könnte, ist die Betonung interdisziplinärer Kompetenzen, sowohl in Bezug auf Schulen und ihre Lehrpläne als auch in der Lehrerbildung und anderen Bereichen der pädagogischen Professionalisierung. In Einzelfällen werden Facetten von Kompetenzen berücksichtigt, die für das Globale Lernen von erheblicher Relevanz sein können, z. B. Perspektivenwechsel, kritisches Denken, Empathie. Diese überfachlichen Kompetenzen haben das Potenzial, zum Globalen Lernen beizutragen, wenn sie mit inhaltlichen Perspektiven des Globalen Lernens verbunden werden. Dies ist bisher jedoch nur selten der Fall.

Einschränkungen

Im Vergleich zu den anderen Abschnitten in diesem Digest ist der Fokus der gesuchten Einträge eng gefasst, da er sich hauptsächlich auf „entwicklungspolitische Bildung“, „globales Lernen“, „weltbürgerliche Bildung“ (Global Citizenship Education) bezieht und versuchsweise auch Aspekte der Bildung für nachhaltige Entwicklung und des interkulturellen Lernens einschließt. Dies kann zu einem irreführenden Verständnis der Situation führen. Darüber hinaus wurde graue Literatur relativ selten registriert und wird daher möglicherweise unterschätzt.



GERMAN: INTRODUCTION

This section includes material relevant to global learning that has been published in 2024, as well as material from 2023 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:

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

The database includes all relevant publications (= books, book chapters, journal articles, printed and electronic texts) from all areas of education. So called “grey literature” of NGO’s or government bodies is hardly represented. FIS contains the database of the Comenius-Institute. FIS Bildung works as well in English and provides all information in German and English.

The Fachinformations-System Bildung (German Education Index) offers references concerning all the areas of education and it currently contains 1.114.031 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 information service, updated four times a year (last updated 29.01.2025), involves nearly 30 co-operation partners from Germany, Austria and Switzerland. The coordinating office is situated in the Information Centre for Education at DIPF | Leibniz Institute for Research and Information in Education in Frankfurt.

The entries comprise German-speaking literature from Germany, Austria, Switzerland and German speaking minorities in other countries (such as Belgium or Brazil). If German-language literature is targeted, these entries are better quality-checked than is the case with Scopus, Web of Science, or Google Scholar. Entries contain doctoral theses - unless they are published they are recorded via a separate database in the German Education Index (ProHaBil: Promotionen und Habilitationen der Bildungsforschung in Deutschland)

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

2. **EWIK Portal Globales Lernen = Eine Welt Internet Konferenz** [In English: One World Internet Conference Global Learning]. Engagement Global/BMZ finances this database.

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

- Printed didactical tools for global learning <http://www.globaleslernen.de/de/bildungsmaterilien/alle>

- 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 2017 to 2024

FIS Bildung shows over 4.808 titles with “Globales Lernen”, and 2887 entries with “Entwicklungsbezogene Bildung” [Development related education]. The Database contains publications in German, English, French, Spanish and Italian.

- For 2017 we find 191 entries “Globales Lernen” and from these 36 in German
- For 2018 we find 182 entries “Globales Lernen” and from these 28 in German
- For 2019 we find 191 entries “Globales Lernen” and from these 49 in German
- For 2020 we find 161 entries “Globales Lernen” and from these 33 in German
- For 2021 we find 150 entries “Globales Lernen” and from these 30 in German
- For 2022 we find 113 entries “Globales Lernen” and from these 26 in German
- For 2023 we find 90 entries “Globales Lernen” and from these 19 in German
- For 2024 we find 14 entries „Globales Lernen“ and from these 13 in German

In total, there are 236 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. For example, the number of entries grew from 34 to 113 entries for 2022 during the last year, while in German the sum changed from 12 to 26.

Some more entries are shown when using “Entwicklungsbezogene Bildung” or “Eine Welt” or „Eine-Welt-Pädagogik“, but especially the last two terms have now lost their significance and hardly appear. With „globalisation“, „global citizenship education“ and „education for sustainable development“ many more entries would appear.

As the databases works in German and English, access is easy.

Methodology for the literature in this digest

For this Digest, mainly the terms “entwicklungspolitische Bildung” (development education), “globales Lernen” (global learning), and “global citizenship education” were used in FIS Bildung and EWIK. As in previous years, 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), „Umweltbildung“ (environmental education), „Demokratiebildung“ (education for democracy). While we abstained from including these terms in previous years, we have now extended our research strategy by the use of more keywords for the search. Still there is the risk of including publications which we would not consider as contributions to global learning or development education, and lacking links to global social justice. To avoid this, we have chosen the combination of keywords for the search strategy and used links between the extended reservoir of terms and global / world / social justice. This decision was based on the realisation that the most emphasised terms have shifted towards „Global Citizenship Education“ and „Education for Sustainable Development“. It is not possible to decide whether this is merely a semantic adaptation to the public, scientific and funding policy discourse, or whether the reasons may lie in a more profound shift in the focus of interest - or just in the search for connections and attention. The example of education for sustainable development can be used to illustrate that a diverse research landscape has developed within the semantics of the title, and that approaches can be identified which in terms of content and concept can be easily related to axioms of global learning in some cases - but not in others, for example when it comes to very narrowly defined environmental education models that contain neither a social nor a global component. By combining the aforementioned keywords, we aimed to identify works that deal with global learning in the sense of the Dublin Declaration, despite semantic changes.



Mainly we used the databases of the German Education Index as it is the most elaborated database for the German speaking context. To obtain a broader base, we added Scopus or Web of Science and Google Scholar. EWIK and WUS Germany are used for more practically orientated literature in the sense of an abstracted best practice. We searched the key journal “Zeitschrift für internationale Bildungsforschung und Entwicklungspädagogik - ZEP” (Journal on international educational research and development education - ZEP) for any additional relevant articles. The selective search in didactic journals, especially in the natural sciences, yielded few additions. Material and literature published in Austria and Switzerland are also included, in line with the Digest project outline.

The following table shows the distribution by search term in the two databases central to our search, for the years 2024 and 2023. The entries have been further filtered using the criteria described for the methodology, as they have also been supplemented by entries in the sources mentioned.

	German Education Index		EWIK	
	2024	2023	2024	2023
Globales Lernen (Global Education)	13	19	1	1
Bildung für Nachhaltige Entwicklung (Education for Sustainable Development)	121	260	0	1
Demokratiebildung (Democracy Education)	25	33	3	1
Umweltbildung (Environment Education)	23	34	5	3
Interkulturelle Bildung (Intercultural Education)	12	34	3	1
Friedensbildung (Peace Education)	11	11	4	5
Global Citizenship Education	7	8	0	23
Menschenrechtsbildung (Human Rights Education)	6	4	0	2
Begegnungslernen (Learning through encounters)	4	1	0	0

The overview clearly shows that titles appear in the database with a certain delay. For example, Education for Sustainable Development will not have lost its importance by 2024, but many additions are still to come.

Grey literature has been included this year, providing it relates to the criteria of the Digest: published in 2024 (or late 2023), focused on education and global perspectives, policy and strategy documents. While learning materials weren't included, we took teaching material into account, when it goes beyond individual cases, for example in the form of more comprehensive anthologies or reflexively processed topics for different contexts of use.

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 of the knowledge production within the German speaking community.



Summary data of what we found

The publication landscape on global learning in German-speaking countries is dominated by articles in journals: 24 out of 63 of the contributions appeared in journals, out of them 12 in specialist didactic journals and magazines. Furthermore, 15 books (the majority of which were edited), 14 reports, and 10 book sections were identified. Of the 14 reports, guidelines for practitioners or politicians, evaluative reports and position papers are included. The spectrum of academic and reflective work on global learning remains broad, and can be described as follows:

- With regard to the fields of reference, the differentiation into various school and teaching areas continues, which includes this year a special emphasis on non-formal adult education. Global Education and related pedagogies are increasingly anchored in didactics of subjects. This means that the pluralisation of the research and practice landscape, in terms of actors and subjects, persists. This encompasses the involvement of actors in the borderline areas of science, facilitating conceptual reflection on practice and the processing of research results aimed at educational policy.
- Theoretical works (22 out of 63) constitute the majority of the publications, encompassing a wide range of theoretical claims, from fundamental theories to empirically substantiated conclusions. The tendency of increased overlap with other fields of research and research methods continues, especially in relation to education for sustainable development. This tendency is also evident in research with a more practical orientation.
- Formal education is the next significant area of focus (19), while non-formal (10) and informal (no entries) education are marginal.
- Despite the expansion of search terms such as targeted searches for specialised didactic and conceptual practical literature, there has been no significant increase in publications, which means that the core ideas of global learning have only been peripherally included in the wide range of studies on education for sustainable development. However, it is also evident that global learning has become more widespread in the practical literature with solid and comprehensive handouts, while conceptual and theoretical work has received less attention.
- Another emerging trend that will facilitate the expansion of search strategies in the future is the emphasis on interdisciplinary competencies, both in terms of schools and their curricula, as well as in teacher training and other areas of pedagogical professionalisation. In individual cases, facets of competences that can have considerable relevance for global learning, e.g. change of perspective, critical thinking, empathy, are taken into consideration. These interdisciplinary competencies have the potential to contribute to global learning when they are connected to global learning perspectives in terms of content. However, this has rarely been the case to date.

Limitations

In comparison to the other sections in this Digest, the focus of the searched entries is narrow; related mainly to „entwicklungspolitischer Bildung“ (development education), „globalem Lernen“ (Global Learning), „weltbürgerliche Bildung“ (global citizenship education) and including tentatively 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.

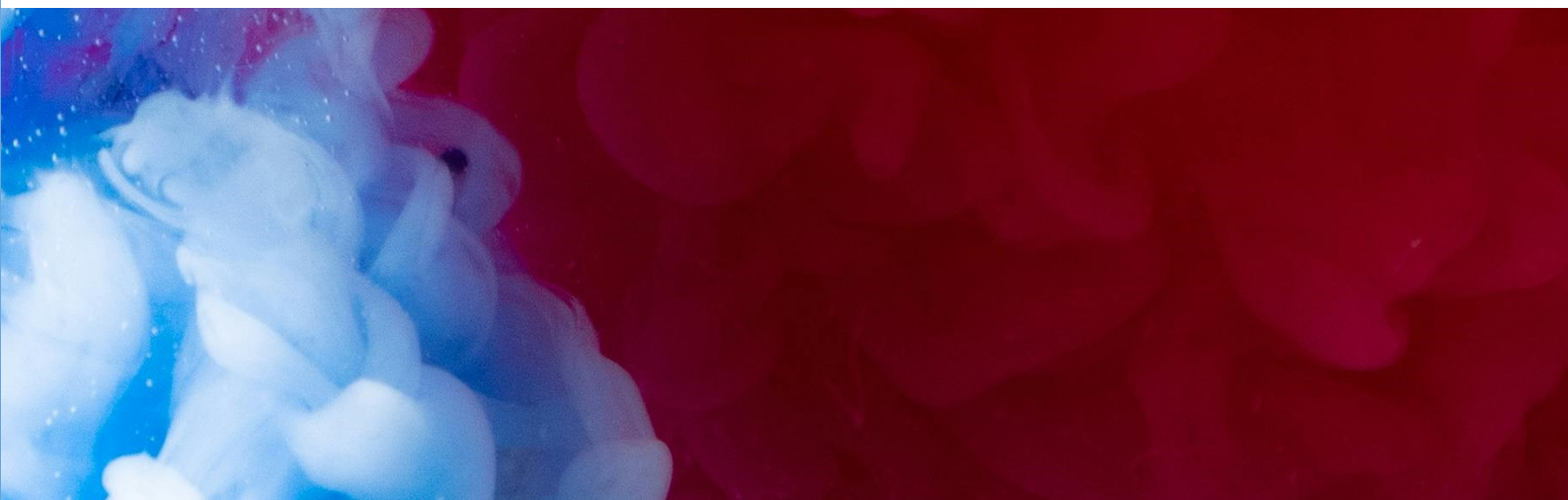




GLOBAL EDUCATION DIGEST 2024

ITALIANO

Luca Vittori (University of Bologna),
Stefania Moser, Giulia Filippi (Free University of
Bolzano) & **Laura Landi** (University of Modena and
Reggio Emilia).





INTRODUZIONE: ITALIANO

Per l'edizione 2024 del *Multilingual Global Education Digest*, il team italiano – composto da Giulia Filippi (PhD UNIBZ), Laura Landi (assegnista di ricerca UNIMORE), Stefania Moser (PhD UNIBZ) e Luca Vittori (PhD UNIBO) – ha condotto una ricerca bibliografica ragionata di materiali accademici e scientifici rilevanti nel campo della Educazione alla Cittadinanza Globale (ECG), riferiti al periodo compreso tra 01/09/2023 e 31/12/2024. Tuttavia, in continuità con gli anni precedenti, è stato ritenuto opportuno includere anche contributi pubblicati in date antecedenti.

Nelle sezioni che seguono verranno presentati i risultati della ricerca e un'analisi comparativa con le edizioni precedenti del Digest. L'obiettivo è quello di individuare tendenze emergenti e proporre nuove chiavi di lettura utili non solo per comprendere lo stato dell'arte, ma anche per orientare future ricognizioni nel campo dell'Educazione Globale.

Il lavoro si è articolato in più fasi: inizialmente, il team si è suddiviso in unità tematiche, ognuna delle quali si è concentrata su specifiche tipologie di contributi, applicando – ove necessario e con il consenso del gruppo – strategie di ricerca su misura. Successivamente, ogni componente ha effettuato una revisione incrociata su una selezione di contributi individuati da altri membri. Infine, durante un confronto collettivo, sono stati discussi eventuali dubbi o incertezze su l'inclusione o l'esclusione di alcune pubblicazioni. Questo momento ha spinto il gruppo ad approfondire ulteriormente le ricerche sui contributi, al fine di individuare elementi rilevanti non sempre evidenti nei titoli o negli abstract. Il confronto si è concluso con il raggiungimento di un accordo condiviso, nel rispetto dei criteri stabiliti in fase iniziale.

Si ritiene opportuno precisare che i membri del team incaricati della ricerca sono ormai stabilizzati da diversi anni, un elemento che ha contribuito a garantire, nel tempo, armonia nella procedura e nelle scelte condivise, nonché continuità e coerenza rilevanti nel lavoro svolto e nei risultati ottenuti.

La sezione che segue si inserisce nel nuovo orientamento del DIGEST, concepito sempre più come un report annuale sullo stato dell'arte a livello nazionale. L'analisi proposta approfondisce il lavoro svolto nel corso dell'anno, offrendo una lettura critica dei materiali raccolti e mettendo in evidenza alcune traiettorie rilevanti per la ricerca e la pratica nel campo dell'Educazione Globale.

Metodologia

Come avvenuto per le edizioni precedenti, il team italiano ha condotto una ricerca di letteratura rilevante sul tema dell'Educazione alla Cittadinanza Globale (ECG), privilegiando un'ampia varietà di canali e una selezione mirata di parole chiave.

In continuità con l'edizione precedente, il team ha deciso di adottare per la ricerca le parole chiave "Educazione alla Cittadinanza Globale" e "Educazione Globale" (EG), utilizzate sia da sole sia in combinazione con i seguenti termini:

- cittadinanza
- sviluppo
- sostenibilità
- diritti umani
- interculturale
- pace
- decoloniale
- democratica



Allo stesso tempo si segnala che, a seguito di un confronto interno il team ha deciso di ampliare la ricerca utilizzando, sempre in combinazione con le parole chiave “ECG” e “EG”, anche i seguenti termini:

- sostenibile
- intercultur*
- democrazia
- planetaria
- ecologica

L’ampliamento dei termini utilizzati nella ricerca è stato oggetto di un’ampia discussione all’interno del team e risponde a motivazioni sia formali sia concettuali. Tra le prime rientrano, ad esempio, l’impiego dell’aggettivo “sostenibile” in aggiunta al solo sostantivo “sostenibilità”, così come l’uso di varianti come “intercultur*” e “democrazia”. La scelta di includere termini come “planetaria” ed “ecologica” riflette invece una considerazione di tipo concettuale: sebbene in passato “planetaria” fosse stato ritenuto un termine in disuso, il suo impiego in specifici contesti ne giustifica oggi l’inclusione nella ricerca. Quanto a “ecologica”, si è deciso di introdurlo per la prima volta, al fine di esplorare la possibilità che potesse far emergere risultati significativi.

L’introduzione dell’educazione civica come disciplina trasversale nella scuola dell’obbligo, a partire da settembre 2020, ha portato a un aumento delle pubblicazioni che esplorano i possibili legami tra educazione civica ed educazione alla cittadinanza. Tuttavia, i temi trattati raramente si collegano alla dimensione globale propria della ECG: una tendenza già osservata negli anni precedenti e che si conferma anche quest’anno.

La ricerca bibliografica sistematica è stata condotta inserendo le parole chiave precedentemente indicate all’interno di una selezione di canali e archivi di ricerca. L’utilizzo di motori di ricerca di tipo commerciale si è inoltre rivelato utile per individuare pubblicazioni recenti, in particolare libri. Nello specifico, 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
- OPENGREY
- DART-Europe E-thesis Portal
- PubliTesi
- OATD - Open Access Theses and Dissertations (<https://oatd.org/>)
- EBSCO - Delivery Service
- Associazione ESSPER periodici italiani di economia, scienze sociali e storia
- Pedagogia Oggi (ha pubblicato in passato numeri monografici sul tema)
- Torrossa (in particolare per ricercare capitoli di libri)

Social Network

- Research Gate



Come già riscontrato nelle edizioni precedenti, reperire tesi di dottorato si è rivelato un compito complesso. Una novità significativa in tal senso è stata l'introduzione dell'archivio nazionale delle tesi di dottorato (<https://tesidottorato.depositolegale.it/>), che ha rappresentato un passo importante verso una maggiore accessibilità. Tuttavia, l'archivio risulta ancora parzialmente incompleto: alcune tesi già individuate nelle precedenti edizioni del DIGEST non risultano attualmente reperibili. Al tempo stesso, questo nuovo strumento ha consentito di individuare tesi precedentemente sfuggite. In considerazione della sua incompletezza – presumibilmente temporanea – si è deciso di affiancare a questo canale anche le strategie adottate negli anni scorsi, ampliando il numero di database consultati. Oltre a esplorare i siti degli atenei presso cui sono affiliati i principali studiosi italiani di ECG, o dove in passato sono state redatte tesi sul tema, la ricerca è stata estesa anche ad altri atenei di medie e grandi dimensioni sul territorio nazionale. Questa indagine approfondita ha coinvolto 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
- Università degli studi di Foggia
- Università Roma Tre
- Sapienza Università di Roma
- Università di Firenze
- Università degli Studi di Napoli Federico II
- Università degli Studi di Catania
- Università degli Studi di Palermo
- Università degli Studi Mediterranea di Reggio Calabria
- Università degli Studi dell'Aquila
- Università di Siena
- Università di Pisa
- Università degli Studi di Trieste
- Università Ca' Foscari di Venezia
- Università di Torino

Si segnala inoltre che diverse tesi di dottorato, anche risalenti a diversi anni fa, sono emerse grazie alla ricerca del termine “cittadinanza”, da solo o in combinazione con “educazione”. Sebbene infatti tali tesi non riportino esplicitamente la parola “globale” nel titolo o nell'abstract, presentano comunque contenuti riconducibili alla dimensione globale della ECG. Questo aspetto risulta particolarmente rilevante e andrebbe tenuto in considerazione anche per le future edizioni del Digest.

Nel contesto della ECG, i report rivestono da sempre un'importanza fondamentale. Essi sono documenti ufficiali redatti con finalità valutative, destinati a sintetizzare i risultati di indagini o interventi, o a fornire approfondimenti su eventi, contesti o territori specifici. Tali report sono elaborati da enti riconosciuti, che ne garantiscono l'affidabilità e la validità come fonti autorevoli. In continuità con l'edizione precedente, per la ricerca bibliografica sono stati consultati i seguenti portali online:

- Concord Italia (Rete delle ONG europee)
- MIUR (Elenco delle fondazioni e degli istituti di ricerca)



Al fine di individuare le pubblicazioni prodotte da Organizzazioni Non Governative (ONG), fondazioni e istituti di ricerca operanti nel campo della ECG, anche in questa edizione si è fatto ricorso all'utilizzo dei principali motori di ricerca, come Google e Safari, per esplorare i materiali disponibili online. Questo approccio ha consentito di individuare, tra le fonti rilevanti, il sito web della Cattedra UNESCO in Educazione alla Cittadinanza Globale, assegnata all'Università di Bologna. Una specifica sezione di tale sito raccoglie documenti di ricerca relativi al progetto PRIN *Global Civic Education*, realizzato in collaborazione con le università di Roma Tre e Foggia. Si ritiene questo elemento significativo, in quanto suggerisce la possibilità che altre università stiano sviluppando iniziative simili e che quindi stiano producendo materiale rilevante che, tuttavia, non siamo riusciti a individuare. Pertanto, in vista della prossima edizione, si prevede di mappare progetti finanziati da enti pubblici (MIUR, MAECI, AICS, ecc.) nel campo dell'ECG, per poi esplorare direttamente i siti web dei progetti alla ricerca di pubblicazioni potenzialmente rilevanti per il DIGEST.

Inoltre, sono state consultate le bibliografie e le citazioni presenti in alcuni report, al fine di rintracciare ulteriori pubblicazioni. Questo approccio può essere considerato una tecnica di 'snowballing', che permette di ampliare progressivamente la ricerca.

Risultati

Il team italiano ha condotto la ricerca nei mesi di gennaio e febbraio 2025, concentrandosi su materiale di interesse per la comunità scientifica e accademica pubblicato tra il 1° settembre 2023 e il 31 dicembre 2024. In riferimento a questo arco temporale, sono state individuate 25 pubblicazioni. Inoltre, sono stati recuperati 13 contributi pubblicati tra il 2007 e il 2020 non considerati nelle edizioni precedenti. Si tratta esclusivamente di tesi di dottorato (9) e report (4).

Di seguito, la Tabella (1) presenta la distribuzione dei contributi per anno e tipologia individuati in questa edizione, a partire dalle 18 pubblicazioni del 2024 e le 7 del 2023 e poi in fila le altre, che avrebbero dovuto essere incluse in edizioni precedenti.

Anno di pubblicazione	Articolo	Libro	Capitolo di libro	Tesi	Report	TOTAL
2024	6	4	4	1	3	18
2023	2	2		2	1	7
2022						-
2021						-
2020				2	1	3
2019				1	1	2
2018				1		1
2017				1		1
2016						-
2015					1	1
2014				1	1	2
2012				1		1
2011				1		1
2007				1		1
TOTAL	8	6	4	12	8	38

Tabella 1. Caratteristiche delle pubblicazioni individuate DIGEST 2025



Grazie ai dati raccolti in questa edizione è stato possibile aggiornare le statistiche rispetto al numero totale delle pubblicazioni distribuite negli anni. Come per l'edizione precedente, si è utilizzato il [database GEL](#) come strumento di ricerca filtrando per anno (dal 2015 al 2023) e lingua (italiano), ai quali dati sono stati aggiunti i risultati della ricerca condotta per l'edizione corrente. La figura seguente (Figura 1) mostra la distribuzione temporale delle pubblicazioni a partire dal 2015, includendo per la prima volta dati completi e aggiornati fino al 2024.

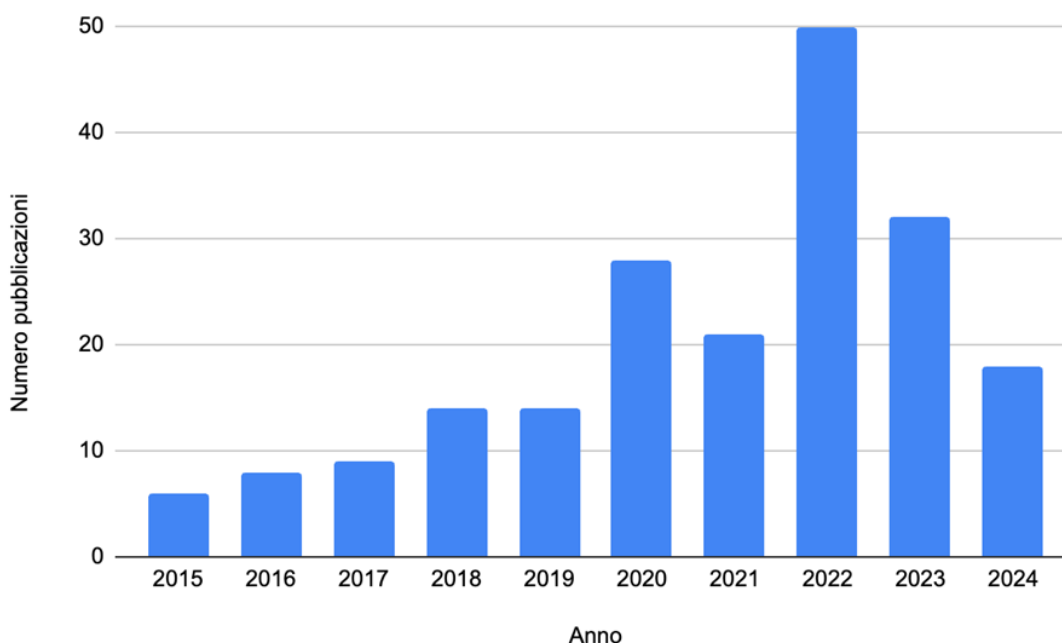


Figura 1. Distribuzione delle pubblicazioni sulla ECG 2015-2024

I numeri riportati hanno suggerito all'interno del Team una serie di riflessioni. In primo luogo, è evidente come la crescita nel numero di pubblicazioni che si è verificata dal 2018, raggiungendo un culmine nel 2022, non si è confermata negli ultimi 2 anni. In secondo luogo e in continuità con l'edizione precedente, si sottolinea che la maggioranza (62%) dei contributi segnalati in questa edizione è stata pubblicata negli anni 2023 e 2024. Questo confermerebbe l'accuratezza del lavoro svolto negli anni, in quanto il numero di contributi individuati successivamente all'edizione di riferimento è limitato a quelle tipologie di contributi che storicamente si sono rivelate più difficili da individuare.

Altro aspetto che emerge è che la quasi totalità delle pubblicazioni individuate in questa edizione ma pubblicate in anni precedenti al 2023 sono Tesi di dottorato. Questo aspetto da un lato conferma le difficoltà riscontrate in passato nella ricerca di questa tipologia di documenti, dall'altro dimostra che le strategie *ad hoc* discusse all'interno del team, già dalla scorsa edizione e ulteriormente raffinate in questa (vedi metodologia), hanno portato i loro frutti.

L'istituzione dell'archivio nazionale delle tesi di dottorato ha permesso di individuare contributi pubblicati negli anni precedenti modificando il peso in percentuale di questa tipologia. Infatti, fino alla scorsa edizione, le tesi di dottorato rappresentavano solo l'1% del totale, mentre, limitando l'analisi al materiale segnalato in questa edizione, costituiscono circa un terzo delle pubblicazioni individuate. Così, la Figura 2 mostra i valori in percentuale delle diverse tipologie di pubblicazioni dal 2015 al 2024. Valori sensibilmente differenti rispetto alle edizioni precedenti.

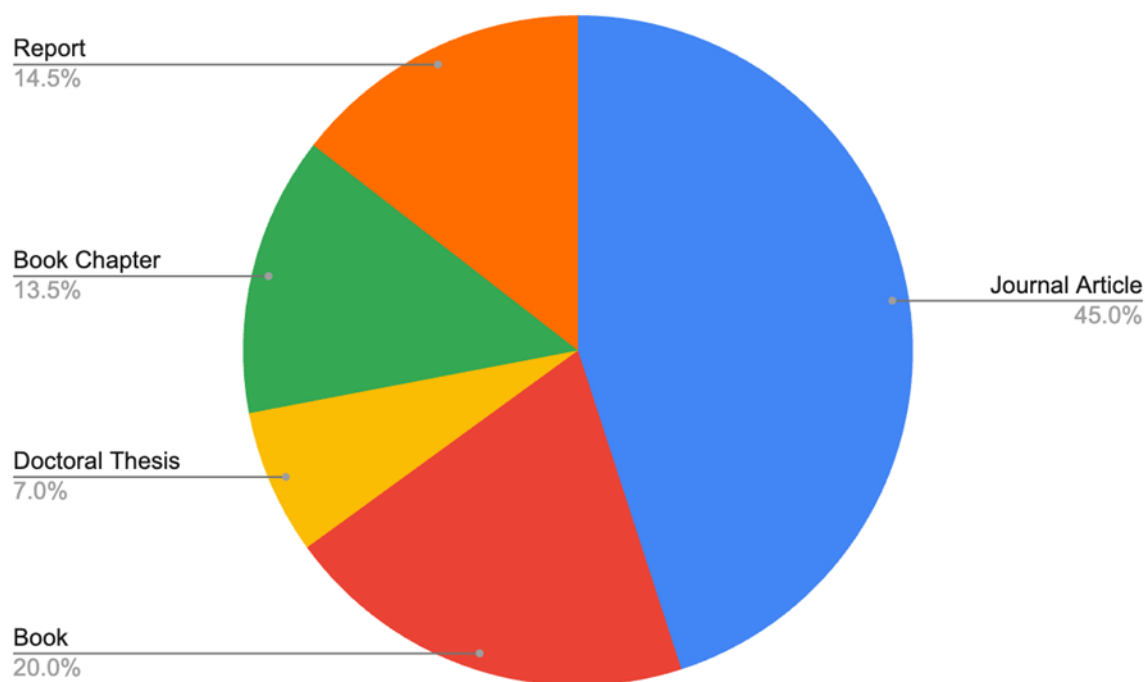


Figura 2. Diagramma tipologia di contributi in lingua italiana dal 2015

Per quanto riguarda la distribuzione tematica, si osserva la conferma di un trend già emerso in passato: le pubblicazioni teorico-concettuali risultano le più immediatamente identificabili, verosimilmente grazie alla loro diffusione tramite riviste di alta visibilità o editori consolidati. Al contrario, le pubblicazioni classificate come “policy-related” o focalizzate sull’educazione formale tendono a emergere anche a distanza di anni dalla pubblicazione. Ciò potrebbe essere attribuito alla loro collocazione in sedi editoriali meno note o in documenti istituzionali e rapporti tecnici non indicizzati nei canali accademici standard.

Alla luce di queste osservazioni, il team intende estendere l’analisi longitudinale a tutte le sette categorie tematiche previste nel database GEL, per osservare come si siano evolute nel tempo. Tale approfondimento, previsto per la prossima edizione, permetterà di affinare ulteriormente le strategie di ricerca, migliorando la rappresentatività e la tempestività nella raccolta dei dati.

In seguito all’aumento delle pubblicazioni in lingua italiana riscontrato nelle due edizioni precedenti a questa, si era deciso di approfondire quali fossero le riviste sulle quali venissero pubblicati gli articoli scientifici, categoria che rappresenta circa la metà dei contributi totali. L’ampia diversificazione delle riviste presenti in questa edizione, in aggiunta al calo delle pubblicazioni commentato in precedenza, rendono il tema di minore interesse. Tuttavia, due aspetti sono da far presente. L’unica rivista che dal 2022 al 2024 ospita con regolarità contributi nel campo della ECG è *Glocited - Collana in educazione alla Cittadinanza Globale* che in questa edizione è presente con più di due contributi. In secondo luogo, l’ipotesi presentata nell’edizione precedente, per cui alcune riviste ospitavano un numero significativo di contributi di interesse per il DIGEST in quanto avevano dedicato call for papers specifiche o comunque inerenti ai temi della ECG, è parsa corretta.

In passato è stata posta l’attenzione anche sulle case editrici che avevano pubblicato due o più libri/contributi in volume presenti nell’edizione di riferimento. Come in precedenza, questo interesse seguiva un aumento esponenziale dei contributi segnalati, mentre per questa edizione il totale dei libri/contributi in volume è calato di oltre il 50% rispetto all’edizione precedente. Per questa ragione si è deciso di non presentare i dati graficamente ma solo notare che: FrancoAngeli è l’editore che con più regolarità pubblica volumi affini ai temi dell’ECG; Editpress, per la prima volta appare come editore.

Continuando riflessioni già avviate negli anni precedenti, una di particolare interesse è quella sulla suddivisione delle pubblicazioni nelle categorie tematiche che nel database GEL risultava più numerose. Così, la figura 3 mostra la distribuzione negli anni delle pubblicazioni per le categorie *theoretical and conceptual, policy related research e formal education*, codificate sulla base del tema prevalente.

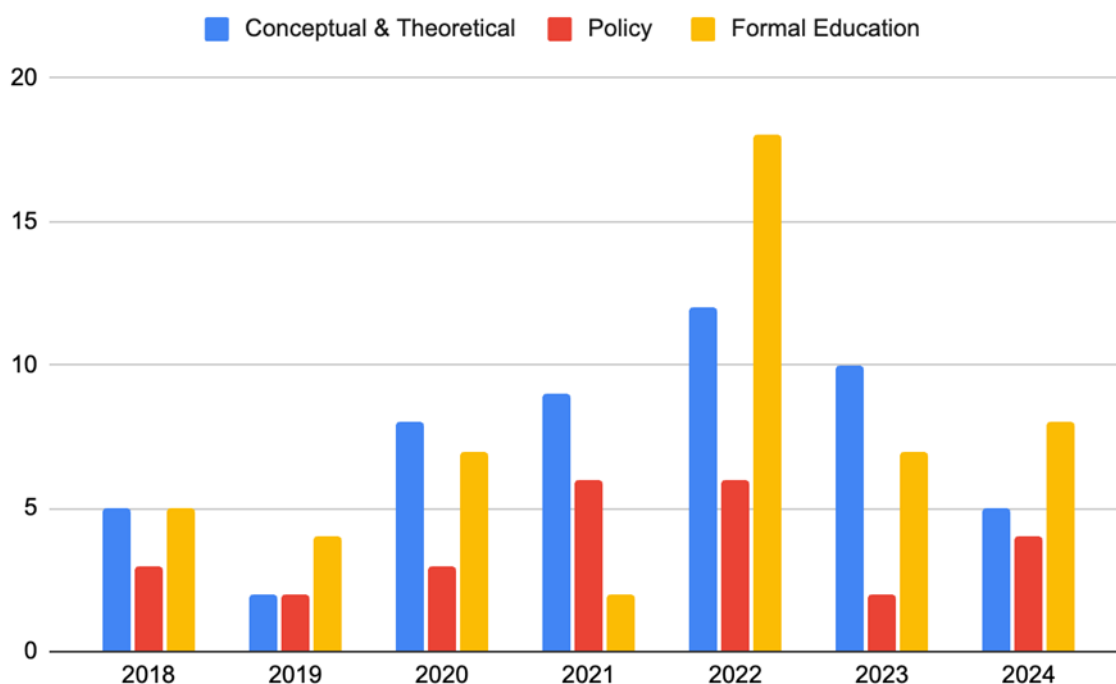


Figura 3. Istogramma distribuzione tematiche 2018-2024

Se in Italia le pubblicazioni sulla concettualizzazione erano in media le più frequenti, dal 2022 si è notato prima un esponenziale aumento delle pubblicazioni sul tema dell'educazione formale, che da sole rappresentavano la metà delle tre tipologie di pubblicazioni considerate (18 contributi su 36 considerati), poi un livellamento.

Come già osservato, i dati suggeriscono che mentre le pubblicazioni *theoretical and conceptual* vengono identificate nell'anno di pubblicazione, le pubblicazioni *policy related research e formal education* vengono spesso individuate anche dopo anni dalla data di pubblicazione. 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.

Nell'edizione precedente, per la prima volta, si è condotta un'analisi per keywords sui titoli dei contributi che si crede interessante riproporre anche in questa. Tuttavia, prima di proseguire con alcune riflessioni si precisa che:

- “educazione” non è stata inserita nella lista delle keywords;
- le keywords utilizzate per questa analisi sono le stesse utilizzate per la ricerca bibliografica ed elencate nella sezione metodologica di questo capitolo. A queste sono state aggiunte “cittadinanza” e “globale”;
- l'analisi non indaga la presenza delle keywords tra gli abstract;
- più keywords possono essere presenti in un titolo.

Come si può notare dal grafico (Figura 4), le keywords “cittadinanza” e “globale” sono le più presenti tra i titoli segnalati in questa edizione, con un grande divario tra queste e le altre parole ricorrenti. Inoltre, va segnalato che i due termini appaiono nello stesso titolo in 10 occasioni, pressoché la totalità dei casi in cui è presente il termine globale. Preme chiarire che in un'occasione compare la sigla ECG, acronimo di Educazione alla Cittadinanza Globale. In questo caso sono state conteggiate sia la parola “cittadinanza” che “globale” nonostante non fossero chiaramente esplicite.

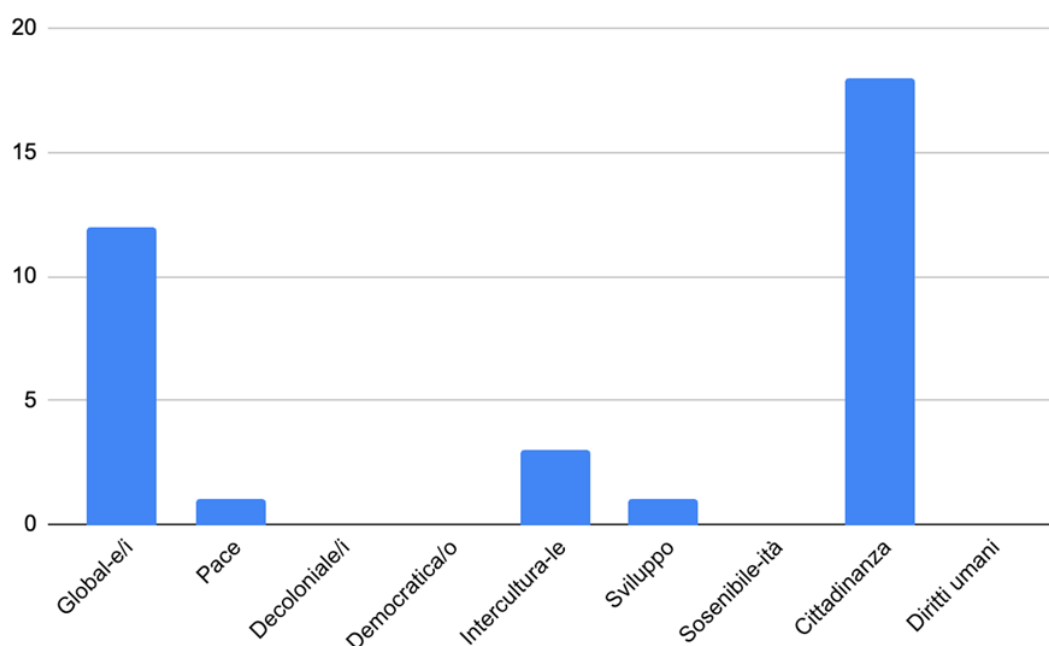


Figura 4. Istogramma frequenza keywords nei titoli individuati per l'edizione corrente

Infine, comparando i dati a disposizione dell'edizione precedente con quelli dell'edizione attuale, si nota come molte keywords presenti in passato non sono presenti. Ci si riferisce in particolare al termine "pace" che nella scorsa edizione compariva in 15 titoli mentre in questa solo in 1.

A questo punto ci è parso interessante sovrapporre l'analisi appena presentata con quella relativa all'edizione precedente e quindi considerare nell'insieme la frequenza di parole chiave nei titoli delle pubblicazioni segnalate dal 2022 al 2024.

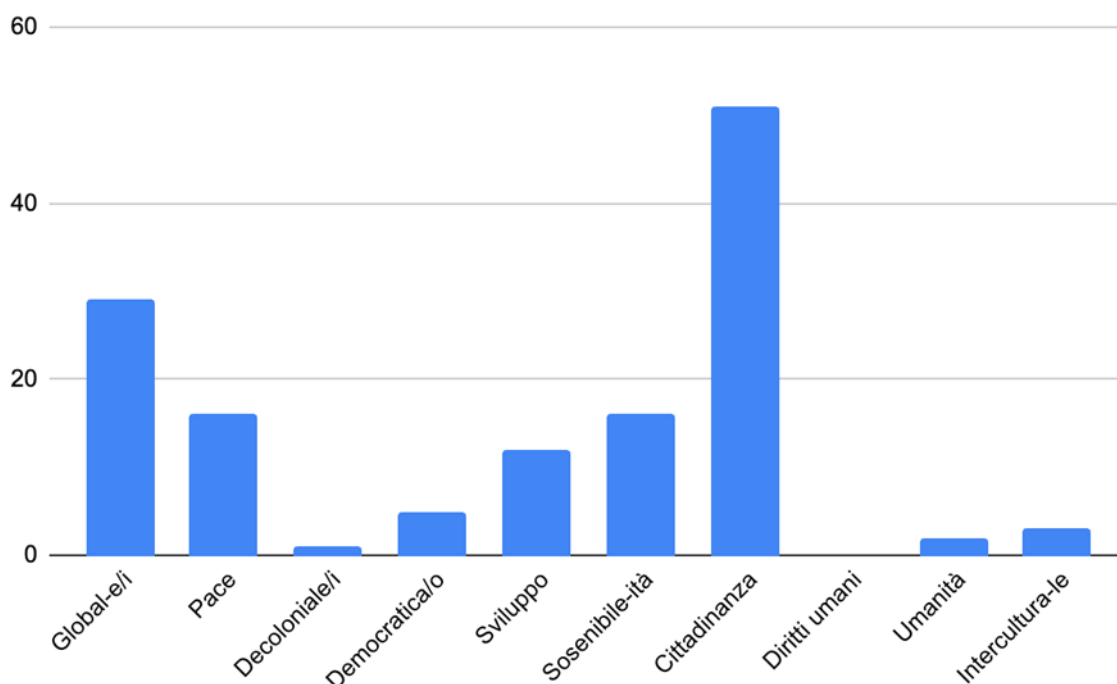


Figure 5. Istogramma frequenza keywords nei titoli individuati dal 2022 al 2024



Non sorprende constatare che le parole più utilizzate nei titoli siano “cittadinanza” e “globale”. Tuttavia, pare interessante segnalare come parole quali Pace, Sostenibilità e Sviluppo siano rappresentate.

In generale l'analisi dei dati ci porta a una doppia riflessione.

1. La pubblicazione di contributi sui temi inerenti alla ECG è fortemente guidata dalla “disponibilità” di riviste scientifiche a dedicare special issues o call for papers a tematiche affini. Tale disponibilità da un lato può essere vista come nota positiva in quanto la ECG viene riconosciuta come disciplina attuale e necessaria in un momento storico nel quale si sta osservando una svolta in favore di un concetto di cittadinanza fortemente basato sui valori dello stato-nazione, almeno nel contesto italiano. Dall’altro la pubblicazione di materiale scientifico appositamente adattato per soddisfare i requisiti di una specifica call for papers rischia di ridurre la qualità dei contributi stessi o, quanto meno, non rispondono ai bisogni e alle richieste di insegnanti ed educatori di disporre degli strumenti necessari per districarsi nella pratica quotidiana e mettere in pratica approcci che si ispirano al concetto di ECG.
2. Pur riscontrando una crescente attenzione da parte della comunità accademica nei confronti di temi affini alla ECG – come dimostrato, ad esempio, dall’aumento della partecipazione a conferenze internazionali dedicate –, si osserva tuttavia una diminuzione del numero di pubblicazioni in lingua italiana negli ultimi anni. Una spiegazione potrebbe risiedere nel fatto che un numero crescente di accademici italiani scelga di pubblicare i propri contributi in lingua inglese. Tale scelta potrebbe essere connessa al fatto di voler raggiungere una platea di lettori più ampia e internazionale. Parallelamente, la scelta potrebbe altresì essere connessa al fatto che la ECG risulti maggiormente allineata a riferimenti teorico-concettuali della comunità accademica anglofona e/o di respiro internazionale.



INTRODUCTION: ITALIAN

For the 2024 edition of the Multilingual Global Education Digest, the Italian team – Giulia Filippi (PhD UNIBZ), Laura Landi (research fellow UNIMORE), Stefania Moser (PhD UNIBZ), and Luca Vittori (PhD UNIBO) – conducted a thorough bibliographic research on relevant academic and scientific materials in the field of Global Citizenship Education (GCE), ranging from September 1st, 2023 to December 31st, 2024. However, in continuity with previous editions, the team included newly detected contributions published before this period.

The following sections will present the results of the research along with a comparative analysis with previous editions of the Digest. The aim is to identify emerging trends and offer new perspectives that are useful not only for understanding the current state of the art, but also for guiding future explorations in the field of Global Education.

The work was carried out in several phases: initially, each team member focused on a specific type of contributions, applying – where necessary and with the group's consent – tailored research strategies. Later, each member conducted a cross-review of a selection of contributions identified by other members. Finally, during a collective discussion, any doubts or uncertainties about the inclusion or exclusion of certain publications were addressed. The group further investigated contributions, in order to identify relevant elements that were not always evident in the titles or abstracts, reaching a shared agreement, respecting the criteria established at the initial stage.

It is important to note that the team members responsible for the research have been established for several years, a factor that has contributed to ensuring, over time, harmony in the procedure and in the shared decisions, as well as continuity and consistency in the work done and the results achieved.

The following section is part of the new direction of the DIGEST, increasingly conceived as an annual report on the state of the art at the national level. The proposed analysis delves into the work done throughout the year, offering a critical reading of the materials collected and highlighting some relevant trajectories for research and practice in the field of Global Education.

Methodology

As in previous editions, the Italian team conducted a literature review on the topic of Global Citizenship Education (GCE), prioritizing a wide variety of channels and a targeted selection of keywords.

In continuity with the previous edition, the team decided to use the keywords "Global Citizenship Education" and "Global Education" (GE) for the research, both alone and in combination with the following terms:

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

At the same time, it is worth noting that, following an internal discussion, the team decided to expand the search by using, in combination with the keywords "GCE" and "GE," the following additional terms:

- sostenibile (sustainable)
- intercultur* (intercultur*)
- democrazia (democracy)



- planetaria (planetary)
- ecologica (ecological)

The expansion of the terms used in the search was the subject of an extensive discussion within the team and is based on both formal and conceptual reasons. Among the formal reasons are, for example, the use of the adjective "sustainable" in addition to the noun "sustainability," as well as the use of variants such as "intercultur*" and "democracy." The decision to include terms like "planetary" and "ecological" is based on a conceptual consideration: although "planetary" was previously considered an outdated term, its use in specific contexts now justifies its inclusion in the research. As for "ecological," it was decided to introduce it for the first time in order to explore the possibility that it could yield significant results.

The introduction of civic education as a cross-curricular subject in compulsory schooling, starting in September 2020, has led to an increase in publications exploring the potential links between civic education and citizenship education. However, the themes addressed rarely connect to the global dimension of GCE: a trend already observed in previous years and which is confirmed again this year.

The systematic bibliographic research was conducted by inserting the previously mentioned keywords into a selection of research channels and archives. The use of commercial search engines also proved useful for identifying recent publications, particularly books. Specifically, the following were consulted:

- Google Scholar - Google Books - Google
- Amazon

Catalogs

- 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>)

Open Access Database

- ERIC - Directory of Open Access Repositories
- Web of Science
- OPENGREY
- DART-Europe E-thesis Portal
- PubliTesi
- OATD - Open Access Theses and Dissertations (<https://oatd.org/>)
- EBSCO - Delivery Service
- ESSPER Association - Italian journals on economics, social sciences, and history
- Pedagogia Oggi (since it has previously published monographic issues on the topic)
- Torrossa (particularly for book chapters)

Social Network

- Research Gate

As observed in previous editions, finding doctoral theses has proven to be a complex task. A significant development in this regard was the introduction of the national doctoral thesis archive (<https://tesisidottorato.depositolegale.it/>), which represented an important step toward greater accessibility.



However, the archive is still partially incomplete, for instance, some theses identified in earlier editions of the DIGEST are still not included. At the same time, this new tool has made it possible to locate theses that had previously been overlooked. Given its incompleteness – presumably temporary – it was decided to supplement this channel with the strategies used in previous years, expanding the number of databases consulted. In addition to exploring the websites of universities where the main Italian scholars in GCE are affiliated, or where theses on the topic have previously been written, the search was also extended to other medium and large universities across the country. This in-depth investigation involved 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 Milano-Bicocca
- Free University of Bolzano
- University of Padua
- UNISA - University of Salerno
- UniBg - University of Bergamo
- UniGe - University of Genoa
- University of Parma
- University of Foggia
- University of Roma Tre
- Sapienza University of Rome
- University of Florence
- University of Naples Federico I
- University of Catania
- University of Palermo
- Mediterranean University of Reggio Calabria
- University of L'Aquila
- University of Siena
- University of Pisa
- University of Trieste
- Ca' Foscari University of Venice
- University of Turin

It should also be noted that several doctoral theses, even those from several years ago, emerged through the search for the term "citizenship," either alone or in combination with "education." Although these theses do not explicitly include the word "global" in the title or abstract, they still contain content related to the global dimension of GCE. This aspect is particularly relevant and should be taken into account for future editions of the Digest.

In the context of GCE, reports have always played a fundamental role. They are official documents created for evaluative purposes, intended to summarize the results of investigations or interventions, or to provide insights into specific events, contexts, or territories. These reports are produced by recognized entities, ensuring their reliability and validity as authoritative sources. In continuity with the previous edition, the following online portals were consulted for the bibliographic research:

- Concord Italia (Network of European NGOs)
- MIUR (List of foundations and research institutes)



In order to identify publications produced by Non-Governmental Organizations (NGOs), foundations, and research institutes working in the field of GCE, this edition also relied on the use of major search engines such as Google and Safari to explore the materials available online. This approach allowed the identification of, among the relevant sources, the website of the UNESCO Chair in Global Citizenship Education, assigned to the University of Bologna. A specific section of this site collects research documents related to the PRIN Global Civic Education project, carried out in collaboration with the universities of Roma Tre and Foggia. It is therefore possible that other universities may be developing similar initiatives and thus producing relevant materials that we were unable to identify. Thus, for the next edition, it is planned to map projects funded by public entities (MIUR, MAECI, AICS, etc.) in the field of GCE, and then directly explore the websites of the projects in search of potentially relevant publications for the DIGEST.

Additionally, bibliographies and citations in some reports were consulted in order to trace further publications. This approach can be considered a 'snowballing' technique, which allows the research to expand progressively.

Results

The Italian team conducted the research in January and February 2025, focusing on material of interest to the scientific and academic community published between September 1, 2023, and December 31, 2024. For this period, 25 publications were identified. Additionally, 13 contributions published between 2007 and 2020, which were not considered in previous editions, were retrieved. These are exclusively doctoral theses (9) and reports (4).

In particular, we included:

- 18 publications from 2024
- 7 publications from 2023
- 2 theses and 1 report from 2020
- 1 thesis and 1 report from 2019
- 2 theses, one from 2018 and the other from 2017
- 1 report from 2015
- 1 thesis and 1 report from 2014
- 2 theses, one from 2012 and the other from 2011
- 1 thesis from 2007

Table (1) presents the distribution of contributions by year and type identified in this edition, starting from 18 publications from 2024, 7 from 2023 and the others, which should have been included in previous editions.

Thanks to the data collected in this edition, it was possible to update the statistics on the total number of publications distributed over the years. As in the previous edition, the GEL database was used as a search engine, filtered by year (from 2015 to 2023) and language (Italian), adding the current edition to the data. Figure 1 shows the temporal distribution of publications, starting from 2015, with complete and updated data throughout 2024.

The figures reported prompted a series of reflections within the Team. First of all, it is clear that the growth in the number of publications observed since 2018, which peaked in 2022, has not continued over the past two years. Secondly, and in continuity with the previous edition, it is worth noting that the majority (62%) of the contributions reported in this edition were published in 2023 and 2024. This would confirm the accuracy of the work carried out over the years, as the number of new contributions identified is limited.

It is also noteworthy that nearly all the publications identified in this edition but published prior to 2023 are doctoral theses. On one hand, this confirms the challenges previously encountered in locating this type of document; on the other hand, it shows that the *ad hoc* strategies discussed within the team— further refined in this edition (see methodology)—have proven to be effective.



Publication year	Journal article	Book	Book chapter	Doctoral thesis	Report	TOTAL
2024	6	4	4	1	3	18
2023	2	2		2	1	7
2022						-
2021						-
2020				2	1	3
2019				1	1	2
2018				1		1
2017				1		1
2016						-
2015					1	1
2014				1	1	2
2012				1		1
2011				1		1
2007				1		1
TOTAL	8	6	4	12	8	38

Table 1. Characteristics of the publications identified in DIGEST 2025

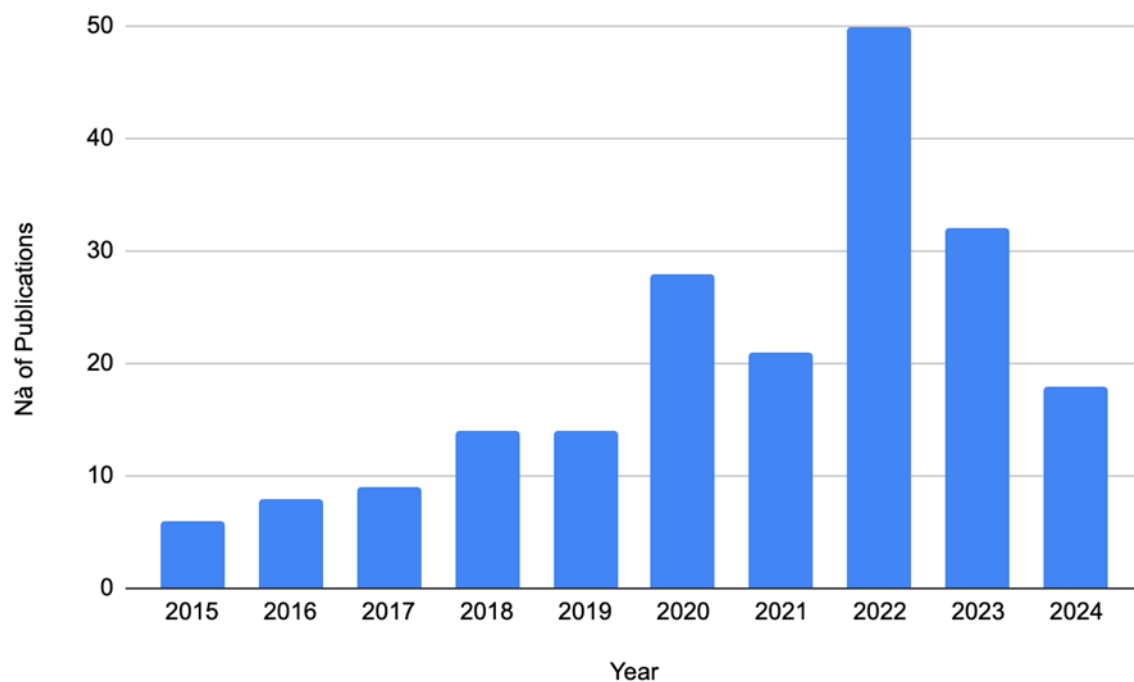


Figure 1. Distribution of GCE publications 20015-2024



The national doctoral thesis archive has made it possible to identify contributions published in previous years, thereby altering the percentage weight of this publication type. In fact, until the last edition, doctoral theses accounted for only 1% of the total. However, when limiting the analysis to the material reported in this edition, they constitute about one third of the identified publications. Figure 2 shows the percentage values of the different types of publications from 2015 to 2024—values that differ significantly from previous editions.

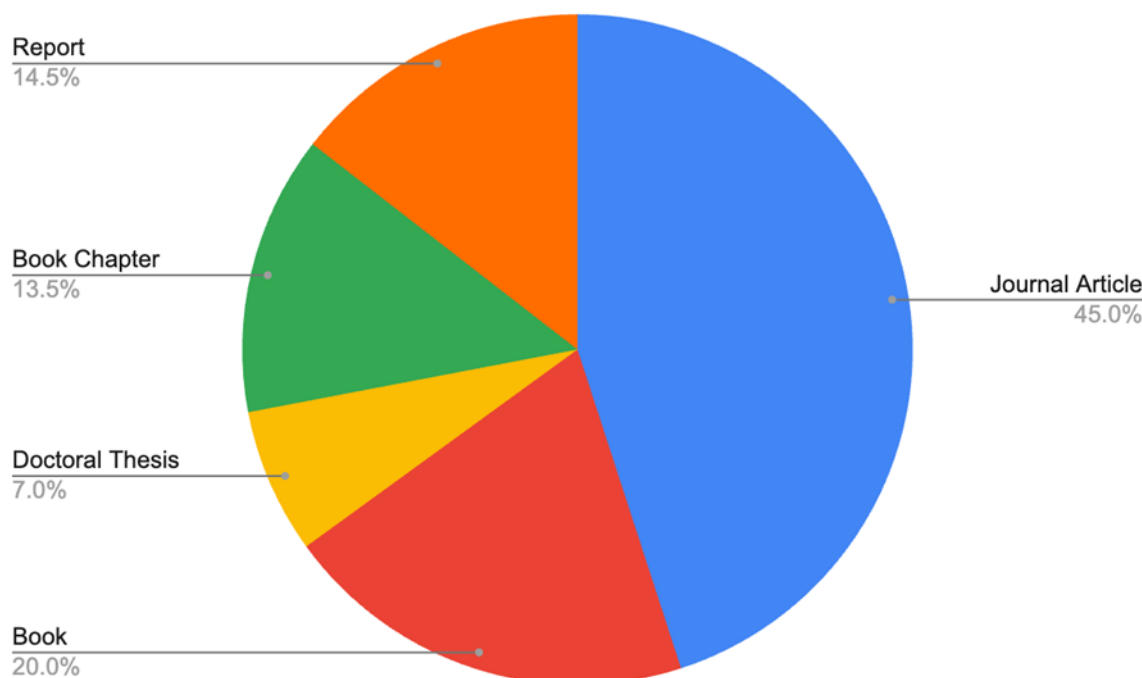


Figure 2. Contributions in Italian by type since 2015

In terms of thematic distribution, the previously observed trend is confirmed: theoretical and conceptual publications are the most easily identifiable, presumably because they are disseminated through high-profile journals or well-established publishers. In contrast, publications classified as 'policy-related', or focusing on formal education, tend to emerge years after publication. This may be because they are published in lesser-known journals or in institutional documents and technical reports that are not indexed in standard academic channels.

In light of these observations, the team intends to extend the longitudinal analysis to cover all seven thematic categories in the GEL database. This will enable us to observe how these categories have evolved over time. This in-depth analysis is planned for the next edition and will refine research strategies further, improving the representativeness and timeliness of data collection.

Following the increase in Italian publications observed in the two previous editions, it was decided to investigate which journals were publishing scientific articles, a category representing around half of the total contributions. However, the wide diversification of journals in this edition, combined with the previously mentioned decline in publications, makes this topic of lesser interest. However, two aspects should be highlighted. Firstly, *Glocited – Series in Global Citizenship Education* is the only journal that has regularly hosted contributions in the field of GCE from 2022 to 2024, and it is represented by more than two contributions in this edition. Secondly, the hypothesis presented in the previous edition - that some journals hosted a significant number of contributions of interest to the DIGEST because they had specific or relevant calls for papers related to GCE themes, appears correct.

In the past, attention was also given to the publishers who had published two or more books/volume contributions included in the reference edition. As before, this interest followed an exponential increase in reported contributions. However, for this edition, the total number of books/volume contributions has decreased by more than 50% compared to the previous edition. For this reason, it was decided not to present the data graphically, but merely to note that: FrancoAngeli is the publisher that most regularly publishes volumes related to GCE themes; Editpress appears as a publisher for the first time.

Figure 3 illustrates how publications have been categorised by predominant themes in the GEL database over the years: theoretical and conceptual, policy-related research, and formal education categories.

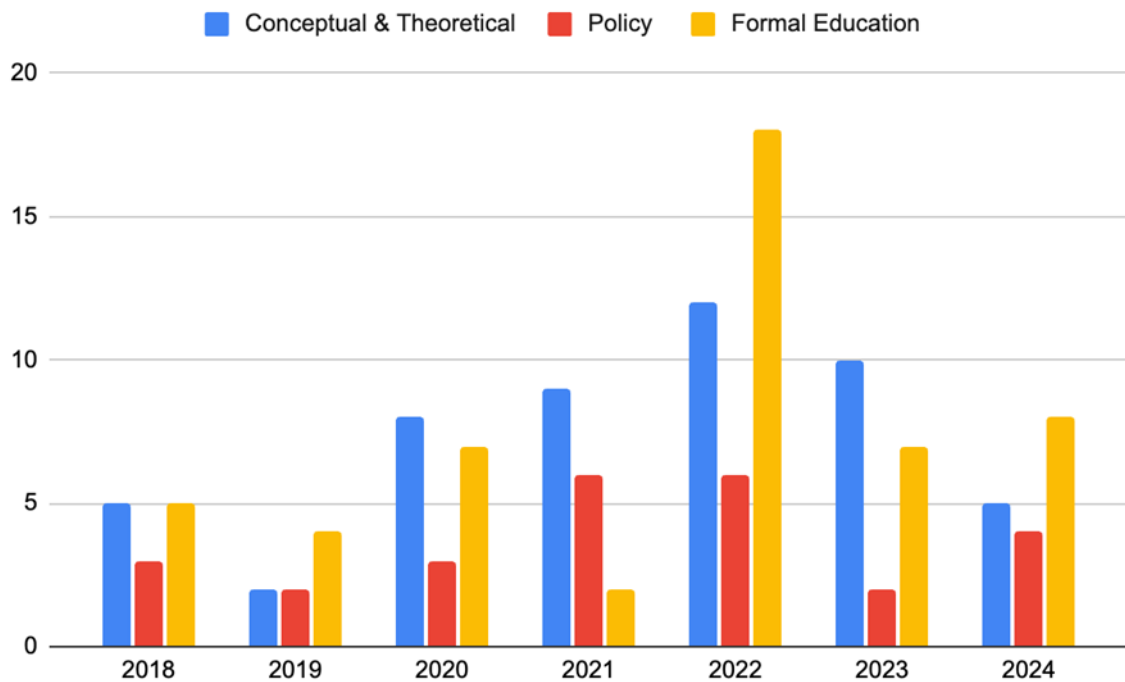


Figure 3. Thematic Distribution 2018-2024

In Italy, publications on conceptualisation were, on average, the most frequent. However, since 2022, there has been a noticeable exponential increase in publications on formal education, accounting for half of the three types of publication considered (18 out of 36). After 2022 there has been a leveling off.

As previously noted, the data suggests that, while theoretical and conceptual publications are identified in the year of publication, policy-related research and publications on formal education are often identified years after their publication date. For this reason, the team aims to investigate the evolution of all seven thematic areas in the GEL Database over time in the next edition.

In the previous edition, for the first time, a keyword analysis was conducted on the titles of the contributions, which is deemed interesting to replicate in this edition as well. However, before proceeding with some reflections, it should be clarified that:

- 'Education' was not included in the list of keywords.
- The keywords used for this analysis are the same as those used for bibliographic research, which are listed in the Methodological Section of this chapter. To these, 'citizenship' and 'global' have been added.
- The analysis does not investigate the presence of keywords in the abstracts.
- Multiple keywords can appear in a single title.

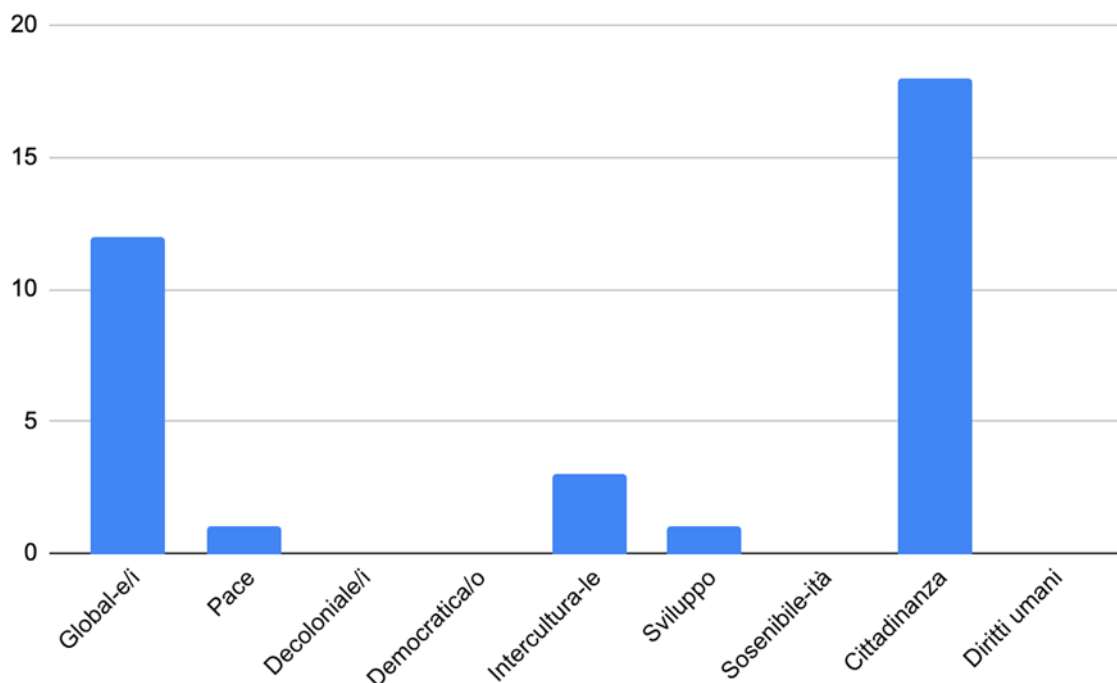


Figure 4. Frequency of keywords in the titles Identified for the current edition

As can be seen from Figure 4, the keywords 'citizenship' and 'global' appear most frequently among the titles identified in this edition, with a significant gap between them and the other recurring words. It should also be noted that these two terms appear together in the same title on 10 occasions, almost all of which involve the term 'global'. It is important to note that the acronym "ECG" (Global Citizenship Education) also appears once. In this case, both 'citizenship' and 'global' were counted, even though they were not explicitly stated.

It seemed interesting at this point to also consider the analysis presented in the previous edition. Therefore, we considered the frequency of keywords in the titles of publications reported from 2022 to 2024 together.

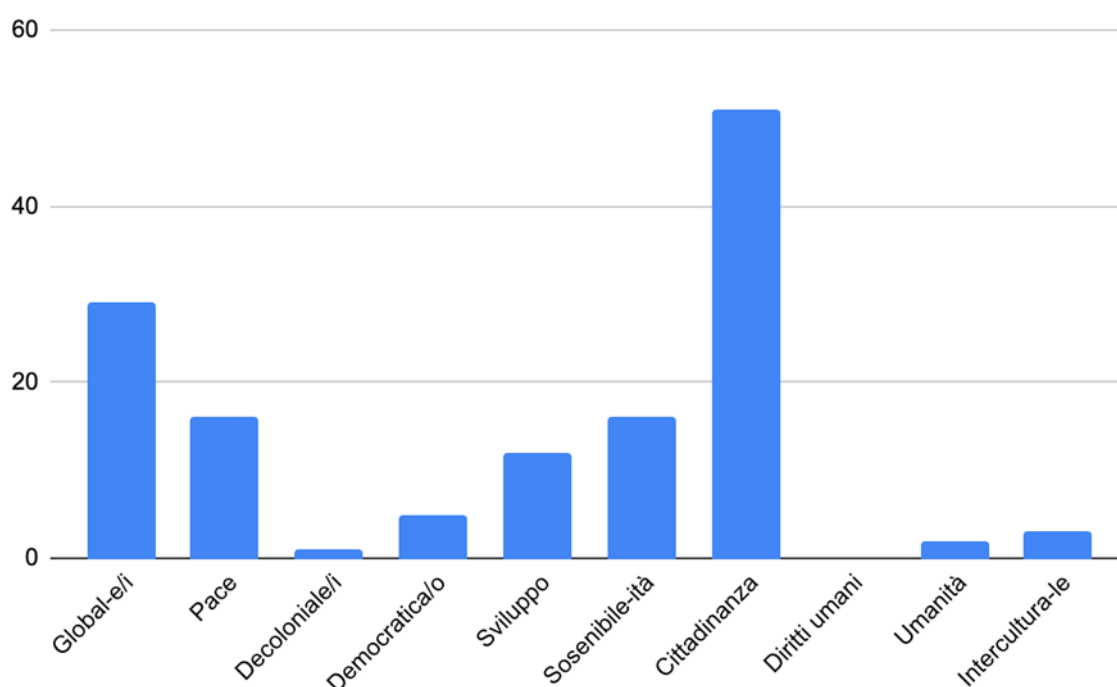


Figure 5: Frequency of keywords in titles identified from 2022 to 2024



In general, data analysis leads us to a twofold reflection.

1. The publication of contributions on topics related to GCE largely depends on scientific journals' willingness to dedicate special issues or calls for papers to related themes. On the one hand, this can be seen as a positive sign, as GCE is recognised as a relevant and necessary discipline at a time when a shift towards an idea of citizenship heavily based on the values of the nation-state is being observed, at least in the Italian context. However, tailoring scientific research specifically to meet the requirements of a call for papers may reduce its quality, or at least cause it to fail to address the need of teachers and educators for tools to inform their daily practice and implement GCE-inspired approaches.
2. Despite a growing attention from the academic community towards topics related to GCE – as demonstrated, for example, by the increased participation in international conferences dedicated to the subject – a decrease in the number of publications in Italian in recent years is observed. One possible explanation for this trend could be that an increasing number of Italian academics are choosing to publish their contributions in English. This choice may be linked to the desire to reach a broader and more international audience. At the same time, it could also be connected to the fact that GCE is more closely aligned with the theoretical-conceptual frameworks of the anglophone academic community and has an international scope.

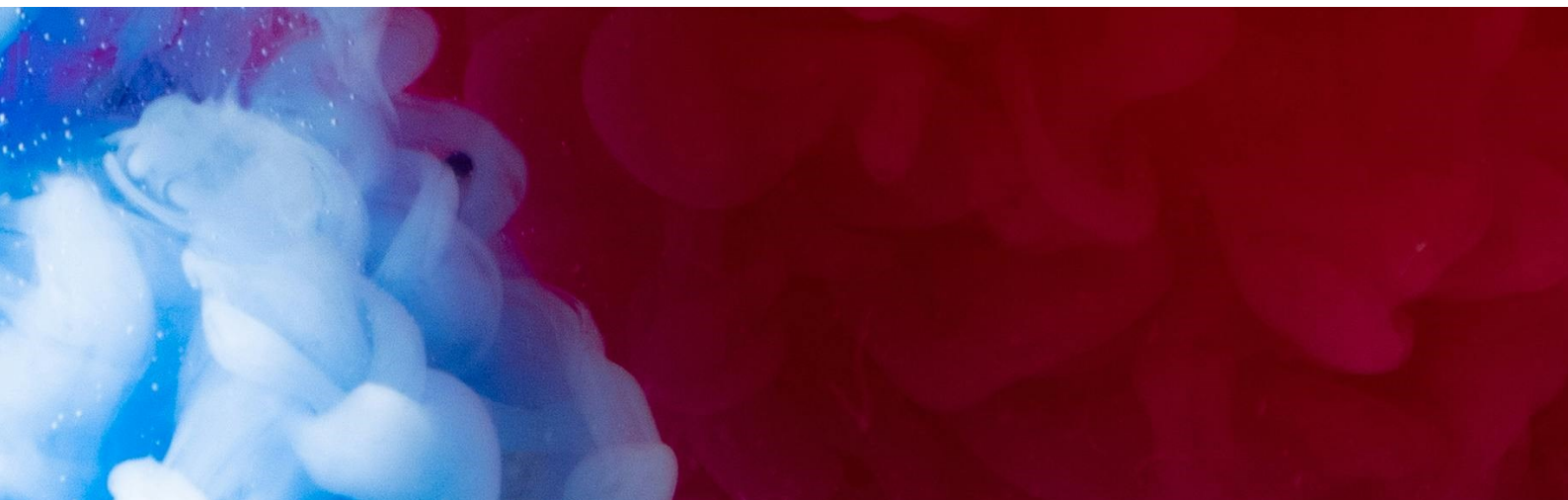




GLOBAL EDUCATION DIGEST 2024

POLSKI

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Dobrawa Aleksiak (Maria Grzegorzewska University)





WPROWADZENIE: POLSKI

W artykule przedstawiamy wyniki przeglądu polskojęzycznej literatury z zakresu edukacji globalnej opublikowanej w okresie od 1 października 2023 do końca grudnia 2024. Wśród analizowanych publikacji znalazły się również teksty opublikowane we wcześniejszych latach (od 2015 roku), które nie zostały uwzględnione w poprzedniej edycji Multilingual Global Education Digest - czy to z powodu wcześniejszego przeoczenia, czy też w wyniku rozszerzenia kryteriów przeglądu w bieżącym roku (co wyjaśniamy w dalszej części tekstu).

Uwagi metodologiczne

Podobnie jak w poprzednich latach, wyszukiwanie zostało przeprowadzone przy użyciu następujących słów kluczowych: „edukacja globalna” i „globalna edukacja obywatelska” (wraz z ich wariantami fleksyjnymi np. „edukacji globalnej”). Ponadto, by zapewnić maksymalną wiarygodność wyników, terminy „edukacja” i „globalna” wraz z ich wariantami fleksyjnymi zostały połączone za pomocą operatorów logicznych.

Włączenie terminu „globalna edukacja obywatelska” uzasadnione jest tym, że popularność tego pojęcia w literaturze międzynarodowej od przynajmniej kilku lat wzrasta. W Polsce termin ten pojawia się stosunkowo rzadko zarówno w literaturze akademickiej, jak i w publikacjach popularnonaukowych. Niemniej jednak warto było go uwzględnić, ponieważ może on sygnalizować pojawiający się nowy trend, który dotąd mógł pozostać niezauważony.

Pozostałe terminy o zbliżonym zakresie pojęciowym nie zostały włączone do kwerendy, podobnie jak w poprzednich edycjach Multilingual Global Education Digest. Chodzi tu o takie pojęcia jak „edukacja rozwojowa” i „edukacja dla zrównoważonego rozwoju”. „Edukacja rozwojowa”, choć rozpowszechniona w dyskursie pozarządowym w latach 90. XX wieku, nigdy nie zyskała popularności wśród badaczy i badaczek w Polsce. Natomiast „edukacja dla zrównoważonego rozwoju” (czasem określana mianem „edukacji sustensywnej”, por. Klimska 2021) funkcjonuje w polskojęzycznej literaturze przedmiotu przede wszystkim jako edukacja wyrosła z edukacji środowiskowej, ekologicznej, poszerzonej o ideę zrównoważonego rozwoju. Bardzo często w sposobie jej rozumienia wymiar globalny czy perspektywa globalna ustępują miejsca kwestiom środowiskowym. Uznając, że edukacja globalna nie ogranicza się tylko do zagadnień środowiskowych, i że jej kluczowym elementem jest perspektywa globalna, termin „edukacja dla zrównoważonego rozwoju” nie został zastosowany przy kwerendzie. Ponadto, zgodnie z porozumieniem międzysektorowym podpisanym w 2011, główni interesariusze edukacji globalnej w Polsce (Ministerstwo Spraw Zagranicznych, Ministerstwo Edukacji Narodowej i Grupa Zagranica, będąca polską platformą organizacji pozarządowych zajmujących się współpracą rozwojową i edukacją globalną) zgodzili się na używanie określenia „edukacja globalna” jako terminu parasolowego, obejmującego wiele pokrewnych nurtów edukacyjnych (Grupa Zagranica 2011).

Kwerendę przeprowadziłyśmy zarówno w międzynarodowych bazach danych uzgodnionych przez zespół przygotowujący Digest, jak i w innych źródłach istotnych w polskim kontekście (np. krajowe lub regionalne bazy danych lub katalogi Biblioteki Narodowej) - podobnie jak w latach ubiegłych. W rezultacie w procesie wyszukiwania uwzględniliśmy następujące źródła:

1. międzynarodowe akademickie bazy danych: Scopus, Web of Science, EBSCO, ProQuest, JSTOR;
2. Google Scholar;
3. bazę Central and Eastern European Online Library (CEEOL);
4. bazę DOAJ - Directory of Open Access Journals;
5. katalogi i bibliografie Biblioteki Narodowej (www.bn.org.pl). Należy podkreślić, że główny katalog BN indeksuje zawartość wybranych czasopism naukowych i prac zbiorowych.
6. repozytoria prac dyplomowych 17 uczelni publicznych (tych dostępnych online);



7. multiwyszukiwarkę Biblioteki Uniwersytetu Warszawskiego, umożliwiającą zintegrowane przeszukiwanie e-zasobów i katalogu Bibliotek UW;
8. dla upewnienia się, że odnajdziemy również pozycje należące do tzw. "szarej literatury", skorzystałyśmy z wyszukiwarki Google Scholar i nazw największych NGO-sów zajmujących się w Polsce edukacją globalną (PAH, CEO, IGO, Polska Zielona Sieć).

Jeśli chodzi o kryteria włączania, jakie zostały zastosowane, to były one następujące: lata publikacji (1.10.23-31.12.24); język polski; typ publikacji - naukowy, metodyczny lub "szara literatura" (raporty, przewodniki dla kadry nauczycielskiej); słowa kluczowe obecne w tytule, abstrakcie, słowach kluczowych. Ponieważ po pierwszych seriach wyszukiwania otrzymałyśmy niewielką liczbę rekordów, starałyśmy się uwzględnić również publikacje zawierające słowa kluczowe w pełnym tekście (jeśli oczywiście po przejrzeniu całości tekstu okazywało się, że dotyczy on edukacji globalnej).

Zastosowałyśmy również następujące kryteria wykluczania: pomijałyśmy wszystkie pozycje, którym brakowało wymiaru globalnego, uwzględniania współzależności globalnych (oceniałyśmy to przede wszystkim na podstawie abstraktu lub całej treści, jeśli była dostępna), dlatego nie włączałyśmy tekstów dotyczących wąsko rozumianej edukacji dla zrównoważonego rozwoju, koncentrujących się na ochronie środowiska czy zmianie klimatu, bez uwzględniania globalnej perspektywy. Pomijałyśmy również teksty o charakterze stricte publicystycznym.

W tym roku w przeglądzie uwzględnione zostały również materiały metodyczne, przygotowywane przez organizacje pozarządowe, skierowane do nauczycielek i nauczycieli chcących podejmować problematykę związaną z edukacją globalną w swoich klasach i na swoich lekcjach. Decyzja ta została podjęta przez koordynatorów Multilingual Global Education Digest po rozważeniu faktu, że w wielu krajach organizacje pozarządowe odgrywają kluczową rolę w tworzeniu materiałów edukacyjnych i wypracowywaniu strategii. Materiały te często są wysokiej jakości i nawiązują do najnowszych źródeł, trendów oraz teorii.

Analiza

Łącznie do analizy włączyłyśmy 36 pozycji, z czego tylko 4 zostały opublikowane w docelowym zakresie czasowym, czyli od 1 października 2023 do końca grudnia 2024 r. Pozostałe 32 pozycje to publikacje, które nie zostały włączone do wcześniejszych edycji Multilingual Global Education Digest, przede wszystkim dlatego, że wcześniejsze kryteria nie uwzględniały materiałów metodycznych publikowanych przez organizacje pozarządowe. Wśród tych 32 pozycji aż 28 to właśnie takie publikacje (wydane m.in. przez CEO, Fundację Kupuj Odpowiedzialnie, Fundację Krzyżowa, Związek Stowarzyszeń Polska Zielona Sieć, czy nieistniejący już Instytut Globalnej Odpowiedzialności).

Wśród wszystkich 36 analizowanych w tej edycji Multilingual Global Education Digest tekstów polskojęzycznych, najwięcej dotyczy edukacji formalnej na różnych poziomach kształcenia, głównie w szkole podstawowej (w przypadku 8 tekstów jest to temat główny, w przypadku kolejnych 19 - temat poboczny). Są to niemal wyłącznie materiały o charakterze metodycznym, zawierające wskazówki dla nauczycieli i nauczycielek, scenariusze zajęć i inspirujące aktywności edukacyjne. Drugim najpopularniejszym wątkiem tematycznym jest kształcenie i doskonalenie nauczycieli/lek, które jest tematem głównym 19 tekstów i tematem dodatkowym kolejnych 2. Teksty te w dużym stopniu pokrywają się z materiałami dotyczącymi edukacji formalnej. Pełnią one podwójną funkcję: służą zarówno jako narzędzie szkoleniowe dla nauczycieli/ek, jak i jako wsparcie dla realizacji edukacji globalnej w szkołach. Teksty te często oferują popularnonaukowe wprowadzenie do edukacji globalnej lub jej wybranych aspektów, odwołując się przy tym do kluczowych założeń teoretycznych.

Pozostałe tematy są znacznie rzadziej reprezentowane: 5 tekstów odnosi się do edukacji nieformalnej (z tego w 4 jest to temat główny), 2 - do edukacji pozaformalnej (w 1 jest to temat główny); po 1 tekście dotyczy zagadnień teoretycznych, polity i edukacji wyższej.

Spśród najnowszych publikacji skategoryzowanych jako akademickie, opublikowanych w okresie 1.10.23-31.12.2024, trzy odnoszą się do edukacji formalnej (szkolnej), a jedna - do obszaru polity.



W porównaniu z poprzednimi edycjami, tegoroczna polska część Digestu charakteryzuje się wyraźną przewagą tzw. „szarej literatury” oraz poradników metodycznych opracowanych przez organizacje pozarządowe. W związku z tym podział tematyczny koncentruje się znacznie bardziej na zagadnieniach edukacji nauczycielskiej i edukacji formalnej, w przeciwieństwie do wcześniejszych edycji, w których częściej pojawiały się wątki teoretyczne i koncepcyjne. Dominującym i powtarzającym się trendem pozostaje brak badań empirycznych.

Poza wspomnianymi materiałami edukacyjnymi i dydaktycznymi, w literaturze widoczna jest znacząca luka – środowisko akademickie wykazuje minimalne, niemal zerowe zainteresowanie tematyką edukacji globalnej.

Analiza publikacji pod względem autorstwa i wydawcy prowadzi do wniosku, że główną siłą napędową edukacji globalnej w Polsce są organizacje pozarządowe. Zdecydowana większość tekstów powstała z inicjatywy lub przy udziale sektora pozarządowego. I nie chodzi tu tylko o pozycje należące do tzw. „szarej literatury”, czyli np. raporty Grupy Zagranica. Część - nielicznych - tekstów opublikowanych w czasopiśmie lub monografiach naukowych, prezentujących wyniki badań empirycznych lub analizy teoretyczne, również jest rezultatem współpracy badaczy i badaczek z organizacjami pozarządowymi (w tegorocznej edycji Digest przykładem może być podręcznik akademicki „Wprowadzenie do zrównoważonego rozwoju: podręcznik akademicki”, który został stworzony z inicjatywy Fundacji HumanDoc). To przede wszystkim NGOsy inicjowały projekty badawcze i wdrożeniowe, które zaowocowały publikacjami naukowymi. To tylko umacnia tezę, że głównymi aktorami w obszarze EG, i to nie tylko w zakresie realizacji projektów i działań, ale także w obszarze tworzenia i inicjowania treści, w tym również naukowych, są w Polsce organizacje pozarządowe (por. Kuleta-Hulboj 2020).

Z analizy wynika również, że w Polsce tylko nieliczne osoby zajmują się tą tematyką, i grono to pozostaje raczej stałe – z tendencją do kurczenia się raczej niż rozwoju. Część badaczy i badaczek przenosi swoje zainteresowania w kierunku pokrewnych, choć odmiennych obszarów, takich jak edukacja międzykulturowa, migracje czy edukacja klimatyczna, przez co perspektywa globalna bywa spychana na dalszy plan lub traci na znaczeniu. Przyczyn tego stanu rzeczy może być wiele – od zmieniających się priorytetów politycznych i edukacyjnych, które obecnie silnie akcentują np. edukację dla zrównoważonego rozwoju, po rosnącą potrzebę reagowania na aktualne wyzwania, takie jak migracje czy kryzys klimatyczny czy po prostu zmianę zainteresowań badawczych. Brakuje również młodych badaczek i badaczy publikujących w języku polskim na temat edukacji globalnej. Choć kilka lat temu pojawiły się prace magisterskie i licencjackie poświęcone tej tematyce, nie widać, by ich autorzy i autorki kontynuowali ścieżkę naukową w tym obszarze.

Wyniki tegorocznej kwerendy w zestawieniu z wynikami z lat wcześniejszych wyraźnie pokazują spadek akademickiego zainteresowania edukacją globalną. Wskazują na to różne wspomniane wcześniej elementy: dominujący udział organizacji pozarządowych w tworzeniu treści, wycofywanie się badaczy i badaczek z tego obszaru, a także konkretne zdarzenia, takie jak zawieszenie wydawania czasopisma „Studies in Global Ethics and Global Education” czy brak projektów stricte badawczych dotyczących edukacji globalnej prowadzonych w języku polskim.

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POLISH: INTRODUCTION

In this article, we present the results of a review of the Polish-language global citizenship education literature published between 1 October 2023 and the end of December 2024. Among the publications analysed are also texts published in earlier years (from 2015 onwards) that were not included in the previous edition of the Multilingual Global Education Digest - either due to an earlier oversight or as a result of an expansion of the review criteria in the current year (which is explained later in the text).

Methodological notes

As in previous years, the search was conducted using the following keywords: 'global education' and 'global citizenship education' (together with their inflectional variants). Furthermore, to ensure maximum reliability of the results, the terms 'education' and 'global', together with their inflectional variants, were combined using logical operators.

The inclusion of the term 'global citizenship education' is justified by the fact that the popularity of this concept in the international literature has been increasing for at least some years. In Poland, the term is relatively infrequent in both academic literature and popular science publications. Nevertheless, it was worth including it, as it may signal an emerging new trend that may have gone unnoticed so far.

Other terms with a similar conceptual scope were not included in the search, as in previous editions of the Multilingual Global Education Digest. These include terms such as 'development education' and 'education for sustainable development'. 'Development education', although widespread in non-governmental discourse in the 1990s, has never gained popularity among researchers in Poland. On the other hand, 'education for sustainable development' (sometimes referred to as 'sustenance education', cf. Klimska 2021) functions in Polish-language literature primarily as indicating education that grew out of environmental, ecological education, broadened by the idea of sustainable development. Very often in the way it is understood, the global dimension or the global perspective gives way to environmental issues. Recognising that Global Citizenship Education is not limited to environmental issues, and that a global perspective is a key element of it, the term 'Education For Sustainable Development' was not used in the search. In addition, in accordance with a cross-sectoral agreement signed in 2011, the main stakeholders in Global Citizenship Education in Poland (the Ministry of Foreign Affairs, the Ministry of National Education and the Zagranica Group, which is a Polish platform of NGOs involved in development cooperation and Global Citizenship Education) agreed to use the term 'global education' as an umbrella term, encompassing a number of related educational streams.

We searched both the international databases agreed upon by the Digest preparation team and other sources relevant to the Polish context (e.g. national or regional databases or National Library catalogues) - as in previous years. As a result, we included the following sources in the search process:

1. international academic databases: Scopus, Web of Science, EBSCO, ProQuest, JSTOR;
2. Google Scholar;
3. Central and Eastern European Online Library (CEEOL);
4. the DOAJ database - Directory of Open Access Journals;
5. catalogues and bibliographies of the National Library (www.bn.org.pl). It should be noted that the main catalogue of the BN indexes the content of selected scientific journals and collective works.
6. the thesis repositories of 17 public universities (those available online);
7. the multi-search engine of the University of Warsaw Library, which enables integrated searching of the e-resources and the UW Libraries' catalogue;
8. to ensure that we would also find items belonging to the so-called 'grey literature', we used the Google Scholar search engine and the names of the largest NGOs involved in global education in Poland (PAH, CEO, IGO, Polish Green Network).



As for the inclusion criteria that were applied, they were as follows: years of publication (1.10.23-31.12.24); Polish language; type of publication - scientific, methodological or 'grey literature' (reports, guides for teaching staff); keywords present in the title, abstract, keywords. Since after the first series of searches we received a small number of records, we also tried to include publications containing keywords in the full text (if, of course, after reviewing the entire text it turned out that it was about Global Citizenship Education).

We also applied the following exclusion criteria: we omitted all items lacking a global dimension, a consideration of global interdependencies (we assessed this primarily on the basis of the abstract or the entire content, if available), and therefore we did not include texts on Education For Sustainable Development in the narrow sense, focusing on environmental protection or climate change, without considering the global perspective. We also omitted texts of a strictly journalistic nature.

This year's review also included methodological materials, prepared by NGOs, aimed at teachers who want to address Global Citizenship Education issues in their classrooms and lessons. This decision was taken by the coordinators of the Multilingual Global Education Digest after considering the fact that in many countries NGOs play a key role in creating educational materials and developing strategies. These materials are often of high quality and refer to the latest sources, trends and theories.

Analysis

In total, we included 36 items in the analysis, of which only four were published within the target timeframe, i.e. from 1 October 2023 to the end of December 2024. The remaining 32 items are publications that were not included in the earlier editions of the Multilingual Global Education Digest, mainly because the earlier criteria did not take into account methodological materials published by non-governmental organisations. Among these 32 items, as many as 28 are precisely such publications (published by, among others, CEO or PAH).

Among all 36 Polish-language texts analysed in this edition of the Multilingual Global Education Digest, most are about formal education at different levels of education, mainly in primary school (in the case of 8 texts this is the main scope, in the case of another 19 - a side topic). These are almost exclusively materials of a methodological nature, containing tips for teachers, lesson plans and inspiring educational activities. The second most popular thematic scope is the pre and in-service teachers' training, which is the main scope of 19 texts and a subsidiary theme of 2. These texts overlap to a large extent with materials on formal education. They serve a dual function: they serve both as a training tool for teachers and as support for the implementation of Global Citizenship Education in schools. The texts often offer a popular scientific introduction to Global Citizenship Education or selected aspects of it, while referring to key theoretical assumptions.

Other topics are much less represented: 5 texts refer to non-formal education (4 of which have it as their main focus), 2 to informal education (1 with a primary focus), and 1 text each addresses theoretical issues, policy, and higher education.

Of the most recent publications categorised as academic, published between 1.10.23 and 31.12.2024, three relate to formal education and one to the policy area.

Compared to previous editions, this year's Polish section of the Digest is characterised by a clear predominance of so-called 'grey literature' and methodological guides produced by NGOs. Consequently, the thematic division focuses much more on issues of teacher education and formal education, in contrast to previous editions where theoretical and conceptual themes were more prevalent. The lack of empirical research remains a dominant and recurring trend.

Apart from the aforementioned educational and didactic materials, a significant gap in the literature is apparent - the academic community shows minimal, almost zero interest in the topic of Global Citizenship Education.



An analysis of publications in terms of authorship and publisher leads to the conclusion that NGOs are the main driving force behind Global Citizenship Education in Poland. The vast majority of texts were written on the initiative of or with the participation of the non-governmental sector. And it is not only about the items belonging to the so-called 'grey literature', i.e. reports of the Grupa Zagranica, for example. Some - a small number - of the texts published in academic journals or books, presenting the results of empirical research or theoretical analyses, are also the result of cooperation between researchers and NGOs (in this year's Digest, an example is the academic textbook 'Introduction to Sustainable Development: an Academic Textbook', which was created on the initiative of the HumanDoc Foundation). It was primarily NGOs that initiated research and implementation projects that resulted in academic publications. This only reinforces the thesis that the main actors in the area of Global Citizenship Education, and not only in the implementation of projects and activities, but also in the area of creating and initiating content, including scientific content, are NGOs in Poland (cf. Kuleta-Hulboj 2020).

The analysis also shows that in Poland only a few people are working on this topic, and this group remains rather static - with a tendency to shrink rather than grow. Some researchers are shifting their interests towards related but different areas, such as Intercultural Education, Migration or Climate Education, so that the global perspective tends to be relegated to the background or loses its importance. The reasons for this can be many - from changing political and educational priorities, which now place a stronger emphasis on e.g. Education For Sustainable Development, to the growing need to respond to current challenges such as migration or the climate crisis or simply a change in research interests. There is also a lack of young researchers publishing in Polish on Global Citizenship Education. Although a few years ago there were some Master's and Bachelor's theses dedicated to this area, it is not apparent that their authors are continuing their academic path in this area.

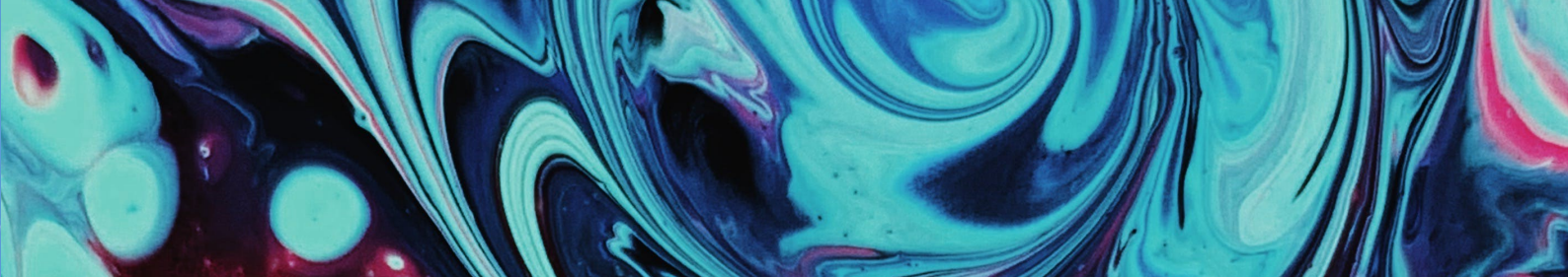
The results of this year's search, compared to those of previous years, clearly show a decline in academic interest in Global Citizenship Education. This is indicated by the various elements mentioned earlier: the dominant participation of NGOs in content creation, the withdrawal of researchers from the field, as well as specific events such as the suspension of the publication of the journal "Studies in Global Ethics and Global Education" or the lack of strictly academic projects on Global Citizenship Education conducted in Polish.

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GLOBAL EDUCATION DIGEST 2024 PORTUGUÊS

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PORTUGUÊS (PT): INTRODUÇÃO

O ano de 2024 assinalou o 50.º aniversário do 25 de Abril de 1974 – o “Dia da Liberdade” - um marco fundamental na história de Portugal que pôs fim a décadas de ditadura e abriu caminho à democracia. Mais do que uma transição política, esta data simboliza um despertar cívico e uma nova visão sobre o papel de Portugal no mundo. Ao potenciar a valorização de valores de cidadania democrática no quadro do sistema educativo, representa também um momento crucial na evolução da Educação para o Desenvolvimento e a Cidadania Global (EDCG) no país.

A abertura democrática do Portugal pós-1974 coincidiu com um período de descolonização e de confronto com o passado. Nos anos que se seguiram, as iniciativas de desenvolvimento assumiram muitas vezes um carácter assistencialista, bem-intencionado, mas frequentemente reprodutor de lógicas paternalistas. Com o tempo, no entanto, emergiu uma visão mais crítica e transformadora da Educação para o Desenvolvimento (ED) que não procurava apenas “ajudar”, mas desafiar as desigualdades globais, confrontar injustiças estruturais e trabalhar em conjunto por uma transformação social profunda (Coelho & Coelho, 2024).

A EDCG em Portugal foi-se consolidando como um campo preocupado não só com a sensibilização para questões globais, mas também com a promoção da participação ativa, da reflexão crítica e do envolvimento democrático. Esta evolução acompanha o próprio percurso da sociedade portuguesa na construção de uma democracia mais profunda e participativa.

Ao comemorarmos este marco de 50 anos, é particularmente significativo observar como esta data tem inspirado um novo olhar sobre a democracia e a educação, tanto no espaço académico como na esfera pública. Ao longo de 2023 e 2024, várias publicações, números especiais e eventos revisitaram o legado do 25 de Abril através dos temas da liberdade, da participação e da luta contínua pela justiça global. Esta atenção não surge por acaso; reflete o desejo coletivo de honrar o passado e, ao mesmo tempo, imaginar futuros mais justos, inclusivos e sustentáveis.

Ao refletirmos sobre meio século de liberdade, nesta edição do *Global Education Digest* (GEC) convidamos o/a leitor/a a pensar em como a educação pode continuar a promover valores democráticos, desafiar o status quo e educar cidadãos comprometidos com a transformação social.

Metodologia

A pesquisa realizada pela equipa portuguesa resultou na compilação de documentos oriundos do contexto português publicados entre outubro de 2023 e dezembro de 2024. 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 (Grant & 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](#)¹) e revistas científicas na área da educação editadas em

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



Portugal, tais como [Indagatio Didactica](#), [Educação, Sociedade & Culturas](#), [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 Organizações Não-Governamentais para o Desenvolvimento](#) (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, entre outubro de 2023 e dezembro de 2024, 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 números especiais em revistas académicas e não académicas e eventos de cariz temático ou científico.

Resultados da pesquisa

No total, foram identificados 25 documentos, 8 publicados em 2023 e 17 publicados em 2024 até à data de recolha de dados (11 de fevereiro de 2025). Quando analisada a tipologia de documento (Gráfico 1), percebe-se um predomínio de publicações de literatura cinzenta (12), sendo esta a tipologia que mais se evidencia face à edição anterior. Seguidamente, surgem capítulos de livro, totalizando sete (7) publicações. Com menor prevalência, foram identificados três (3) relatórios, dois (2) artigos científicos em revistas académicas, correspondendo à tipologia com menor incidência face à edição anterior, e, por fim, apenas um (1) livro foi identificado. Não foram identificadas teses de doutoramento.

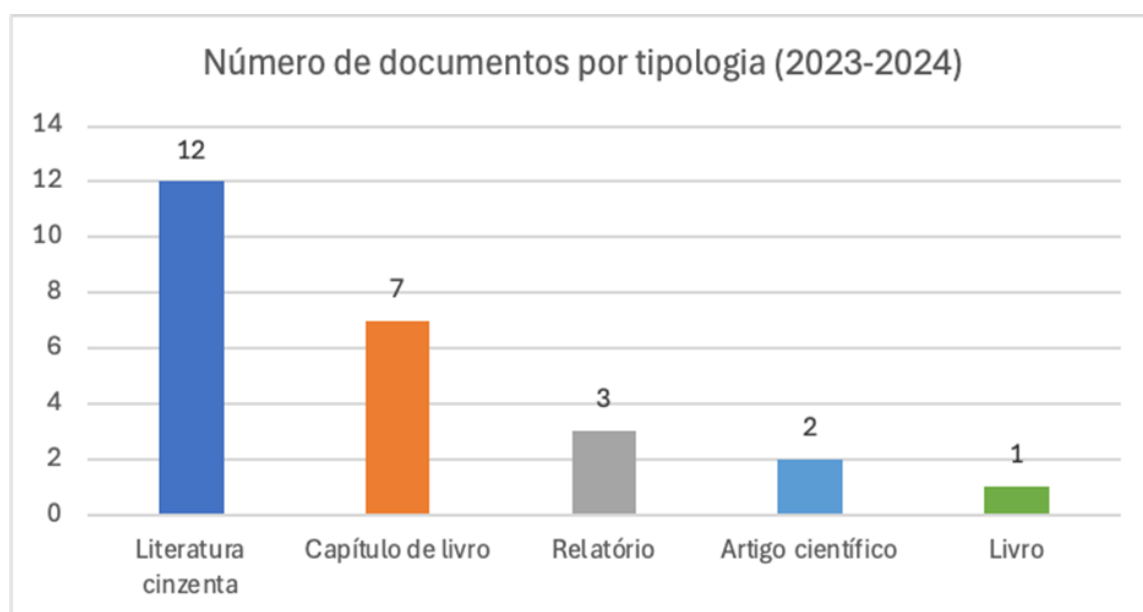


Gráfico 1: Número de publicações por tipologia de documento (PT, 2023-2024)



Relativamente à temática base abordada (Gráfico 2), a maioria das publicações são no domínio das políticas (n=7), com maior incidência face à edição anterior, seguida por publicações sobre educação não formal (n=6). Com menor incidência face à edição anterior surgem as publicações sobre educação informal, incluindo trabalho com jovens, media e trabalho comunitário (n=4), e textos de natureza teórico-conceptual (n=3). De seguida, surgem as publicações centradas no contexto da educação formal (n=2), e publicações no domínio da formação de professores/as e formadores/as (n=2). Por fim, a temática com menor número de publicações é a do ensino superior (n=1). Não foram identificadas publicações incidentes na temática do voluntariado internacional, visitas de estudo e parcerias educativas, tal como na edição anterior do GED.

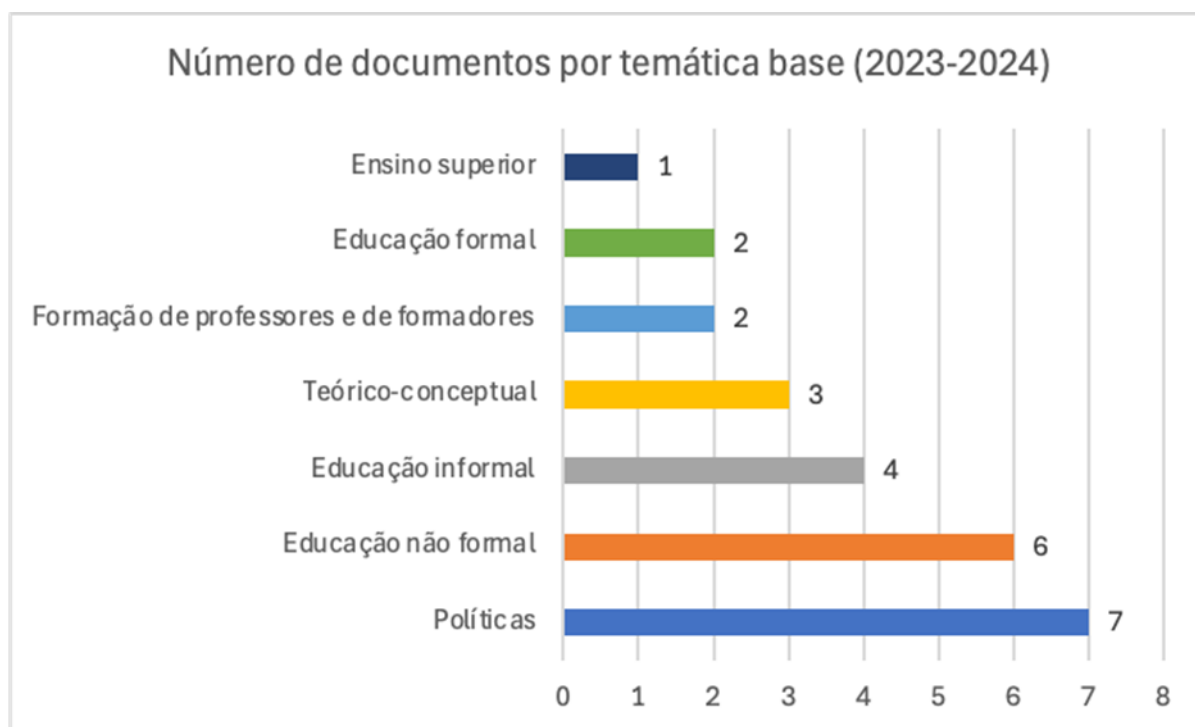


Gráfico 2: Número de publicações por temática base (PT, 2023-2024)

Dinâmicas conceptuais da EDCG em Portugal (2023-2024)

Em Portugal, o conceito mais utilizado a nível institucional continua a ser o de “Educação para o Desenvolvimento” (ED), tratando-se de um conceito norteador de documentos-chave promovidos quer pelo Camões - Instituto da Cooperação e da Língua, I.P. (Camões, I.P.), a agência de cooperação portuguesa dedicada à área do Desenvolvimento, quer pela Direção-Geral da Educação, responsáveis por documentos estruturantes neste domínio, tais como a [Estratégia Nacional de Educação para o Desenvolvimento](#) (ENED) e o [Referencial de Educação para o Desenvolvimento – Educação Pré-Escolar, Ensino Básico e Ensino Secundário](#).

Como já referido em edições anteriores, o facto de o Camões, I.P. desempenhar um papel muito significativo na promoção da ED, sendo um dos principais financiadores nacionais de atividades neste âmbito, tem influência sobre a preponderância da mobilização deste conceito. Não obstante, o termo “Educação para a Cidadania Global” (ECG) tem vindo, gradualmente, a ganhar visibilidade, uma vez que figura nos títulos e nos conceitos-chave de documentos de natureza diversa.

Com base na recolha de bibliografia relativa ao período em análise, podemos constatar que cinco (5) publicações utilizam o termo “Cidadania Global” no título; quatro (4) “Educação para o Desenvolvimento” e duas (2) recorrem ainda a uma versão combinada dos dois termos, “Educação para o Desenvolvimento e Cidadania Global” (EDCG).



Comparativamente ao GED anterior, nenhuma das publicações utiliza o conceito de “Educação Global” no título. Ainda assim, assiste-se à presença de publicações que demonstram a transversalidade de abordagens temáticas no quadro da EDCG. Referimo-nos, por exemplo, a fichas de ação pedagógica que incidem, nomeadamente, em “Pobreza e Desigualdades”, “Ambiente e Ação Climática”, “Segurança, Paz e Democracia” e a “Educação como Fator de Transformação Social”.

No âmbito da [Estratégia Nacional da Educação para a Cidadania](#) (ENEC), têm vindo a ser publicados Referenciais que reforçam a intenção de fornecer orientações para a intervenção pedagógica e contribuir para a formação pessoal e social de alunas e alunos, desde o pré-escolar ao ensino secundário, alinhando-se com os princípios, valores e áreas de competência definidos no [Perfil dos Alunos à Saída da Escolaridade Obrigatória](#). Entre estes, salientamos aqueles que se enquadram numa perspetiva de EDCG: *o Referencial de Direitos Humanos, o Referencial de Educação para os Media* e *o Referencial Instituições e Participação Democrática*.

Tendo em consideração que Portugal assinalou os 50 anos do 25 de Abril, o conceito de Democracia, acoplado ao de Solidariedade Global, encontra-se presente numa publicação da *Plataforma Portuguesa das ONGD*, ator fundamental na área da EDCG.

Importa ainda referir que a pesquisa levada a cabo aponta para que a Transformação Social também continue a surgir em combinação com as palavras de pesquisa norteadoras.

Apesar de, como já havíamos refletido em anos anteriores, não termos considerado o conceito de “Educação para o Desenvolvimento Sustentável” como termo de pesquisa em Portugal, surgiram três referências ao mesmo, em articulação com as nossas palavras-chave. As mesmas revelam que a *Agenda 2030* e os Objetivos de Desenvolvimento Sustentável (ODS) alicerçam diálogos, reflexões e práticas neste contexto. É de salientar que num dos títulos surge o conceito de Educação para a Cidadania Sustentável e noutra evidencia-se a relação Cidadania Global para o Desenvolvimento Sustentável.

Tendências e destaques da EDCG em Portugal (2023-2024)

Nesta edição do GED, é de destacar a predominância de publicações de literatura cinzenta, contabilizando um total de doze (12) textos. A maioria destas publicações centra-se no domínio das políticas, da educação não formal e da educação informal.

No caso das políticas, identificam-se, no total, sete (7) publicações (documentos e relatórios), o que denota um aumento significativo face à anterior edição, na qual se tinham registado apenas três (3) publicações. São de referir, em particular, o Relatório de Acompanhamento da ENED, elaborado, anualmente, desde 2011; a publicação, pela Direção-Geral de Educação, de três Referenciais integrados na ENEC – um dedicado à participação democrática, outro à educação para os media e outro à educação para os direitos humanos; e um relatório de Diagnóstico de Cidadania Global para o Desenvolvimento Sustentável, realizado no âmbito da Iniciativa Ibero-Americana de Cidadania Global para o Desenvolvimento Sustentável, na qual participam Andorra, Chile, Espanha, Paraguai, Portugal, República Dominicana e Uruguai. Estas publicações refletem a atenção e apoio que o campo continua a merecer no âmbito de dois documentos políticos de referência - a ENED e da ENEC - bem como por parte de Organizações da Sociedade Civil (OSC).

No que se refere à educação não formal, identificam-se, no total, seis (6) publicações (documentos e relatórios), das quais é digna de nota a produção de guiões informativos para jovens em torno de desafios globais, tais como, ambiente e ação climática, direitos humanos, educação como fator de transformação social, pobreza e desigualdades, segurança, paz e democracia. Estes guiões visam promover uma cidadania ativa, consciente e informada em prol do desenvolvimento global.

No âmbito da educação informal, foi possível identificar quatro (4) publicações: dois (2) artigos de revista, um (1) artigo de revista não científica e um (1) capítulo de livro. Nestes documentos exploram-se os papéis das comunidades (de aprendizagem e de prática), bem como de ferramentas (como os livros cartoneros ou a Revista Sinergias) como espaços desinstaladores, promotores da reflexão e da participação conjunta de diferentes atores na construção de compromissos coletivos para uma cidadania global.



No seu conjunto, estes documentos comprovam o papel fundamental que as OSC, entre elas as ONGD, continuam a desempenhar na influência política para a EDCG e na sensibilização e mobilização da sociedade para a transformação social, no sentido de construir sociedades mais justas, solidárias, inclusivas, sustentáveis e pacíficas.

Surpreendente para a equipa portuguesa do GED, foi a diminuição significativa do número de artigos científicos, comparativamente a edições anteriores (de 17 para 2 documentos). De entre os artigos publicados em Portugal, um é de cariz teórico-conceitual, tendo por base a obra *Fundamentos teóricos e empíricos da educação para a cidadania global crítica* da autoria de Carlos Alberto Torres, e o outro realizou-se do âmbito da educação informal para uma cidadania sustentável em contexto familiar. Apesar do decréscimo do número de artigos científicos parecer denotar uma menor atenção da comunidade académica ao campo, não se pode menosprezar a atual tendência, por parte dos/as investigadores/as, em publicar em outras línguas para uma maior visibilidade externa da sua investigação e/ou para cumprir as atuais exigências académicas. Neste âmbito, é de referir que, na edição deste ano do GED, se registam cinco (5) publicações de autores portugueses em língua inglesa e três (3) publicações em língua espanhola.

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 educação formal e da formação de professores/as e formadores/as, com dois (2) textos cada. Destaque deve ser dado ao livro de atas do VII Encontro Internacional de Formação na Docência (Mesquita et al., 2023), que reúne um conjunto de capítulos dedicados à EDCG. Estes textos dão lugar de destaque às escolas (incluindo as instituições de formação de professores/as), defendendo que estas desempenham um papel fundamental na formação para a compreensão crítica e para a participação informada perante os desafios locais e globais que se colocam à construção de um mundo mais justo, inclusivo e solidário. No âmbito educativo, destaca-se ainda a importância da literatura sobre temas de relevo, como a paz ou as migrações, como impulsionadora de uma consciência cívica engajada e como auxiliar na ação pedagógica de (futuros/as) docentes.

Não obstante o papel preponderante das escolas, outros textos do livro de atas evidenciam a importância que as OSC desempenham na educação e na formação inicial e contínua de professoras/as. Como assinalam Fonseca et al. (2023), num capítulo que integra este livro:

A formação em ED, tanto inicial como contínua, de professores/as ou de educadores/as – no sentido amplo e freiriano do termo – é feita de reflexividade, num caminho em que formação e ação – ou prática – se alimentam mutuamente e, no que às escolas e comunidades educativas diz respeito, é um caminho que abarca não só estudantes e professores/as mas também assistentes operacionais, encarregados/as de educação, OSC, municípios, instituições públicas, lojas e comerciantes dos bairros onde as escolas se encontram (p. 492).

Tal como sugere o provérbio “It takes a village to raise a child”, parece assumir-se, com esta citação, que a formação de professores/as é uma tarefa que deve envolver e implicar toda a comunidade educativa e alargada, com efeitos recíprocos.

Outros livros a merecer destaque no âmbito da formação de professores/as e do ensino superior são duas coletâneas: *Language and intercultural competence education in a global age: Bridging divides for diverse, inclusive societies* (Balula et al., 2024) e *Formar para ensinar a língua materna no século XXI* (Sá, 2024). O primeiro livro inclui textos em língua inglesa e portuguesa que advogam uma formação de estudantes do ensino superior centrada no desenvolvimento de competências para a vida (*life skills*) - e.g., consciência global, competência intercultural, pensamento crítico e criativo - que lhes permitam prosperar num mundo globalizado, interdependente e multicultural, o que denota um claro enfoque neoliberal. O segundo livro apresenta um programa de formação de professores/as e educadores/as para o ensino da língua materna, com enfoque na educação para a cidadania global.

Não podemos, igualmente, deixar de destacar, no âmbito das publicações de natureza teórico-conceitual, que totalizam três (3) textos nesta edição do GED, a publicação do livro *Direitos humanos: aspectos interdisciplinares e travessias globais* (Veiga et al., 2024). Esta publicação, que resulta do *I Congresso Internacional Global Crossings*, um evento organizado no âmbito de um projeto internacional Erasmus+ com o mesmo nome, integra textos que aprofundam o debate em torno dos direitos individuais e sociais na sua relação com a cidadania global, as mudanças climáticas, o ecocídio e a transhumanidade.



Em suma, não obstante a menor incidência nesta edição do GED de publicações sobre EDCG em artigos científicos, livros, capítulos de livro e teses de doutoramento, existem evidências de que o campo continua a colher o interesse da comunidade académica, quer no seu alargamento conceptual, nomeadamente na sua relação com termos como sustentabilidade, direitos humanos e participação democrática, quer na inclusão da EDCG como finalidade educativa nas instituições escolares e de formação de professores/as.

Outras dinâmicas de produção e disseminação de conhecimento

Edições especiais sobre EDCG em Portugal (2023-2024)

No âmbito das edições especiais nas revistas académicas de Portugal, destaca-se a revista *Sinergias - diálogos educativos para a transformação social* que, no seu número 16 (2024), abordou a temática [“Educação, Transformação Social e Cidadania Global: Debates, Caminhos e Sentidos do Político”](#). Para além desta revista, totalmente dedicada a esta área, merecem destaque outras revistas que produziram e divulgaram conhecimento sob a perspectiva da ED. Nesse sentido, salientam-se as edições, publicadas em 2023 e 2024, da [Mundo Crítico – Revista de Desenvolvimento e Cooperação](#) com um número intitulado “As representações do mundo no mundo das representações” (2023) e outro dedicado ao “Desenvolvimento e paz em tempos de conflitos” (2024). Destaca-se ainda a revista *Saber & Educar* que apresentou edições intituladas [“Caderno Temático: Infância - Paz, sustentabilidade e inclusão”](#) (vol. 32, nº1) e [“Caderno Temático Ensinar e Aprender História no Século XXI – Desafios e Potencialidades”](#) (vol. 33, nº 1). A revista *Educação, Sociedade e Culturas*, dedicou os seus números a temas como [“Teacher Education: Building an Agenda for the 21st Century”](#) (n.º 67) e [“Doctoral students’ extracurricular activities: multi-national and intercultural enrichment experiences for learning and networking”](#) (nº 68). No contexto das celebrações do 50º aniversário do 25 de abril de 1974, esta última revista apresentou ainda uma edição dedicada a [“Educação, Liberdade e Democracia: Celebrar 50 Anos do 25 de Abril”](#) (nº69).

No que diz respeito às revistas não académicas, destaca-se a revista da Plataforma Portuguesa das ONGD, que publicou um número intitulado [“Um mundo em mudança: que espaço para a Cooperação?”](#) (2024). Esta revista constitui uma voz significativa da Sociedade Civil, nomeadamente as ONGD, no contexto português.

Eventos científicos de EDCG em Portugal (2023-2024)

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. A edição de 2024 centrou-se no tema “Formação Inicial para a Docência: Avanços e Recuos?”. Os nove (9) encontros já realizados contemplaram o eixo temático *Formação Docente e Educação para o Desenvolvimento*.

Também em 2024, merecem atenção três eventos que promoveram uma reflexão crítica sobre a construção da liberdade, democracia e justiça social à luz da ED: o Congresso da Sociedade Portuguesa de Ciências da Educação (SPCE), dedicado ao tema [“Educação, Liberdade e Democracia”](#); o I Congresso Internacional de Investigação em Práticas Educativas, subordinado ao tema [“Uma Educação para o Desenvolvimento”](#); e o II Congresso História Pública em Portugal, com o mote [“Usos do Passado nos 50 anos da Revolução dos Cravos”](#).

Importa ainda referir a realização da Mesa Redonda [“Democracy\(ies\) and Development Education – Insights from European contexts”](#) que contou com a participação de seis pessoas membros da rede académica europeia ANGEL (*Academic Network on Global Education & Learning*).



Considerações finais

Em jeito de conclusão, apresentamos, no Gráfico 3, a contagem anual de publicações sobre EDCG, registadas no contexto português na última década (2014 a 2024). Esta visão histórica permite-nos compreender que, não obstante uma tendência de evolução positiva, assistimos, desde 2022, a um decréscimo na produção sobre EDCG em Portugal. Ainda que 2022 tenha sido um ano excecional, no qual se registou o número mais elevado de publicações até ao momento (um total de 33), é evidente a diminuição das publicações de cariz académico, em particular, artigos científicos que, em anos anteriores, representavam a tipologia dominante. Em contraste, esta edição do GED evidencia um crescimento significativo da chamada literatura cinzenta, com destaque para documentos e relatórios no âmbito das políticas e da educação não formal e informal, publicados, na sua larga maioria, por OSC. Esta tendência parece realçar o papel preponderante que as OSC continuam a desempenhar na consciencialização e sensibilização de um público abrangente sobre temas e questões de natureza global e local, bem como na influência no campo das políticas educativas em Portugal.

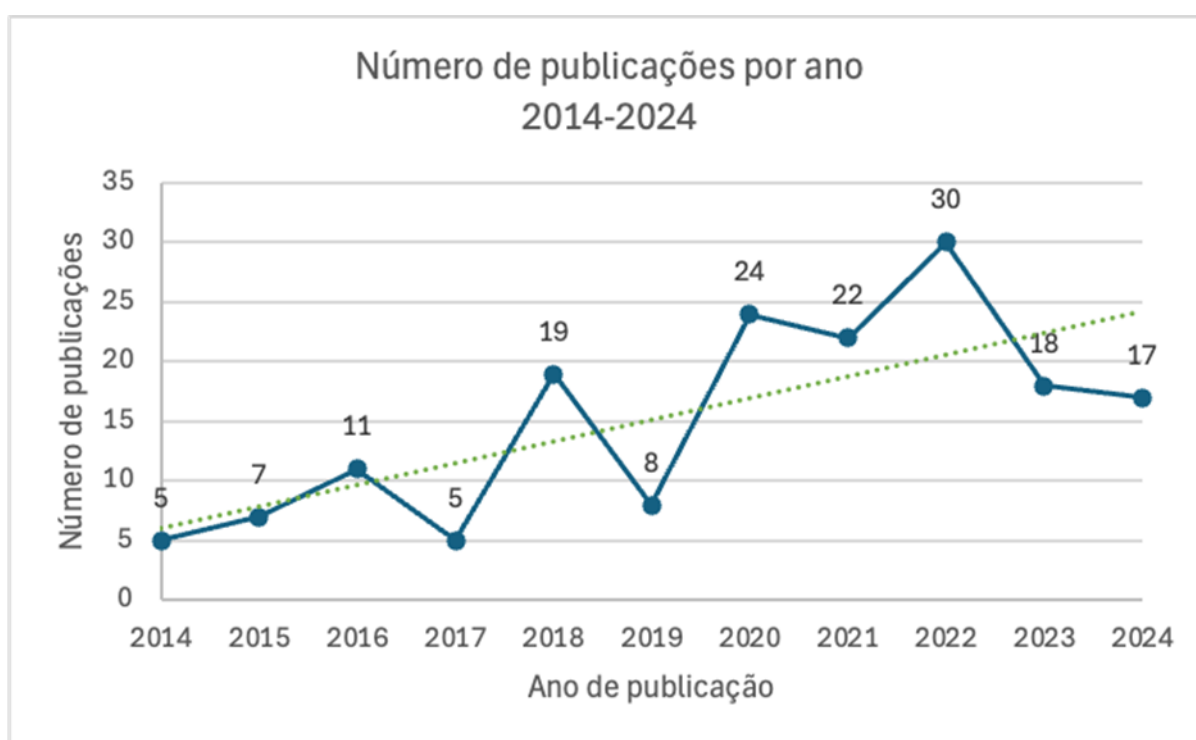


Gráfico 3: Número de documentos por ano de publicação (PT, 2014-2024)

Apesar deste abrandamento na produção académica, que pode, em parte, ser justificado pela publicação em outras línguas que não o português, o interesse pela EDCG permanece vivo e visível noutras iniciativas de produção e disseminação de conhecimento. É o caso de números especiais de revistas académicas e não académicas e eventos, que evidenciam o dinamismo desta área nos últimos anos.

Concluída a quinta participação da equipa portuguesa no GED, importa, contudo, reconhecer algumas limitações do trabalho desenvolvido. Destaca-se, desde logo, a indexação inadequada de algumas produções, o que representa um desafio significativo à identificação abrangente de todas as publicações na área, especialmente considerando que a EDCG continua a consolidar-se enquanto campo em Portugal. Outra limitação é a ausência de uma indexação precisa, que pode conduzir à exclusão involuntária de contribuições relevantes. A esta limitação acresce a impossibilidade de realizar uma leitura integral de todos os textos selecionados, sobretudo por constrangimentos de tempo, o que condiciona a profundidade e complexidade da análise possível.



Ainda assim, não podemos deixar de sublinhar o significado especial desta edição do GED no contexto das comemorações do 25 de Abril de 1974, um marco histórico que pôs fim à ditadura em Portugal e inaugurou um novo ciclo de liberdade, democracia e participação cidadã. Embora os indicadores quantitativos desta edição possam, à primeira vista, sugerir uma menor atenção ao campo da EDCG, é fundamental interpretá-los também à luz da sua dimensão qualitativa. A diversidade de formatos, o protagonismo das OSC e o dinamismo de outras dinâmicas de produção e disseminação do conhecimento, revelam um envolvimento sustentado no campo. Assim, mais do que números, os dados aqui apresentados refletem um compromisso contínuo com os valores que abril simboliza. O aprofundamento da EDCG em Portugal é, assim, parte integrante do processo inacabado de construção de uma democracia viva, inclusiva e consciente.

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PORTUGUESE (PT): INTRODUCTION

The year 2024 marked the 50th anniversary of the 25th of April 1975 – “Freedom Day” - a crucial moment in Portugal’s history that ended decades of dictatorship and paved the way for democracy. More than a political transition, this date stands as a symbol of civic awakening and the reimagining of Portugal’s role in the world. By fostering the promotion of democratic citizenship values within the education system, it also represents a pivotal moment in the evolution of Education for Development and Global Citizenship (EDGC) in the country.

The democratic awakening of post-1974 Portugal coincided with a period of decolonization and reckoning with the nation’s past. In the immediate aftermath, development initiatives often bore a strong assistentialist tone, well-intentioned, but frequently reproducing paternalistic logics. Over time, however, a more critical and transformative vision of Development Education (DE) emerged, seeking not to “help” in the traditional sense of the word but to challenge global inequalities, confront structural injustices and work together for profound social change.

EDGC in Portugal gradually matured into a field concerned not only with raising awareness of global issues, but also cultivating active participation, critical reflection and democratic engagement. This progression echoes the broader journey of Portuguese society toward a deeper, more participatory democracy.

As we commemorate this 50-year milestone, it is particularly significant to note how this date has sparked a renewed focus on democracy and education in both academic and civic spaces. Across 2023 and 2024, numerous publications, special issues and public events have revisited the legacy of the 25th of April through the lens of freedom, participation and the ongoing struggle for global social justice. The attention to these themes is no coincidence; it reflects a collective desire to honour the past while imagining more just, inclusive and sustainable futures.

As we reflect on half a century of freedom, in this edition of the *Global Education Digest (GED)*, we invite the reader to consider how education can continue to promote democratic values, challenge the status quo and educate citizens committed to social transformation.

Methodology

The research conducted by the Portuguese team involved compiling documents from the Portuguese context published between October 2023 and December 2024. The study followed the principles and procedures of a state-of-the-art review, as outlined by Grant and Booth (2009). To reflect both the current landscape and the historical development of the field in Portugal, the research focused on three key terms: “Global Citizenship Education,” “Development Education,” and “Global Education.” “Global Citizenship Education” was examined on its own, while the other two terms were analyzed in combination with “Global Citizenship” using Boolean operators, for example, “Development Education” AND “Global Citizenship.” This strategy was used because, in Portuguese, “Development Education” and “Global Education” may carry meanings that differ from those intended in this study.

A wide range of bibliographic sources was consulted, including international academic databases such as SCOPUS, EBSCO, ERIC, and Web of Science, complemented by searches on Google Scholar PT. Additionally, Ibero-American academic databases (SciELO, Redalyc, and Dialnet) were explored, along with official scientific repositories ([RCAAP](#) and [RENATES](#)¹) and scientific journals in the field of education published in Portugal, such as [Indagação Didáctica](#), [Educação, Sociedade & Culturas](#), [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

1. 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.



the [Portuguese Platform of NGOs](#), and the recent publications section of the journal [Sinergias - Diálogos Educativos para a Transformação Social](#).

State of the art

In this section, we present a comprehensive overview and reflection on the state of scientific production in Portugal related to Global Citizenship Education, Development Education, and Global Education (collectively referred to as “Education for Development and Global Citizenship” - EDGC) for the period between October 2023 and December 2024. We begin by outlining the search results, detailing the number of publications by source type and main theme. We then reflect on the most relevant concepts within the Portuguese context and the key trends observed in scientific output during this period. Finally, we highlight other dimensions of knowledge production and dissemination that demonstrate the vibrancy of the field in Portugal, including special issues in academic and non-academic journals, and thematic or scientific events.

Search results

A total of 25 documents were identified, 8 published in 2023 and 17 published in 2024, up to the data collection date (11 February 2025). An analysis of the source type (Figure 1) reveals a predominance of grey literature publications (12), which also represents the most significant increase compared to the previous edition. This is followed by book chapters, with a total of seven (7) publications. Less frequently, three (3) reports and two (2) peer-reviewed journal articles were identified, with the latter showing the lowest incidence compared to the previous edition. Finally, only one (1) book was identified, and no doctoral theses were found.

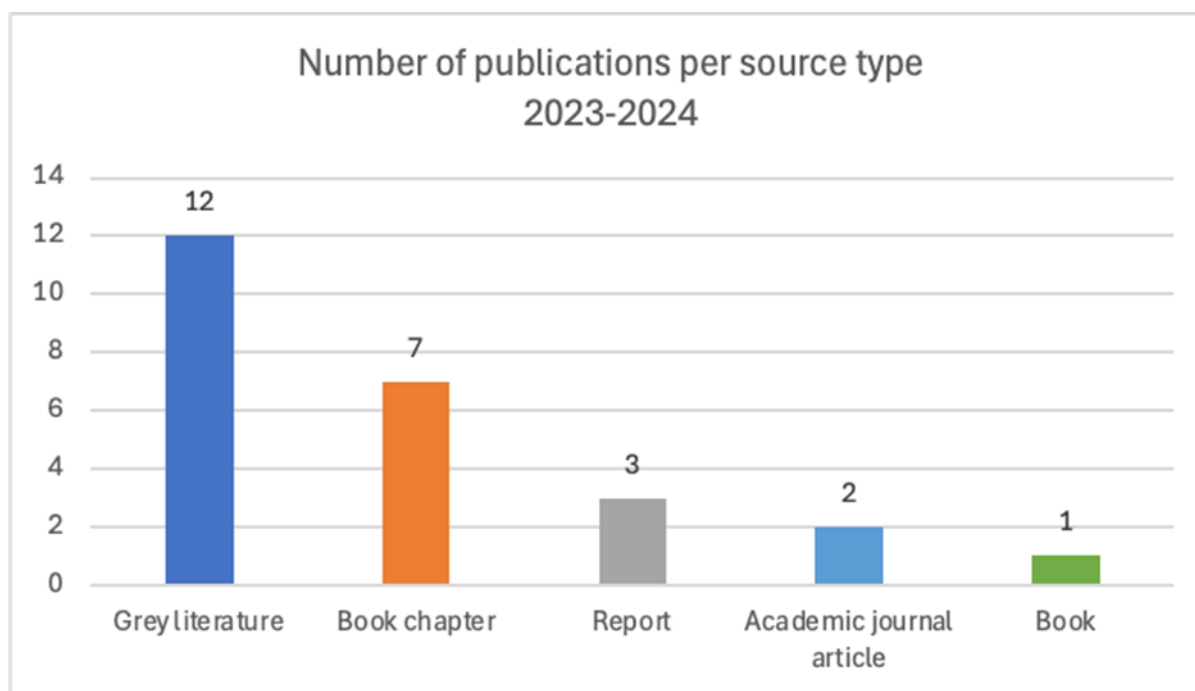


Figure 1: Number of publications per source type (PT, 2023-2024)

Regarding the main themes addressed (Figure 2), the majority of publications focus on policies (n=7), showing an increase compared to the previous edition, followed by publications on non-formal education (n=6). There is a decrease compared to the previous edition in publications on informal education, including work with youth, media, and community work (n=4), as well as theoretical and conceptual texts (n=3). Next, there are publications focused on the context of formal education (n=2), and publications on teacher education & training of trainers (n=2). Finally, the theme with the fewest publications is higher education



(n=1). No publications were identified on international volunteering, study visits & educational partnerships, as was the case in the previous edition of the GED.

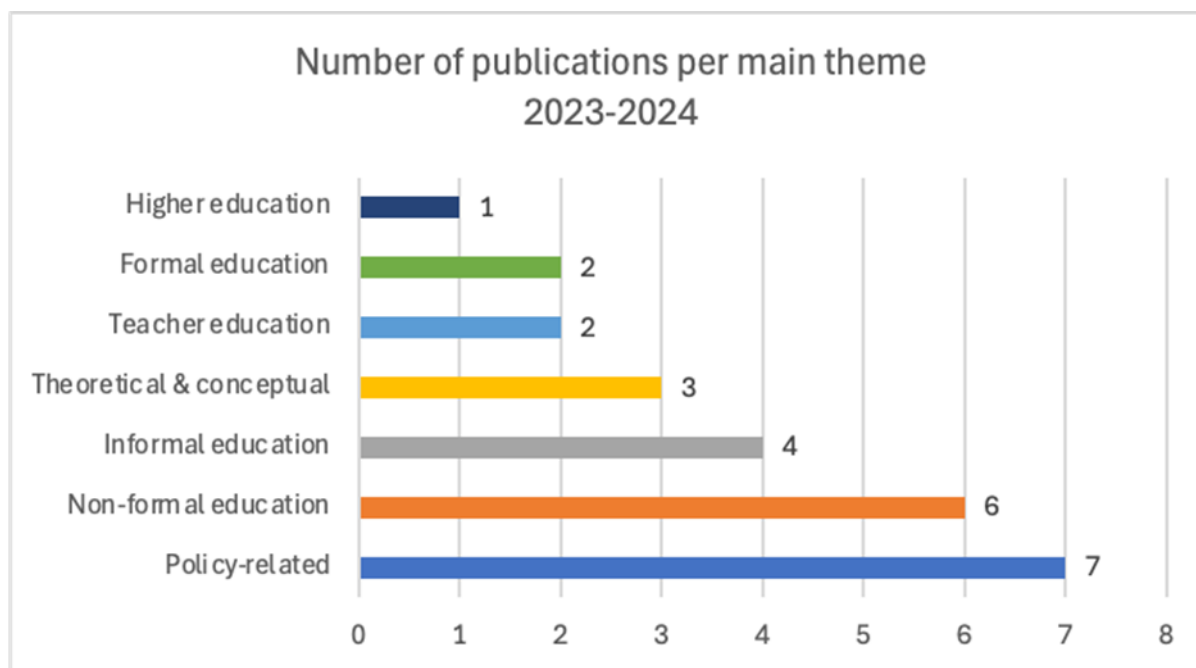


Figure 2: Number of publications per main theme (PT, 2023-2024)

Conceptual dynamics of EDGC in Portugal (2023-2024)

In Portugal, the most widely used concept at the institutional level remains “Development Education” (DE). This concept serves as the foundation for key documents promoted by both Camões - Institute for Cooperation and Language, I.P. (CICL), the Portuguese agency responsible for international development cooperation, and the Directorate-General for Education. These bodies are responsible for important documents in this field, such as the [National Strategy for Development Education](#) (ENED) and the [Development Education Framework](#).

As mentioned in previous editions, the fact that CICL plays a significant role in promoting DE, being one of the main national funders of activities in this area, influences the prominence of this concept. Nevertheless, the term “Global Citizenship Education” (GCE) has gradually gained visibility, as it appears in the titles and key concepts of various types of documents.

Based on the publications collected for the period under analysis, we can see that five (5) use the term “Global Citizenship” in the title; four (4) use “Development Education”; and two (2) use a combined version of both terms, “Education for Development and Global Citizenship” (EDGC).

Compared to previous editions of the GED, none of the publications use the term “Global Education” in the title. However, some publications highlight the cross-cutting nature of thematic approaches within the framework of EDGC. These are, for example, educational briefs that focus on topics such as “Poverty and Inequality”, “Environment and Climate Action”, “Security, Peace, and Democracy”, and “Education as a Tool for Social Transformation”.

As part of the [National Strategy for Citizenship Education](#) (ENEC), several reference frameworks have been published to provide guidance for pedagogical intervention and to support the personal and social development of students, from preschool up to secondary education. These frameworks align with the principles, values, and areas of competence defined in the [Students’ Profile by the End of Compulsory](#)



[Schooling](#). Among them, we highlight those that fall within the perspective of EDGC: the *Human Rights Framework*, the *Media Education Framework*, and the *Institutions and Democratic Participation Framework*.

As Portugal celebrated the 50th anniversary of the 25th of April, the concept of Democracy, combined with that of Global Solidarity, featured prominently in a publication by the *Portuguese NGDO Platform*, a key player in the field of EDGC.

The research also indicates that the theme of “Social Transformation” continues to appear in connection with the guiding search terms.

As noted in previous years, although the concept of Education for Sustainable Development was not included as a specific search term in Portugal, three references were nonetheless identified in relation to our key terms. These references suggest that the 2030 Agenda and the Sustainable Development Goals (SDGs) continue to inform dialogue, reflection and practice in this context. Notably, one title introduces the concept of “Education for Sustainable Citizenship”, while another highlights the link between the terms by using the concept “Global Citizenship for Sustainable Development”.

EDGC trends and highlights in Portugal (2023-2024)

In this edition of the GED, grey literature is predominant, with twelve (12) publications in total. Most of these focus on policies, non-formal education and informal education.

In the category of policies, a total of seven (7) publications (including documents and reports) were identified - more than double the number in the previous edition, which featured only three (3). Notable among these are the ENED Follow-up Report, published annually since 2011; three reference frameworks released by the Directorate-General for Education as part of the ENEC, each focusing respectively on Democratic Participation, Media Education, and Human Rights Education; and a diagnosis report developed within the scope of the Ibero-American Initiative on Global Citizenship for Sustainable Development, involving Andorra, Chile, Spain, Paraguay, Portugal, the Dominican Republic and Uruguay. These publications underscore the sustained attention and support the field receives from two key policy frameworks (ENED and ENEC), as well as from Civil Society Organisations (CSOs).

In what concerns non-formal education, six (6) publications (documents and reports) were identified. These include a series of educational briefs aimed at young people, addressing global challenges such as the environment and climate action, human rights, education as a driver of social transformation, poverty and inequality, and security, peace and democracy. The purpose of these briefs is to foster active, aware and informed citizenship in support of global development.

As for informal education, four (4) publications were identified: two (2) journal articles, one (1) non-academic article, and one (1) book chapter. These works explore the role of communities of practice and learning, as well as tools (such as cartonero books and the *Sinergias* academic journal) as “uninstalling spaces” that foster reflection and collaborative participation among diverse actors in building collective commitments to global citizenship.

Overall, these documents highlight the fundamental role that CSOs, including NGODs, continue to play in shaping policy related to EDGC, as well as in raising awareness and mobilising society toward social transformation aimed at building fairer, more inclusive, supportive, sustainable and peaceful societies.

The Portuguese GED team was notably surprised by the significant drop in the number of scientific articles compared to previous editions (falling from 17 to just 2). Of the articles published in Portugal, one is theoretical-conceptual in nature, drawing on Carlos Alberto Torres’ book *Theoretical and Empirical Foundations of Education for Critical Global Citizenship*, while the other focuses on informal education for sustainable citizenship within the family context. Although this decline might suggest reduced academic interest in the field, it is important not to overlook the growing trend among researchers to publish in other languages, both to increase the international visibility of their work and meet current academic requirements. In this regard, it is worth noting that this edition of the GED includes five publications by Portuguese authors in English and three in Spanish.



Following a trend already observed in the previous edition of the GED, there was a decline in the number of publications focused on formal education and teacher education & training of trainers, with only two (2) texts in each category. Of particular note are the proceedings of the 7th International Meeting on Teacher Training (Mesquita et al., 2023), which compile a series of chapters dedicated to EDGC. These contributions highlight the central role of schools (including teacher education institutions) in fostering critical understanding and informed engagement with local and global challenges, in the pursuit of a fairer, more inclusive and sustainable world. Within the educational context, the value of using literature addressing key themes such as peace and migration is also underscored, both as a catalyst for cultivating social awareness and as a valuable resource for the pedagogical practice of (future) teachers.

Notwithstanding the central role of schools, other chapters in the conference proceedings also highlight the significant contribution of CSOs to education, particularly initial and ongoing teacher education. As Fonseca et al. (2023) highlight in one chapter of the proceedings:

Initial and continuous teacher training in Development Education - understood in the broad and Freirean sense - centres on reflexivity, following a path in which training and action (or practice) mutually inform and reinforce each other. In the context of schools and educational communities, this path involves not only students and teachers, but also operational staff, parents and guardians, CSOs, municipalities, public institutions, as well as local shops and traders in the neighbourhoods where the schools are located (p. 492, *our translation*).

As the proverb “It takes a village to raise a child” suggests, this quote implies that teacher education is a collective endeavour that should engage the entire educational and broader community, generating reciprocal benefits for all involved.

Other noteworthy books in the field of teacher training and higher education include two volumes: *Language and Intercultural Competence Education in a Global Age: Bridging Divides for Diverse, Inclusive Societies* (Balula et al., 2024) and *Formar para ensinar a língua materna no século XXI* [Training to Teach the Mother Tongue in the 21st Century] (Sá, 2024). The first book, which includes texts in both English and Portuguese, advocates for a higher education centered on the development of essential life skills - such as global awareness, intercultural competence, and critical and creative thinking - that will enable students to thrive in a globalized, interdependent and multicultural world. This approach reflects a clear neoliberal perspective. The second book presents a training programme for teachers and educators focused on teaching the mother tongue, with an emphasis on global citizenship.

We must also highlight the publication of the book *Direitos humanos: aspectos interdisciplinares e travessias globais* [Human Rights: Interdisciplinary Aspects and Global Crossings] (Veiga et al., 2024) as part of the theoretical and conceptual contributions, which total three (3) texts in this edition of the GED. This book, stemming from the 1st International Global Crossings Conference, an event organised within the framework of an Erasmus+ project with the same name, features texts that expand the discussion on individual and social rights, forging new connections with global citizenship, climate change, ecocide and transhumanism.

In short, although this edition of the GED shows a decline in the number of publications on EDGC in scientific articles, books, book chapters and doctoral theses, there is clear evidence that the field continues to engage the academic community. This is reflected in the expansion of its conceptual scope, particularly in relation to sustainability, human rights, and democratic participation, and the incorporation of EDGC as an educational goal in schools and teacher education institutions.



Other dynamics of knowledge production and dissemination

Special issues on EDGC in Portugal (2023-2024)

In the context of special issues published by academic journals in Portugal, one of the highlights is *Sinergias – diálogos educativos para a transformação social*, which addressed the theme of “[Education, Social Transformation and Global Citizenship: Debates, Pathways and Meanings of the Political](#)” (2024, no. 16). In addition to this journal, which is entirely dedicated to EDGC, other journals also deserve recognition for producing and disseminating knowledge from a DE perspective. In this regard, noteworthy are the issues published in 2023 and 2024 by *Mundo Crítico – Revista de Desenvolvimento e Cooperação* [Critical World - Journal of Development and Cooperation], including one entitled “Representations of the World in the World of Representations” (2023), and another focused on “Development and Peace in Times of Conflict” (2024). Also deserving mention is the journal *Saber & Educar*, which featured thematic issues on “[Childhood – Peace, Sustainability and Inclusion](#)” (vol. 32, no. 1) and “[Teaching and Learning History in the 21st Century – Challenges and Potential](#)” (vol. 33, no. 1). The journal *Educação, Sociedade & Culturas* dedicated its issues to themes such as “[Teacher Education: Building an Agenda for the 21st Century](#)” (no. 67) and “[Doctoral Students’ Extracurricular Activities: Multinational and Intercultural Enrichment Experiences for Learning and Networking](#)” (no. 68). As part of the celebrations marking the 50th anniversary of the 25th of April 1974, this journal also published an issue dedicated to “[Education, Freedom and Democracy: Celebrating 50 Years of the 25th of April](#)” (no. 69).

With regard to non-academic publications, a highlight is the journal of the Portuguese Platform of NGOs, which released an issue entitled “[A Changing World: What Space for Cooperation?](#)” (2024). This publication represents a significant voice of civil society, particularly NGOs, within the Portuguese context.

Events on EDGC in Portugal (2023-2024)

Topics related to EDGC have been progressively incorporated into various scientific events, encompassing not only teacher training but also the broader field of education. In the context of teacher training, the [International Meeting on Teacher Training](#) (INCTE), held annually since 2016, stands out. The 2024 edition focused on the theme of “Initial Teacher Training: Advances and Setbacks?”. The nine (9) editions held to date have included the thematic axis Teacher Training and Development Education.

Also noteworthy in 2024 were three events that promoted critical reflection on the construction of freedom, democracy and social justice through the lens of DE: the Conference of the Portuguese Society of Educational Sciences (SPCE), dedicated to the theme “[Education, Freedom and Democracy](#)”; the 1st International Conference on Research in Educational Practices, under the theme “[An Education for Development](#)”; and the 2nd Conference on Public History in Portugal, with the motto “[Uses of the Past in the 50 years of the Carnation Revolution](#)”.

It is also worth mentioning the round table ‘[Democracy\(ies\) and Development Education - Insights from European contexts](#)’, which featured the presence of six members of ANGEL (Academic Network on Global Education & Learning).

Final considerations

Figure 3 presents the annual number of publications on EDGC recorded in the Portuguese context over the past decade (2014–2024). This historical overview reveals that, despite an overall positive trend, there has been a decline in GCE-related output in Portugal since 2022. While 2022 marked a peak year with the highest number of publications to date (33 in total), a noticeable drop in academic production has followed, particularly in scientific articles, which had previously been the most common publication type. In contrast, this edition of the GED highlights a significant rise in grey literature, particularly documents and reports related to policy, as well as non-formal and informal education. The vast majority of these documents were published by CSOs. This shift underscores the continued and growing influence of CSOs in raising awareness and mobilising diverse audiences around global and local issues, as well as shaping educational policy in Portugal.

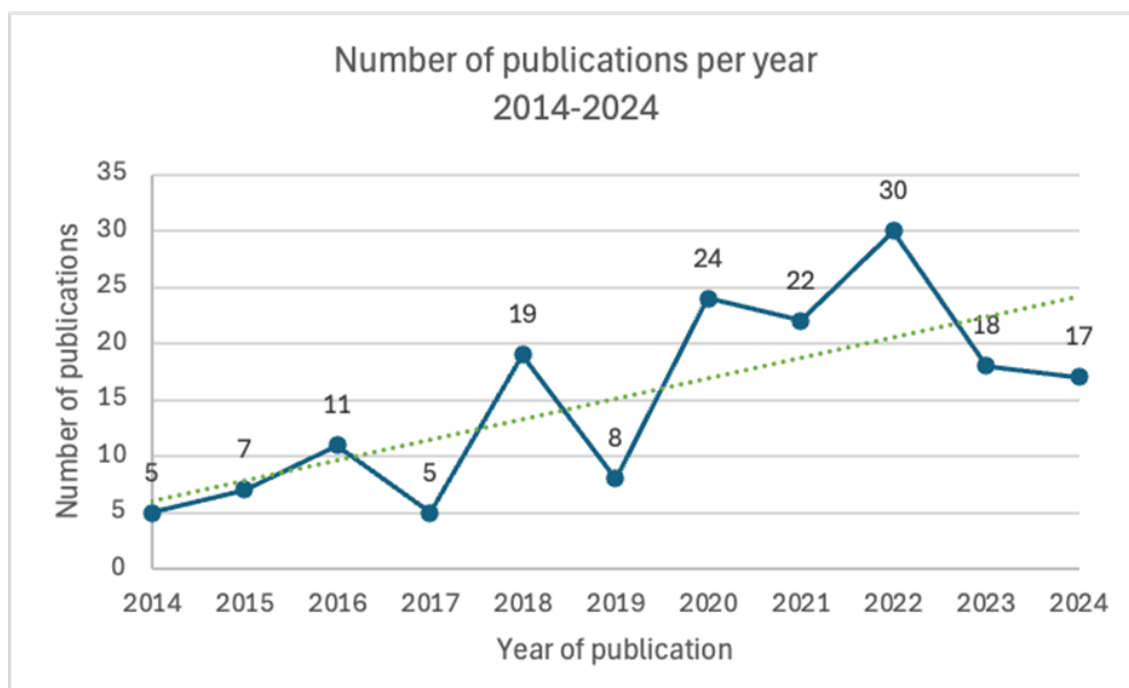


Figure 3: Number of documents by year of publication (PT, 2014-2024)

Despite this slowdown in academic production, which may be partially explained by the publication in languages other than Portuguese, interest in GCE remains alive and evident through other knowledge production and dissemination initiatives. These include special issues of academic and non-academic journals, as well as events, which demonstrate the field's vitality in recent years.

With the Portuguese team's fifth participation in the GED now concluded, it is important to acknowledge some limitations in the work carried out. One major issue lies in the inadequate indexing of some publications, which poses a significant challenge to the comprehensive identification of all relevant outputs, especially considering that EDGC is still in the process of consolidating itself as a distinct field in Portugal. Another shortcoming is the absence of precise indexing, which may lead to the unintended exclusion of important contributions. In addition, time constraints limited a thorough reading of all selected texts, which may have affected the depth and complexity of the analysis.

However, it is important to highlight the special significance of this edition of the GED, published in the context of the 50th anniversary of the 25th of April 1974 — a historic milestone that marked the end of dictatorship in Portugal and the beginning of a new era of freedom, democracy and civic participation. While the quantitative data in this edition might initially suggest a decline in attention to the field of EDGC, it is essential to also consider a qualitative perspective. The diversity of publication formats, the prominent role of CSOs, and the vitality of various knowledge production and dissemination practices all point to sustained engagement in the field. More than just numbers, the data reflect a continued commitment to the values embodied by the 25th of April. The ongoing advancement of EDGC in Portugal is, therefore, part of the broader (and unfinished) process of building a vibrant, inclusive and socially conscious democracy.



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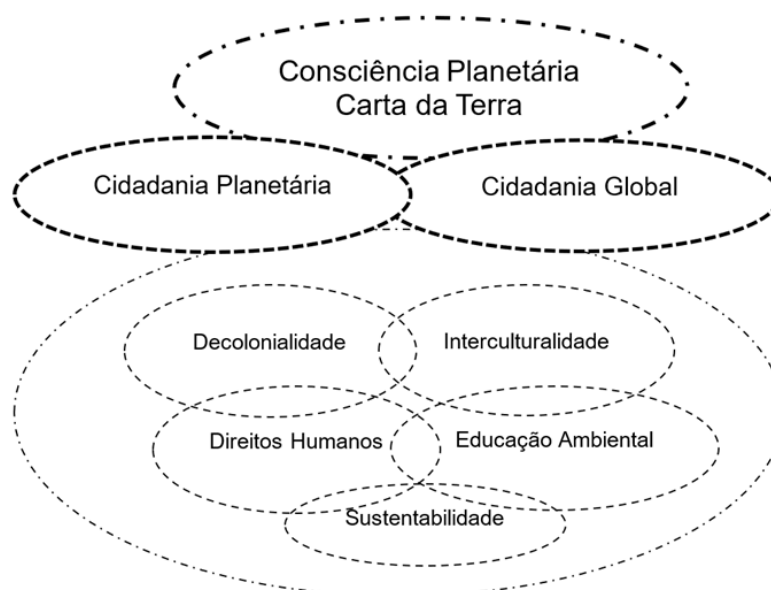
PORTUGUÊS (BR): INTRODUÇÃO

As listas abaixo mostram a evolução dos termos de busca ao longo dos anos

- 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.
- Digest 2023: Decolonialidade (180 das 227 publicações, Cidadania Global, Educação Ambiental/ Ecopedagogia, Racismo, Cidadania Planetária, Interculturalidade, Sustentabilidade e Direitos Humanos.
- Digest 2024: Consciência Planetária, Cidadania planetária, Cidadania Global, Decolonialidade, Direitos Humanos, Educação Ambiental, Interculturalidade e Sustentabilidade

Nossa equipe é heterogênea, pertencente a áreas de atuação bastante distintas, Letras-Educação, Pedagogia-Educação, Música-Educação, Física-Meteorologia e Ecologia-Sensoriamento Remoto. Repartimos entre nós os termos de busca, cada um responsável por um ou dois, escolhidos pela afinidade com sua pesquisa ou atuação profissional. Por este motivo, uma análise comparativa da frequência de ocorrência dos termos não é adequada. O único termo incrivelmente mais comum nos títulos das publicações brasileiras foi Decolonialidade. Utilizamos a ferramenta de busca Google Scholar, e mesmo restringindo a busca ao ano de 2024, mais de 4000 publicações foram encontradas com essa palavra no título. Diante da impossibilidade de abranger toda essa riqueza de conteúdo, selecionamos apenas 38. Registramos, no entanto, a incrível predominância desse termo em meio às publicações brasileiras.

Após análise e classificação das publicações do DIGEST Brasileiro 2024, nos demos conta de que os temas contribuem, se entrelaçam e convergem para um tema maior, a Consciência Planetária, movimento social paradigmático iniciado na Conferência do Clima no Rio de Janeiro em 1992, a Cúpula da Terra. Naquela ocasião, foram produzidos documentos até hoje importantes nas discussões sobre o destino do planeta, sendo um deles a Carta da Terra, declaração de consenso global de valores e princípios para um futuro sustentável, desenvolvida ao longo de quase uma década por meio de um extenso processo de consulta internacional, para o qual contribuíram mais de cinco mil pessoas e formalmente endossada por milhares de organizações, incluindo a UNESCO e a UICN (União Mundial para a Conservação). A Carta da Terra traduz em princípios a Consciência Planetária: Respeito e Cuidado com a Comunidade da Vida, Integridade Ecológica, Justiça Social e Econômica e Democracia, Não-Violência e Paz.





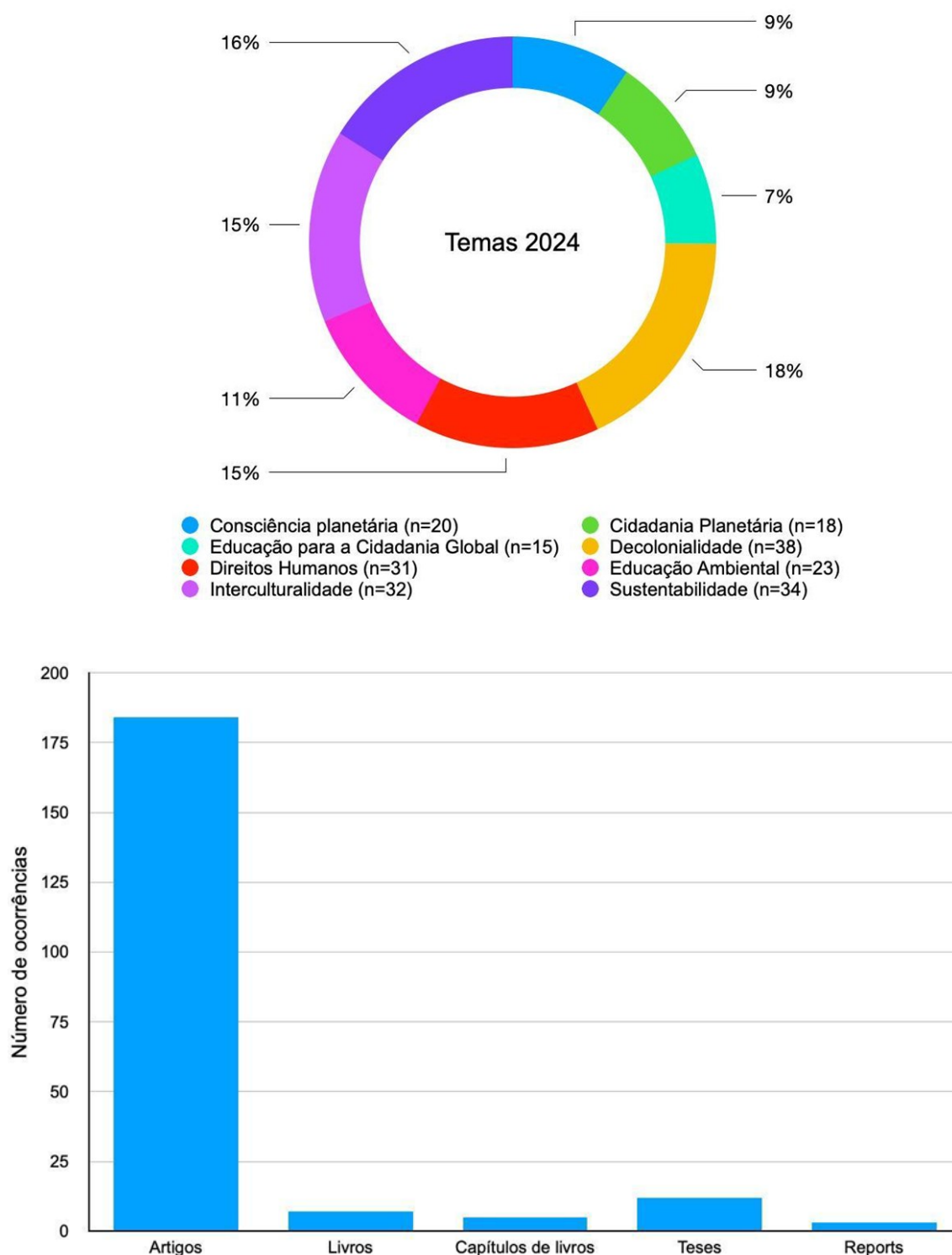
A Consciência Planetária propõe mudar a relação de dominação do ser humano sobre a natureza e criar um modo de produção e de consumo respeitoso. Ela ocorre através da percepção das complexas relações entre cada ser vivo, e toda vida depende de múltiplas relações. Desde meados do século XX essa consciência vem ampliando o seu raio de abrangência. Já não é apenas o ambiente imediato (cidade, região ou país) que conta, mas o ambiente mais amplo (planeta) que deve ser entendido como o espaço físico e biológico mediado pela cultura.

Os ventos que trazem a Consciência Planetária são cheios de esperança. Como Paulo Freire dizia, sem esperança não podemos nem começar a falar de educação, mas não de qualquer esperança, e sim de uma esperança crítica. Boaventura de Sousa Santos aponta para a crise do paradigma dominante e propõe se pensar em um paradigma emergente do conhecimento, inerente à Consciência Planetária. Edgar Morin discute a necessidade de uma reforma do pensamento e, por consequência, uma reforma do ensino, além de explicitar os saberes imprescindíveis que a educação pode e precisa considerar para a formação de cidadãos planetários. Enrique Dussel nomeia uma práxis política de libertação a partir dos excluídos para uma nova forma de conceber a vida no respeito e na justiça ao outro. A partir de Freire e Dussel, discute-se a contradição opressor/oprimido, colonizador/colonizado para a reflexão de um processo de transformação construído no diálogo entre sujeitos históricos. Esses dois pensadores tematizam a realidade latino-americana a partir de conceitos que questionam a condição subalterna imposta aos povos latino-americanos pelo projeto capitalista dirigido pelo pensamento eurocêntrico colonizador; ou seja, uma condição oposta à cidadania.

Marcelo Gleiser, astrônomo brasileiro, alerta que, se queremos salvar o nosso projeto de civilização, precisamos reinventar nossa relação com a vida e com o planeta. Em vista disso, devemos abraçar uma perspectiva biocêntrica – que tenha a vida como centro. Para o autor, esse novo paradigma nos impele a repensar os ideais iluministas e propor um novo compasso moral para a humanidade, unida na mesma missão: a preservação da Terra, o planeta onde, através da voz humana, o universo conta a sua própria história. Nessa direção precisamos de conhecimentos científicos que dialoguem com os saberes populares ancestrais para que possamos ter chance de êxito nessa empreitada.

Leonardo Boff observa que a consciência planetária é o efeito do processo histórico-social da humanidade que se descobre como espécie que ocupa a única Casa Comum, o planeta Terra. Dá-se conta de que entre Terra e Humanidade não há separação. Possuem a mesma origem e o mesmo destino. Daí nasce o sentimento de pertença e de responsabilidade pela sua preservação, de resgate de sua integridade ameaçada. A consciência planetária é algo novo e diferente no campo do pensamento, da cultura, da ciência e dos valores, o que aponta para um novo paradigma da civilização ocidental. O paradigma vigente – o cartesiano – confere ao ser humano o domínio sobre a natureza. A Consciência Planetária propõe uma relação de igualdade entre os humanos e a totalidade de componentes do planeta Terra, e visa repensar a relação entre o ser humano e a natureza, e para isso se torna necessário ir além da ciência produzida pelo Ocidente, sem, contudo, menosprezá-la. O progresso tecnológico aliado ao consumo excessivo de recursos naturais mostrou-se nos últimos tempos uma ameaça para o equilíbrio da Terra. A hipótese de emergência de um novo paradigma da Consciência Planetária tende a afetar toda a ciência do século XXI e a relação entre os seres humanos e o ambiente.

A Consciência Planetária surge no Digest Brasileiro 2024 como um grande guarda-chuva conceitual onde se abrigam os temas Cidadania planetária, Cidadania Global, Decolonialidade, Direitos Humanos, Educação Ambiental, Interculturalidade e Sustentabilidade. Há um diálogo permanente entre os vários temas visando a formação de cidadãos e cidadãs planetários.



Cidadania planetária e Cidadania Global

Cidadania Global e Cidadania Planetária estão cada vez mais semelhantes em suas propostas. A Cidadania Planetária surgiu com a percepção que a interpretação do mundo precisava de conhecimento para além do científico, como advoga a teoria da ecologia de saberes de Boaventura de Sousa Santos. Ambas falam de direitos humanos, justiça social, diversidade, igualdade de gênero e sustentabilidade ambiental, mas a Cidadania Planetária acredita que isso só pode ser atingido via conhecimentos desenvolvidos em culturas



originárias e marginalizadas por conta da colonização. Nos últimos 20 anos, entretanto, observa-se que a Cidadania Global vem incorporando conceitos de outras culturas, aproximando-se cada vez mais da Cidadania Planetária. O que ainda persiste é a divisão do mundo em Global North e Global South, algo inaceitável na Cidadania Planetária.

Em 2002 na Declaração de Maastricht (novembro 2002) a ideia central era melhorar e aumentar a educação global na Europa até o ano de 2015. Definiu Educação global como *aquela que abre os olhos e as mentes das pessoas para as realidades do mundo e as desperta para a criação de um mundo de maior justiça, equidade e direitos humanos para todos. Entende-se que a Educação Global engloba a Educação para o Desenvolvimento, a Educação para os Direitos Humanos, a Educação para a Sustentabilidade, a Educação para a Paz e a Prevenção de Conflitos e a Educação Intercultural, sendo as dimensões globais da Educação para a Cidadania.* (<https://rm.coe.int/168070e540>)

As políticas e práticas da Educação Global evoluíram rapidamente acompanhando as mudanças no contexto político, social e educacional, tanto na Europa quanto no mundo. Por isso em 2021, a GENE (Global Education Network Europe), juntamente com os Estados-membros europeus, iniciou o processo de desenvolvimento de uma nova declaração que buscou abordar as mudanças ocorridas nos últimos vinte anos, bem como fornecer um roteiro para as próximas décadas, resultando então na Declaração Europeia sobre a Educação Global até 2050, adotada em 4 de novembro de 2022 no Congresso #GE2050 em Dublin sendo por isso chamada de Declaração de Dublin.

A GENE reuniu uma ampla variedade de partes interessadas, incluindo formuladores de políticas, organizações internacionais, jovens, organizações da sociedade civil, acadêmicos, governos locais e regionais e parceiros globais críticos. Essa colaboração forjou uma visão comum e assumiu compromissos em relação ao papel da educação na contribuição para a solidariedade internacional, os direitos humanos, a justiça social global, a sustentabilidade e a paz. Compromissos foram assumidos para permitir que os formuladores de políticas levem a Educação Global das margens para o centro das políticas e estratégias nos países europeus. Definiram a Educação Global como *a educação que possibilita às pessoas refletir criticamente sobre o mundo e o seu lugar no mesmo; e abrir os seus olhos, corações e mentes à realidade do mundo a nível local e global. Capacita as pessoas para compreender, imaginar, ter esperança e agir para criar um mundo de justiça social e climática, paz, solidariedade, equidade e igualdade, sustentabilidade planetária e compreensão internacional. Implica o respeito pelos direitos humanos e pela diversidade, a inclusão e uma vida digna para todos, agora e no futuro. A Educação Global engloba uma vasta gama de oferta educativa: formal, não formal e informal; ao longo da vida e em todos os domínios da vida. Consideramo-la essencial para o poder transformador da educação, e para a transformação da mesma.*

Os autores do DIGEST 2024 incluem na Cidadania Global a hospitalidade planetária e o bem-estar social, estando aí presentes o meio-ambiente, a tecnologia, a previdência social. Ambas incorporam fortemente as Cosmovisões Indígenas, especialmente dos povos andinos, que possuem profunda noção de coletividade em sua tradição e ancestralidade. Pachamama, a deusa andina que representa a Mãe Terra, sente-se ofendida quando seus filhos são maltratados. Também parte da Educação para a Cidadania Global e da Cidadania Planetária são as Epistemologias do Sul, conceito trazido por Boaventura de Sousa Santos e que trata de intervenções epistemológicas que denunciam a supressão dos saberes levada a cabo ao longo dos últimos séculos pelo Colonialismo. Autores apontam para a necessidade de desenvolver currículos que reflitam a diversidade cultural e promovam o entendimento e o respeito mútuo entre diferentes culturas. Boaventura de Souza Santos trouxe também contribuições para a visão de uma articulação entre universidade, ciência e religião dentro das Epistemologias do Sul.

Na pós-graduação brasileira, a Interculturalidade e a Internacionalização são também pilares para a Educação para a Cidadania Global. A interculturalidade é apresentada como a interação harmoniosa entre as diferentes culturas, promovendo a compreensão mútua e o respeito, e a internacionalização, como a integração de práticas educacionais e culturais globais, evidenciada por programas de intercâmbio e colaboração virtuais. A construção de uma Cultura Científica no contexto bilíngue indica uma oportunidade para os estudantes buscarem soluções para questões globais a fim de aplicá-las na própria comunidade.

A internacionalização na Educação Básica e Superior é proposta a partir da integração das perspectivas globais nos contextos locais através do desenvolvimento de competências interculturais, a promoção da consciência global e o estímulo ao pensamento crítico em relação a questões globais. Ainda no âmbito da internacionalização, usa-se o intercâmbio virtual de estudantes do ensino médio com estudantes de escolas estrangeiras, com vistas à produção de histórias digitais.



A discussão sobre Educação para a Cidadania Global é também proposta a partir do conceito de *response-ability* que se refere à esfera ética e denota mais exatamente a constituição da moralidade na educação. Os autores deste trabalho, entretanto, perguntam em que medida essa perspectiva de *response-ability* é uma fundamentação possível para responder criticamente à esfera da moralidade na constituição de uma cidadania global.

A Educação Profissional e Tecnológica no âmbito da Educação para a Cidadania Global é vista como comprometida com o desenvolvimento social, econômico, político, ambiental, cultural, local e global. Essas dimensões se articulam ao conceito de equação civilizatória e suas variáveis contemporâneas.

Os Jogos Digitais, apontados como estratégias de ensino para a Educação para a Cidadania Global, proporcionam experiências imersivas que contribuem para a conscientização sobre questões globais, incentivando o pensamento crítico, a empatia e o engajamento social. Quando projetados com sensibilidade cultural e alinhados aos princípios da Educação para a Paz, os jogos digitais se tornam poderosos aliados no processo educacional, promovendo uma aprendizagem ativa e engajadora.

Decolonialidade

Na educação brasileira, a decolonialidade é um dos campos mais reivindicados em prol de uma Cidadania Planetária. Questiona-se o conteúdo epistêmico que interpreta a vida social, econômica, cultural, ideológica, política e subjetiva sob uma ótica eurocêntrica. Propõe-se pensar instrumentos que discutam as desigualdades profundamente enraizadas na história da escravidão e do extermínio de povos originários, que exigem uma análise crítica e um engajamento ativo para serem superadas.

A Decolonialidade situa as histórias dos povos africanos entre o paradigma ocidental e os saberes afro-diaspóricos. Aborda-se a imposição eurocêntrica, liberal e falsamente universalizada sobre a compreensão dos direitos humanos, buscando sua reinterpretação a partir de uma perspectiva que considere as diferenças culturais entre os povos como elemento de convivência harmônica e pacífica, incluindo nesse aspecto a visão dos corpos dos afrodescendentes com relação à sua ancestralidade, natureza e cultura em que desenvolveram suas perspectivas e racionalidade. Salienta-se o enfrentamento do racismo que nega o acesso do negro ao ensino fundamental, privando-o da igualdade de oportunidades e da inclusão educacional.

A Literatura Decolonial propõe o estudo das histórias dos povos africanos e os que compõem a diáspora, narrando vivências e problemáticas que fazem parte do contexto social contemporâneo. Um enfoque jurídico e histórico do acesso do povo negro à educação formal vem se tornando um importante recurso pois as desigualdades são profundamente enraizadas na história da escravidão.

No campo da Arte, destaca-se a Música como instrumento para promover/ oferecer uma educação decolonial. Um exemplo é a exaltação da poética, do ritmo e da melodia de Luiz Gonzaga, cantor e compositor brasileiro, digno representante da existência e resistência dos nordestinos. Ainda nesse aspecto são apresentadas análises das palhaças e reflexões de pesquisadoras de gênero, com a finalidade de entender como a palhaçaria decolonializa suas dramaturgias.

Educação para os Direitos Humanos

Educação para os Direitos Humanos traz uma importante diversidade de temas. Não obstante, podemos organizar em três grandes categorias, a saber: cultura de paz nas escolas de educação básica (ensino fundamental e médio); políticas nacionais e internacionais para a promoção dos direitos humanos; e a necessidade de um olhar transdisciplinar sobre a área da educação para os Direitos Humanos. Entre as três categorias “cultura de paz” é a mais citada, o que nos revela uma cultura da violência especialmente ligada às escolas.

A preocupação com o processo de formação humana para a construção da paz coloca a escola como centro das atenções do conjunto de textos acadêmicos consultados nos níveis da educação fundamental, ensino



médio e ensino superior. Contudo, a educação básica (fundamental I e II e ensino médio) ganham maior ênfase no panorama que encontramos nas publicações. Defende-se de forma geral que a cultura de paz precisa ser promovida nas escolas, nos currículos, levando em conta a diversidade cultural na formação que os estudantes trazem de suas origens sociais. As práticas pedagógicas devem ser respeitadas e devem dialogar com a multiplicidade de crenças religiosas e étnico-raciais dos estudantes.

As políticas nacionais e internacionais abordadas nas pesquisas por vezes se pautam em documentos que balizam as reflexões como o Plano Nacional de Educação, a Base Nacional Curricular Comum, a Declaração Universal dos Direitos Humanos (ONU, 1948), o Programa Nacional de Direitos Humanos – PNDH (Brasil, 2010) e mesmo em nossa Carta Magna, a Constituição Federal Brasileira (Brasil, 1988) e traz para a discussão as contribuições da Organização das Nações Unidas para a Educação, a Ciência e Cultura (UNESCO). A partir desses documentos colocam-se em pauta temas políticos como a discussão sobre neoconservadorismo; colonialidade; racismo; exclusão de pessoas por questões de gênero, raça, classes sociais, e outros processos de exclusão decorrentes desses citados. Apontam também para a necessidade da inclusão dos povos originários do Brasil, reconhecimento e valorização das contribuições de matriz africana.

Por fim, vale a pena registrar um tema que surge de forma tímida, contudo nos chama a atenção por ser uma intersecção entre áreas fundamentais para a sociedade que é a relação entre Educação e Saúde como forma de fomento da paz, do bem-estar, da dignidade humana em busca de uma garantia para a efetivação dos Direitos Humanos na sociedade. Contudo, se faz necessário registrar uma ressalva abordada por um dos trabalhos que trata do cuidado que se deve ter para que a saúde não traga soluções medicamentosas para a educação.

Educação Ambiental

A Educação Ambiental objetiva o desenvolvimento das habilidades e atitudes para entender e apreciar as inter-relações entre os seres humanos, suas culturas e seus meios biofísicos (Declaração de Tbilisi, Georgia, 1977). Ela é considerada espaço privilegiado de disseminação da perspectiva do meio ambiente como dimensão unitária, em oposição à ideia socialmente normalizada da existência de uma fissura entre os elementos humanos e naturais. A questão norteadora é a falta de autoidentificação do ser humano como um dos elementos próprios e constituintes da natureza. Ressaltamos o pensamento ecológico e o engajamento político decolonial de mulheres indígenas na Amazônia ao resgatarem seus saberes ancestrais, usando a cartografia decolonial na luta pelo território como espaço de cultura e modo de vida por meio de atividades como a pesca artesanal, a agricultura familiar e a criação de pequenos animais.

Nessa coletânea, destacam-se os conceitos de *colonialidade da natureza e racismo ambiental*. *Colonialidade da natureza* refere-se à ideia de natureza sendo subjugada e dominada, assegurando assim a supremacia da civilização ocidental em relação ao ‘mundo selvagem’. *Racismo ambiental* consiste na exclusão de pessoas negras e indígenas dos principais grupos ambientalistas, comitês de decisão, comissões e instâncias regulamentadoras, assim como sua discriminação nas políticas ambientais, no cumprimento dos regulamentos e leis, na escolha deliberada de locais para depositar rejeitos tóxicos, utilizar venenos e poluentes e instalar indústrias poluidoras.

Destaca-se a importância da Educação Ambiental no início do ensino fundamental. Os conteúdos incluem temas transversais como ambiente, pluralidade cultural e educação cidadã. A participação dos pais dos alunos e da comunidade na organização de projetos é vista como fundamental. A aplicação dos conceitos da Educação Ambiental na unidade familiar pode contribuir para o desenvolvimento sustentável, reduzindo por exemplo o consumismo excessivo e o descarte indevido de resíduos sólidos no meio ambiente. Destaca-se o Programa Escolas Sustentáveis, implementado nas redes municipais de Osasco (SP), João Pessoa (PB) e Sobral (CE), que integra o espaço físico com o ambiente natural, a gestão democrática e um currículo atinente à realidade socioambiental.

A implementação da Educação Ambiental em escolas nordestinas envolve diversas estratégias, como projetos pedagógicos com integração de temas ambientais nas disciplinas regulares e atividades práticas adaptadas às necessidades específicas do semiárido. A Literatura em Cordel, típica dessa região, tem sido um recurso extremamente significativo. No Ensino Médio, a Educação Ambiental e o ensino de geografia



estão interligados, compartilhando intenções de promover a conscientização, compreensão e ação em relação aos desafios ambientais e à busca por um modo de vida sustentável.

Educação Ambiental e Educação Ciência, Tecnologia e Sociedade (CTS) se desenvolveram de forma autônoma, porém relacional ao longo da história, apresentando possibilidades de articulação que necessitam ser mais bem exploradas. Ressalvadas suas especificidades, esses campos, sobretudo em suas vertentes críticas, apresentam vários elementos comuns na origem e constituição histórica, valores que defendem, objetivos e finalidades, significados sociais, correntes pedagógicas e curriculares e perspectivas epistemológicas. *A complementaridade desses núcleos de articulação pode enriquecer político-pedagogicamente a Educação em Ciências, colaborando para o enfrentamento da emergência planetária humana atual.*

Na Educação Informal, discute-se como a reciclagem no âmbito da economia circular pode contribuir para o design sustentável e a redução do impacto ambiental. Destaca-se também o movimento escoteiro em Mato Grosso do Sul e a Educação Ambiental em unidades de conservação brasileiras.

Os resultados indicam que abordagens interdisciplinares e experienciais são particularmente eficazes na promoção da consciência ecológica, com destaque aos projetos de aprendizagem baseada em problemas e às parcerias com comunidades locais. Conclui-se que a integração efetiva da educação ambiental requer uma transformação holística das práticas educacionais, envolvendo não apenas o currículo, mas também a cultura institucional e o engajamento comunitário.

Interculturalidade

Estudos referentes a Interculturalidade continuam conquistando cada vez mais espaço em pesquisas, práticas educativas e proposições científicas, tendo em vista os fenômenos e conflitos que circundam o tema na cena mundial. Neste milênio, a Interculturalidade, além de demandar cada vez mais sua explicitação conceitual, coloca em xeque o posicionamento dos Estados-nação frente às suas políticas sobre diversidade. Observam-se casos em que há a afirmação da necessidade e fomento ao seu desenvolvimento, noutros, ocorre o rechaçamento à troca e enriquecimento mútuo entre culturas.

No campo da educação formal, destacam-se temas como a justificativa e tentativa de inclusão da história e cultura indígena no currículo, a implementação e fomento de políticas na formação docente para diversidade, práticas pedagógicas que fortalecem o diálogo intercultural e métodos que integram saberes tradicionais à educação. Essas iniciativas buscam construir uma educação mais equitativa e representativa.

Na educação do campo, as publicações discutem práticas pedagógicas que aproximam a escola das expressões culturais locais, mediadas por vezes pela literatura, projetos e jogos que conectam saberes tradicionais e científicos, promovendo uma educação alinhada às realidades locais. Em relação à educação indígena, foram abordados temas como a formação de professores para escolas indígenas, a alfabetização e o uso da língua escrita em articulação com saberes da oralidade, e práticas escolares focadas na preservação da identidade cultural de etnias específicas. Destacaram-se também questões sobre o acesso e a permanência de indígenas no ensino superior por meio de cotas, reforçando a necessidade de uma abordagem educacional inclusiva e respeitosa às especificidades culturais.

O conceito de interculturalidade evidencia uma relação com ética e educação, sublinhando princípios como respeito, solidariedade e valorização da diversidade. Instituições de Ensino Superior procuram fomentar políticas públicas, fortalecendo o impacto social das reflexões acadêmicas. Também foram identificadas ações institucionais voltadas para promover o intercâmbio cultural e políticas de internacionalização, formando estudantes para contextos globais e multiculturais.

Fora do âmbito educativo, destacam-se publicações sobre interculturalidade em práticas sociais, abordando o entrelaçamento de culturas e a troca de conhecimentos em parcerias entre instituições e povos originários na Amazônia, além de práticas interculturais como base para uma nova ordem planetária. Nesse contexto, articulam-se as vozes do Sul Global e práticas decoloniais. Esses achados refletem o amplo alcance do conceito de interculturalidade, evidenciando sua importância na promoção de uma sociedade mais justa, inclusiva e consciente das diversidades culturais.



Sustentabilidade

É consensual a necessidade de fomentar a conscientização ambiental em contextos educacionais através de práticas interdisciplinares e experienciais que integrem princípios de sustentabilidade ao currículo, à cultura institucional e à comunidade. A educação formal tem o potencial de disseminar ideias e orientar comportamentos, em prol das necessidades sociais mais urgentes, como é a proteção aos ambientes naturais.

No Brasil, a educação ambiental é prevista para ocorrer em todos os níveis do ensino. No ensino médio, estudos apontam para uma educação ambiental que, ao invés de se concentrar exclusivamente em problemas de larga escala, deve priorizar ações práticas e cotidianas. Jogos educativos, atividades ao ar livre, e o uso de tecnologias emergentes, como códigos QR, são destacados como recursos valiosos para engajar os jovens de maneira eficaz.

Na formação inicial docente, a sustentabilidade nos currículos e práticas de ensino promove a consciência ambiental e fomenta a compreensão da interconexão entre questões sociais, econômicas e ambientais, atendendo às demandas da Agenda 2030 e dos Objetivos de Desenvolvimento Sustentável (ODS). As bases teóricas e conceituais da etnobiologia, da etnoecologia e da cognição situada advogam que todo conhecimento está situado em contextos sociais e culturais, sendo necessária a utilização de projetos e ações que mantenham uma perspectiva ecológica equilibrada. O movimento Pensamento Crítico da Ciência e Tecnologia destaca a importância das inovações e tecnologias sociais como ferramentas para a construção de sociedades mais justas, diversas e sustentáveis através da abordagem conceitual “Inovação responsável”, “Inovação Social” e “Tecnologia Social”.

O Programa Nacional do Livro Didático (PNLD) para a área de Ciências Naturais, demanda um esforço conjunto dos educadores e da sociedade para contribuir ativamente nas discussões sobre materiais educacionais, promovendo uma integração mais abrangente da sustentabilidade e dos ODS. A Agenda 2030 e os ODS da ONU têm relevância em todas as áreas da ciência, incluindo as ciências da linguagem. Um dossiê aqui citado traz as pesquisas alinhadas com os ODS, especialmente nos contextos de educação de qualidade, redução das desigualdades, igualdade de gênero e promoção da paz. Os temas abordados incluem educação linguística intercultural, sociolinguística, ensino de gramática vinculado aos direitos humanos, inclusão de estudantes surdos, internacionalização do ensino superior, uso de tecnologias no ensino de línguas e análises literárias com enfoques de gênero e raça.

A abordagem da sustentabilidade no semiárido nordestino enfatiza o uso eficiente da água, na preservação da Caatinga e na promoção da resiliência das comunidades locais. Nas cidades, sugere-se a criação das *comunidades de prática, como hortas comunitárias, que promovem a educação ambiental, a inclusão social e a produção de alimentos orgânicos, conscientizando a população para a utilização dos recursos ambientais, como gestão de resíduos sólidos, recursos hídricos, energia e tecnologia.*

Muito se perde com a destruição das terras dos povos originários. A redução de seus territórios, com o avanço urbano sobre áreas tradicionais de caça, pesca e coleta vem forçando-os a ir para as cidades com suas famílias para coleta de víveres, produção e comercialização do artesanato. Sua reação é usar novas estratégias para a sustentabilidade e manutenção sociocultural e linguística dos grupos, com ênfase na educação das crianças. Durante a pandemia da Covid-19, vidas foram salvas porque os indígenas recorreram às ervas medicinais, prioritárias em suas culturas, tanto no tratamento de doenças como no benzimento dos povos, consagrando a espiritualidade necessária para a regeneração do planeta.

Embora um território conflituoso, a gestão organizacional das empresas, a integração de práticas sustentáveis tornou-se imperativa, principalmente devido à crescente demanda globalizada e à mudança de comportamento da sociedade. Buscam expressar seu comprometimento ambiental adotando Sistemas de Gestão Ambiental. Destaca-se a importância da auditoria ambiental como instrumento de apoio à Sustentabilidade Corporativa que liga o nível societal da sustentabilidade ao nível organizacional e ao nível individual da orientação moral dos gestores. O Índice de Sustentabilidade Empresarial da Bolsa de Valores Brasileira, integra os três pilares da sustentabilidade: ambiental, social e econômico, denotando interesse do meio corporativo na busca pelo Desenvolvimento Sustentável.



A questão ambiental pode ser vista como um fator unificador entre os povos, favorecendo o estabelecimento de uma Cidadania Cosmopolita no contexto de consolidação da Sustentabilidade. Embora na dimensão econômica a globalização induz a degradação ambiental, na dimensão comunicacional ela facilita o engajamento de pessoas e organizações não governamentais por todo o mundo, destacando a necessidade de uma participação social organizada que transcende fronteiras nacionais. As mesmas tecnologias da informação que impulsionam a economia global, também oferecem meios para a formação de redes de participação social. Essas conexões podem contrabalançar a incapacidade dos Estados e das empresas transnacionais de enfrentar adequadamente a preservação ecológica.

Uma pesquisa fundamentada no conceito de Cidadania Cosmopolita mostrou-se útil para pressionar governos e conglomerados transnacionais, fomentando a conscientização e a implementação de regras e ações orientadas por princípios de sustentabilidade ambiental. Entretanto, a viabilidade econômica dessas práticas pelas empresas ainda é controversa. Há estudos que confirmam seu impacto positivo na performance financeira e valor das empresas. Já outros destacam os altos custos em sua implementação, sem que haja um benefício compensatório. Além disso, o nível de desenvolvimento dos países apresenta um efeito moderador na adoção dessas práticas pelas organizações.

Conclusões

Em universidades de todo o país, já existem centros de estudos e cursos sobre culturas indígenas e africanas. Essas iniciativas vêm se multiplicando e demonstram o desenvolvimento de uma consciência planetária no reconhecimento do conhecimento dos nossos povos originários e dos povos afrodescendentes. Esses centros de estudos se dedicam não a ensinar o conhecimento dos brancos, mas sim a como lidar com a floresta sem destruí-la, e a aprender com os quilombolas os segredos da nossa ancestralidade africana. Portanto, indígenas e quilombola¹s não são vistos como aprendizes, mas sim como detentores de um conhecimento necessário à preservação do planeta. Mas ainda temos um longo caminho a percorrer antes de termos esse reconhecimento.

1. Os quilombolas são membros de comunidades rurais e urbanas formadas por descendentes de africanos escravizados que resistiram ao sistema escravocrata e, atualmente, se definem pela sua ligação com a terra, a ancestralidade, as tradições e práticas culturais próprias.



PORTUGUESE (BR): INTRODUCTION

The lists below show the evolution of the search terms over the years.

- Digest 2021 (included 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.
- Digest 2023: Decoloniality (180 of the 227 publications had this theme in the title), Global Citizenship, Environmental Education/Ecopedagogy, Racism, Planetary Citizenship, Interculturality, Sustainability, and Human Rights.
- Digest 2024: Planetary Consciousness, Planetary Citizenship, Global Citizenship, Decoloniality, Human Rights, Environmental Education, Interculturality, and Sustainability

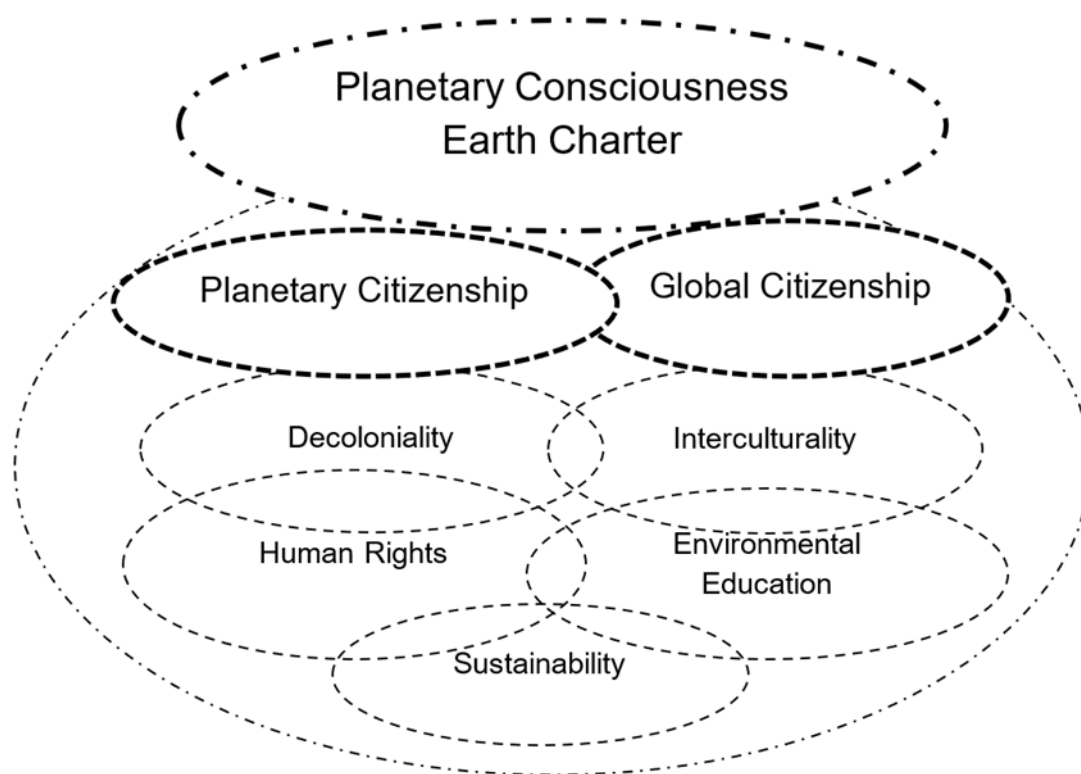
Our team is diverse, dedicated to very different fields: Literature-Education, Physics-Meteorology, Ecology-Remote Sensing, Music-Education and Pedagogy-Education. We distributed the search terms among ourselves, each being responsible for one or two of them, based on affinity with their research or professional background. For this reason it is not appropriate to compare the frequency of occurrence of the terms. The only term overwhelmingly more common in the titles of Brazilian publications was Decoloniality. Even when restricting our search to the year 2024, over 4000 publications were found with this word as part of their title. Given the impossibility of covering all this wealth of content, we selected only 38.

Analysis

After analysing and classifying the publications of the Brazilian DIGEST 2024, we realized that the themes contribute, intertwine and converge towards a larger theme, Planetary Consciousness, a paradigmatic social movement initiated at the Climate Conference in Rio de Janeiro in 1992, the Earth Summit. At that time, documents were produced that are still important in discussions about the fate of the planet, one of which is the Earth Charter, a declaration of global consensus on values and principles for a sustainable future, developed over almost a decade through an extensive international consultation process, to which more than five thousand people contributed and formally endorsed by thousands of organizations, including UNESCO and the IUCN (World Conservation Union). The Earth Charter translates Planetary Consciousness into principles: Respect and Care for the Community of Life, Ecological Integrity, Social and Economic Justice, and Democracy, Non-Violence and Peace.

Planetary Consciousness proposes changing the relationship of human domination over nature and creating a respectful mode of production and consumption. It occurs through the perception of the complex relationships between each living being, and all life depends on multiple relationships. Since the mid-20th century, this consciousness has been expanding its scope. It is no longer just the immediate environment (city, region or country) that counts, but the broader environment (planet) that must be understood as the physical and biological space mediated by culture.

The winds that bring Planetary Consciousness are full of hope. As Paulo Freire said, without hope we cannot even begin to talk about education, but not just any hope, but rather a critical hope. Boaventura de Sousa Santos points to the crisis of the dominant paradigm and proposes thinking about an emerging paradigm of knowledge, inherent to Planetary Consciousness. Edgar Morin discusses the need for a reform of thought and, consequently, a reform of education, in addition to explaining the essential knowledge that education can and must consider for the formation of planetary citizens. Enrique Dussel names a political praxis of liberation from the excluded for a new way of conceiving life in respect and justice for others. Based on Freire and Dussel, the contradiction between oppressor/oppressed, colonizer/colonized is discussed to reflect on a process of transformation built on the dialogue between historical subjects. These two thinkers

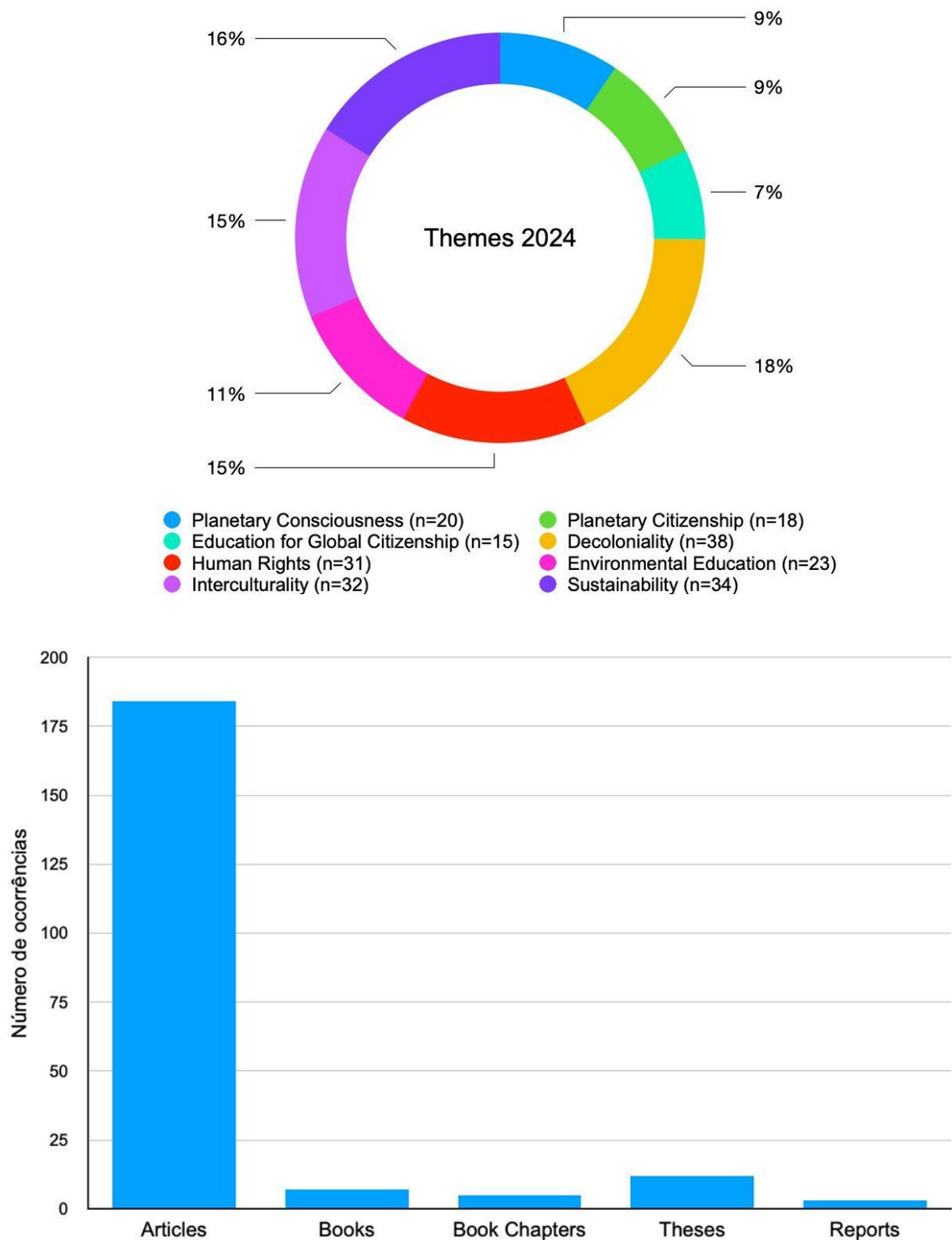


address Latin American reality based on concepts that question the subordinate condition imposed on Latin American peoples by the capitalist project guided by colonizing Eurocentric thought; in other words, a condition opposed to citizenship.

Marcelo Gleiser, a Brazilian astronomer, warns that if we want to save our civilization project, we need to reinvent our relationship with life and the planet. In view of this, we must embrace a biocentric perspective – one that has life at its center. For the author, this new paradigm compels us to rethink Enlightenment ideals and propose a new moral compass for humanity, united in the same mission: the preservation of the Earth, the planet where, through the human voice, the universe tells its own story. In this direction, we need scientific knowledge that dialogues with ancestral popular knowledge so that we can have a chance of success in this endeavor.

Leonardo Boff observes that planetary consciousness is the effect of the historical-social process of humanity discovering itself as a species that occupies the only Common Home, planet Earth. It is clear that there is no separation between Earth and Humanity. They have the same origin and the same destiny. From there arises the feeling of belonging and responsibility for its preservation, of rescuing its threatened integrity. Planetary consciousness is something new and different in the field of thought, culture, science and values, which points to a new paradigm of Western civilization. The current paradigm – the Cartesian one – grants human beings dominion over nature. Planetary Consciousness proposes a relationship of equality between humans and all the components of planet Earth, and aims to rethink the relationship between human beings and nature, and to do so it is necessary to go beyond the science produced by the West, without, however, underestimating it. Technological progress combined with the excessive consumption of natural resources has recently proven to be a threat to the balance of the Earth. The hypothesis of the emergence of a new paradigm of Planetary Consciousness tends to affect all science of the 21st century and the relationship between human beings and the environment.

Planetary Consciousness appears in the Brazilian Digest 2024 as a large conceptual umbrella that encompasses the themes of Planetary Citizenship, Global Citizenship, Decoloniality, Human Rights, Environmental Education, Interculturality, and Sustainability. There is an ongoing dialogue between the various themes aimed at training planetary citizens.



Planetary Citizenship and Global Citizenship

Global Citizenship and Planetary Citizenship are increasingly similar in their proposals. Planetary Citizenship emerged with the perception that the interpretation of the world required knowledge beyond the scientific, as advocated by Boaventura de Sousa Santos' theory of ecology of knowledge. Both speak of human rights, social justice, diversity, gender equality, and environmental sustainability, but Planetary Citizenship believes



that this can only be achieved through knowledge developed in original cultures that were marginalized due to colonization. Over the last 20 years, however, it has been observed that Global Citizenship has been incorporating concepts from other cultures, increasingly approaching Planetary Citizenship. What still persists is the division of the world into Global North and Global South, something unacceptable in Planetary Citizenship.

In 2002, the Maastricht Declaration (November 2002) stated that the central idea was to improve and increase global education in Europe by 2015. It defined global education as *that which opens people's eyes and minds to the realities of the world and awakens them to the creation of a world of greater justice, equity and human rights for all. Global education is understood to encompass education for development, education for human rights, education for sustainability, education for peace and conflict prevention and intercultural education, and is the global dimension of citizenship education.* (<https://rm.coe.int/168070e540>)

Global education policies and practices have evolved rapidly in line with changes in the political, social and educational context, both in Europe and worldwide. Therefore, in 2021, GENE (Global Education Network Europe), together with European Member States, began the process of developing a new declaration that sought to address the changes that had occurred over the last twenty years, as well as provide a roadmap for the coming decades, resulting in the European Declaration on Global Education by 2050, adopted on 4 November 2022 at the #GE2050 Congress in Dublin and is therefore called the Dublin Declaration.

GENE brought together a wide range of stakeholders, including policymakers, international organizations, youth, civil society organizations, academics, local and regional governments, and critical global partners. This collaboration forged a common vision and made commitments regarding the role of education in contributing to international solidarity, human rights, global social justice, sustainability and peace. Commitments were made to enable policymakers to move Global Education from the margins to the center of policies and strategies in European countries. They defined Global Education as *education that enables people to reflect critically on the world and their place in it; and to open their eyes, hearts and minds to the reality of the world at local and global levels. It empowers people to understand, imagine, hope and act to create a world of social and climate justice, peace, solidarity, equity and equality, planetary sustainability and international understanding. It entails respect for human rights and diversity, inclusion and a life of dignity for all, now and in the future. Global Education encompasses a wide range of educational provision: formal, non-formal and informal; throughout the life course and in all domains of life. We consider it essential to the transformative power of education, and to the transformation of education.*

The authors of DIGEST 2024 include planetary hospitality and social well-being in Global Citizenship, including the environment, technology, and social security. Both strongly incorporate Indigenous Worldviews, especially those of the Andean peoples, who have a deep sense of collectivity in their tradition and ancestry. Pachamama, the Andean goddess who represents Mother Earth, feels offended when her children are mistreated. Also as part of Education for Global Citizenship and Planetary Citizenship are the Epistemologies of the South, a concept introduced by Boaventura de Sousa Santos that deals with epistemological interventions that denounce the suppression of knowledge carried out over the last centuries by Colonialism. Authors point to the need to develop curricula that reflect cultural diversity and promote understanding and mutual respect among different cultures. Boaventura de Souza Santos also contributed to the vision of an articulation between university, science, and religion within Epistemologies of the South.

In Brazilian postgraduate studies, Interculturality and Internationalization are also pillars for Education for Global Citizenship. Interculturality is presented as the harmonious interaction between different cultures, promoting mutual understanding and respect, and internationalization as the integration of global educational and cultural practices, evidenced by virtual exchange and collaboration programs. The construction of a Scientific Culture in the bilingual context indicates an opportunity for students to seek solutions to global issues in order to apply them in their own community.

Internationalization in Basic and Higher Education is proposed based on the integration of global perspectives in local contexts through the development of intercultural skills, the promotion of global awareness and the stimulation of critical thinking in relation to global issues. Still within the scope of internationalization, virtual exchanges of high school students with students from foreign schools are used, with a view to producing digital stories.



The discussion on Education for Global Citizenship is also proposed based on the concept of responsibility-ability, which refers to the ethical sphere and more precisely denotes the constitution of morality in education. The authors of this work, however, question to what extent this perspective of responsibility-ability is a possible foundation for responding critically to the sphere of morality in the constitution of global citizenship.

Professional and Technological Education within the scope of Education for Global Citizenship is seen as committed to social, economic, political, environmental, cultural, local and global development. These dimensions are linked to the concept of the civilizational equation and its contemporary variables.

Digital Games, indicated as teaching strategies for Education for Global Citizenship, provide immersive experiences that contribute to raising awareness of global issues, encouraging critical thinking, empathy and social engagement. When designed with cultural sensitivity and aligned with the principles of Education for Peace, digital games become powerful allies in the educational process, promoting active and engaging learning.

Decoloniality

In Brazilian education, decoloniality is one of the most demanded areas in favour of a Planetary Citizenship. It questions the epistemic content that interprets social, economic, cultural, ideological, political and subjective life from a Eurocentric perspective. It proposes to think of instruments that discuss the inequalities deeply rooted in the history of slavery and the extermination of indigenous peoples, which require critical analysis and active engagement to be overcome.

Decoloniality situates the histories of African peoples between the Western paradigm and Afro-diasporic knowledge. It addresses the Eurocentric, liberal and falsely universalized imposition on the understanding of human rights, seeking to reinterpret them from a perspective that considers cultural differences between peoples as an element of harmonious and peaceful coexistence, including in this aspect the vision of the bodies of Afro-descendants in relation to their ancestry, nature and culture in which they developed their perspectives and rationality. It highlights the fight against racism that denies black people access to primary education, depriving them of equal opportunities and educational inclusion.

Decolonial Literature proposes the study of the histories of African peoples and those who make up the diaspora, narrating experiences and problems that are part of the contemporary social context. A legal and historical focus on black people's access to formal education has become an important resource, since inequalities are deeply rooted in the history of slavery.

In the field of Art, Music stands out as an instrument to promote/offer decolonial education. One example is the exaltation of the poetry, rhythm and melody of Luiz Gonzaga, a Brazilian singer and composer, a worthy representative of the existence and resistance of the people of the Northeast. Also in this aspect, analyses of female clowns and reflections by gender researchers are presented, with the aim of understanding how clowning decolonializes its dramaturgy.

Education for Human Rights

Human Rights Education brings up a significant diversity of themes. Nevertheless, we can organize them into three major categories, namely: culture of peace in basic education schools (elementary and secondary education); national and international policies for the promotion of human rights; and the need for a transdisciplinary approach to the area of Human Rights education. Among the three categories, "culture of peace" is the most cited, which reveals a culture of violence especially linked to schools.

Concern about the process of human development for peacebuilding places schools at the centre of attention in the set of academic texts consulted at the levels of elementary, secondary and higher education. However, basic education (elementary I and II and secondary education) receives greater emphasis in the panorama found in the publications. It is generally argued that a culture of peace needs to be promoted in schools and in curricula, taking into account the cultural diversity in the education that



students bring from their social origins. Pedagogical practices must be respectful and must engage with the multiplicity of religious and ethnic-racial beliefs of students.

The national and international policies addressed in the research are sometimes based on documents that guide reflections, such as the National Education Plan, the Common National Curriculum Base, the Universal Declaration of Human Rights (UN, 1948), the National Human Rights Program – PNDH (Brazil, 2010) and even our Magna Carta, the Brazilian Federal Constitution (Brazil, 1988) and bring to the discussion the contributions of the United Nations Educational, Scientific and Cultural Organization (UNESCO). Based on these documents, political issues such as the discussion on neoconservatism; coloniality; racism; exclusion of people due to gender, race, social class, and other exclusion processes resulting from these are put on the agenda. They also point to the need to include the indigenous peoples of Brazil, and to recognize and value contributions of African origin.

Finally, it is worth mentioning a topic that has emerged in a timid manner, but which nevertheless draws our attention because it is an intersection between areas that are fundamental to society: the relationship between Education and Health as a way of fostering peace, well-being, and human dignity in search of a guarantee for the realization of Human Rights in society. However, it is necessary to note a caveat addressed by one of the works that deals with the care that must be taken so that health does not bring drug solutions to education.

Environmental Education

Environmental Education aims to develop skills and attitudes to understand and appreciate the interrelationships between human beings, their cultures and their biophysical environments (Tbilisi Declaration, Georgia, 1977). It is considered a privileged space for disseminating the perspective of the environment as a unitary dimension, in opposition to the socially normalized idea of the existence of a fissure between human and natural elements. The guiding issue is the lack of self-identification of human beings as one of the elements that are inherent and constituent of nature. We highlight the ecological thinking and decolonial political engagement of indigenous women in the Amazon in rescuing their ancestral knowledge, using decolonial cartography in the struggle for territory as a space of culture and way of life through activities such as artisanal fishing, family farming and raising small animals.

This collection highlights the concepts of *coloniality of nature* and *environmental racism*. *Coloniality of nature* refers to the idea of nature being subjugated and dominated, thus ensuring the supremacy of Western civilization over the 'wild world'. *Environmental racism* consists of the exclusion of black and indigenous people from the main environmental groups, decision-making committees, commissions and regulatory bodies, as well as their discrimination in environmental policies, in the enforcement of regulations and laws, in the deliberate choice of locations to deposit toxic waste, use poisons and pollutants and install polluting industries.

The importance of Environmental Education at the beginning of elementary school is highlighted. The content includes transversal themes such as the environment, cultural plurality and citizenship education. The participation of students' parents and the community in organizing projects is seen as essential. The application of Environmental Education concepts in the family unit can contribute to sustainable development, reducing, for example, excessive consumerism and the improper disposal of solid waste in the environment. The Sustainable Schools Program, implemented in the municipal networks of Osasco (SP), João Pessoa (PB) and Sobral (CE), stands out for integrating the physical space with the natural environment, democratic management and a curriculum related to the socio-environmental reality.

The implementation of Environmental Education in schools in the Northeast involves several strategies, such as pedagogical projects that integrate environmental themes into regular subjects and practical activities adapted to the specific needs of the semi-arid region. Cordel Literature, typical of this region, has been an extremely significant resource. In high school, Environmental Education and geography teaching are interconnected, sharing the intention of promoting awareness, understanding and action in relation to environmental challenges and the search for a sustainable way of life.



Environmental Education and Science, Technology and Society Education (STS) have developed autonomously but in a relational manner throughout history, presenting possibilities for articulation that need to be better explored. Despite their specificities, these fields, especially in their critical aspects, present several common elements in their origin and historical constitution, values they defend, objectives and purposes, social meanings, pedagogical and curricular currents and epistemological perspectives. The complementarity of these *nuclei of articulation* can enrich Science Education politically and pedagogically, collaborating to face the current human planetary emergency.

In Informal Education, we discuss how recycling within the circular economy can contribute to sustainable design and reduce environmental impact. We also highlight the scout movement in Mato Grosso do Sul and Environmental Education in Brazilian conservation units.

The results indicate that interdisciplinary and experiential approaches are particularly effective in promoting ecological awareness, with emphasis on problem-based learning projects and partnerships with local communities. We conclude that the effective integration of environmental education requires a holistic transformation of educational practices, involving not only the curriculum, but also institutional culture and community engagement.

Interculturality

Studies related to Interculturality continue to gain more and more space in research, educational practices and scientific proposals, in view of the phenomena and conflicts that surround the theme on the world stage. In this millennium, Interculturality, in addition to increasingly demanding its conceptual explication, calls into question the positioning of nation-states regarding their policies on diversity. There are cases in which there is an affirmation of the need for and promotion of its development, while in others there is a rejection of the exchange and mutual enrichment between cultures.

In the field of formal education, themes such as the justification and attempt to include indigenous history and culture in the curriculum, the implementation and promotion of policies in teacher training for diversity, pedagogical practices that strengthen intercultural dialogue and methods that integrate traditional knowledge into education stand out. These initiatives seek to build a more equitable and representative education.

In rural education, the publications discuss pedagogical practices that bring schools closer to local cultural expressions, sometimes mediated by literature, projects and games that connect traditional and scientific knowledge, promoting an education aligned with local realities. In relation to indigenous education, topics such as teacher training for indigenous schools, literacy and the use of written language in conjunction with oral knowledge, and school practices focused on preserving the cultural identity of specific ethnic groups were addressed. Issues regarding access and retention of indigenous people in higher education through quotas were also highlighted, reinforcing the need for an inclusive educational approach that respects cultural specificities.

The concept of interculturality highlights a relationship with ethics and education, emphasizing principles such as respect, solidarity and valuing diversity. Higher Education Institutions seek to foster public policies, strengthening the social impact of academic reflections. Institutional actions aimed at promoting cultural exchange and internationalization policies were also identified, training students for global and multicultural contexts.

Outside the educational sphere, publications on interculturality in social practices stand out in addressing the interweaving of cultures and the exchange of knowledge in partnerships between institutions and indigenous peoples in the Amazon, as well as intercultural practices as a basis for a new planetary order. In this context, voices from the Global South and decolonial practices are articulated. These findings reflect the broad scope of the concept of interculturality, highlighting its importance in promoting a more just, inclusive society that is aware of cultural diversity.



Sustainability

There is a consensus on the need to foster environmental awareness in educational contexts through interdisciplinary and experiential practices that integrate sustainability principles into the curriculum, institutional culture, and community. Formal education has the potential to disseminate ideas and guide behaviours in favour of the most urgent social needs, such as the protection of natural environments.

In Brazil, environmental education is expected to occur at all levels of education. In secondary education, studies point to an environmental education that, instead of focusing exclusively on large-scale problems, should prioritize practical and everyday actions. Educational games, outdoor activities, and the use of emerging technologies, such as QR codes, are highlighted as valuable resources for effectively engaging young people.

In initial teacher training, sustainability in curricula and teaching practices promotes environmental awareness and fosters understanding of the interconnection between social, economic and environmental issues, meeting the demands of the 2030 Agenda and the Sustainable Development Goals (SDGs). The theoretical and conceptual bases of ethnobiology, ethnoecology and situated cognition advocate that all knowledge is situated in social and cultural contexts, requiring the use of projects and actions that maintain a balanced ecological perspective. The movement Critical Thinking in Science and Technology highlights the importance of social innovations and technologies as tools for building more just, diverse and sustainable societies through the conceptual approach “Responsible Innovation”, “Social Innovation” and “Social Technology”.

The National Textbook Program (PNLD) for the area of Natural Sciences demands a joint effort from educators and society to actively contribute to discussions on educational materials, promoting a more comprehensive integration of sustainability and the SDGs. The 2030 Agenda and the UN SDGs are relevant to all areas of science, including language sciences. A dossier cited here presents research aligned with the SDGs, especially in the contexts of quality education, reduction of inequalities, gender equality and promotion of peace. The topics covered include intercultural language education, sociolinguistics, grammar teaching linked to human rights, inclusion of deaf students, internationalization of higher education, use of technologies in language teaching and literary analysis with a gender and race focus.

The approach to sustainability in the semiarid Northeast emphasizes the efficient use of water, preservation of the Caatinga and promotion of the resilience of local communities. In cities, it is suggested that *communities of practice be created, such as community vegetable gardens, which promote environmental education, social inclusion and the production of organic food, raising awareness among the population about the use of environmental resources, such as solid waste management, water resources, energy and technology.*

Much is lost with the destruction of the lands of indigenous peoples. The reduction of their territories, with urban encroachment on traditional hunting, fishing and gathering areas, has forced them to move to the cities with their families to gather food and produce and sell handicrafts. Their response is to use new strategies for the sustainability and sociocultural and linguistic maintenance of their groups, with emphasis on the education of children. During the Covid-19 pandemic, lives were saved because indigenous peoples turned to medicinal herbs, a priority in their cultures, both to treat illnesses and to bless people, consecrating the spirituality necessary for the regeneration of the planet.

Although a conflicting territory, in the organizational management of companies, the integration of sustainable practices has become imperative, mainly due to the growing globalized demand and the change in society's behaviour. They seek to express their environmental commitment by adopting Environmental Management Systems. The importance of environmental auditing as an instrument to support Corporate Sustainability that links the societal level of sustainability to the organizational level and to the individual level of the moral orientation of managers is highlighted. The Corporate Sustainability Index of the Brazilian Stock Exchange integrates the three pillars of sustainability: environmental, social and economic, denoting the interest of the corporate environment in the search for Sustainable Development.

The environmental issue can be seen as a unifying factor among peoples, favouring the establishment of a Cosmopolitan Citizenship in the context of consolidating Sustainability. Although in the economic dimension globalization induces environmental degradation, in the communicational dimension it



facilitates the engagement of people and non-governmental organizations throughout the world, highlighting the need for organized social participation that transcends national borders. The same information technologies that drive the global economy also offer means for the formation of networks of social participation. These connections can counterbalance the inability of States and transnational corporations to adequately address ecological preservation.

A study based on the concept of Cosmopolitan Citizenship has proven useful in pressuring governments and transnational conglomerates, fostering awareness and the implementation of rules and actions guided by principles of environmental sustainability. However, the economic viability of these practices by companies is still controversial. There are studies that confirm their positive impact on the financial performance and value of companies. Others highlight the high costs of their implementation, without any compensatory benefit. Furthermore, the level of development of countries has a moderating effect on the adoption of these practices by organizations.

Concluding remark

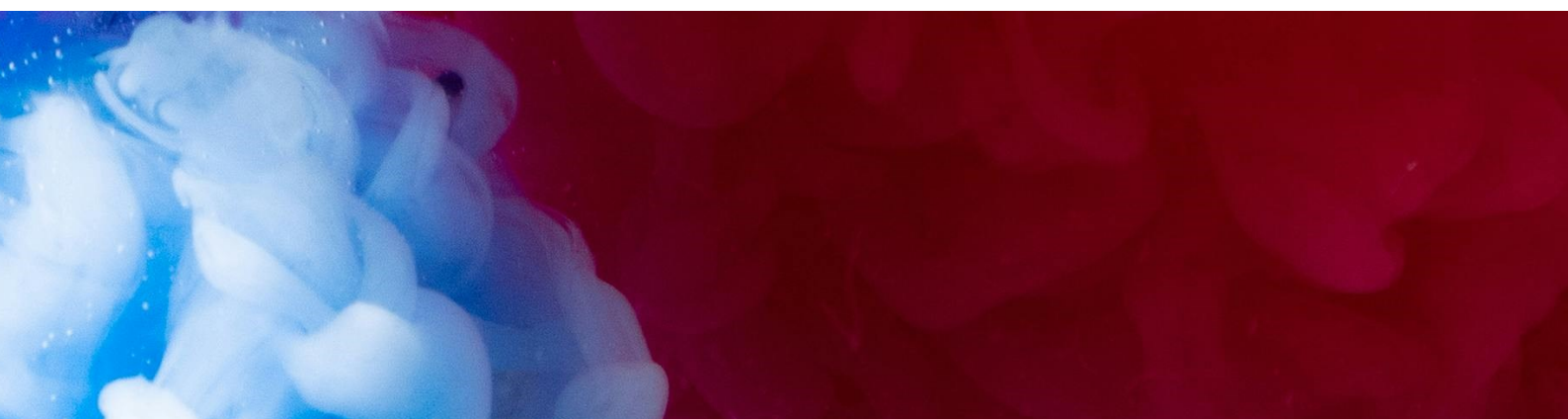
At universities across the country, there are now study centers and courses on indigenous and African cultures. These initiatives have been multiplying and demonstrate the development of a planetary consciousness in recognizing the knowledge of our native peoples and of the people of African descent. These study centers are dedicated not to teaching the knowledge of white people, but rather to how to deal with the forest without destroying it, and to learn from the quilombolas the secrets of our African ancestry. Therefore, indigenous people and quilombola¹s are not seen as apprentices, but rather as owners of knowledge necessary for the preservation of the planet. But we still have a long way to go before we have this recognition.

1. Quilombolas are members of rural and urban communities formed by descendants of enslaved Africans who resisted the slavery system and, today, define themselves by their connection to the land, their ancestry, their traditions, and their own cultural practices.



GLOBAL EDUCATION DIGEST 2024 SLOVENSKÝ JAZYK

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ÚVOD: SLOVENSKÝ JAZYK

Slovenský príspevok do Global Education Digest 2024 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 siedme vydanie Digest-u, ktoré mapuje prehľad publikácií o GV a ktoré je vydané v 11 jazykoch. Čo sa týka slovenského jazyka, je to tretí krát, čo boli do Digest-u zahrnuté aj publikácie o GV v tomto jazyku. Slovenský príspevok odstraňuje niektoré limitácie identifikované v predchádzajúcom vydaní Digest-u – napríklad rozširuje vyhľadávanie o ďalšie databázy. Všetky metodologické rozhodnutia budú bližšie špecifikované nižšie v Metodológii.

Všetky publikácie (vrátane tých v slovenskom jazyku) bude takisto možné nájsť v 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 mimovládnyimi 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 slovenskej legislatíve a strategických dokumentoch. Na vytvorenie zoznamu vedeckých a odborných publikácií o GV v slovenskom jazyku sme si teda stanovili nasledujúce kľúčové slová:

- **Globálne vzdelávanie** – čo je najpoužívanější 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** – aj napriek jeho doposiaľ nižšej používanosti sa v posledných rokoch sa začína toto pomenovanie objavovať aktívnejšie aj na slovenskej scéne. Vychádza z medzinárodných dokumentov a organizácií (napr. UNESCO, OSN).
- **Výchova alebo vzdelávanie ku globálnemu občianstvu** – toto pomenovanie rovnako vychádza z medzinárodných dokumentov a organizácií (napr. UNESCO, OSN) a v posledných rokoch sa používa častejšie.
- **Environmentálna výchova alebo vzdelávanie** – 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**. V tohtoročnom vydaní Digest-u sme pridali aj databázu **DOAJ**.
- 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).



- Hľadali sme aj v centrálnej akademickej databáze na Slovensku, ktorá nesie názov **Centrálny register evidencie publikačnej činnosti (CREPČ2)**.
- Taktiež sme hľadali v akademickej databáze najväčšej univerzity na Slovensku – **Univerzity Komenského v Bratislave**, ktorá uchováva všetky publikácie akademických pracovníkov a výskumníkov. Táto databáza sa nazýva **Evidencia publikačnej činnosti UK**.
- Okrem toho sme prehľadávali aj 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 Digest-e za rok 2022 a za rok 2023. 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 časopisy, ktoré sa tematicky venujú téme vzdelávania, a to **Pedagogika.sk**, **Academia**, **Envigogika**, **Didaktika** a **Studia Scientifica Facultatis Paedagogicae Universitas Catholica Ružomberok**. Studia Scientifica Facultatis Paedagogicae Universitas Catholica Ružomberok je novopridaný akademický časopis. 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.

Všetky nové databázy a akademické časopisy boli prehľadávané od roku 2010.

Do Digest-u sme nezahrňali žiadne publikácie, ktoré sa používajú ako didaktické príručky a učebnice a ktoré boli publikované MVRO, a to najmä cez stránku globalnevzdelavanie.sk.

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 Slovenskej republiky (MZVEZ) ako súčasť agendy rozvojovej spolupráce a aj keď v posledných rokoch sa GV viac posúvalo pod Ministerstvo školstva, vedy, výskumu a mládeže Slovenskej republiky (MŠVVM), 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 MŠVVM nemá vytvorený osobitný rozpočet pre GV; (4) aj keď sa GV agenda postupne premiestňuje pod MŠVVM, ani v rámci neho nie je jasné, komu agenda patrí, keďže v posledných rokoch sa GV agenda posúvala medzi rôznymi 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 nie sú vedené politickými aktérmi, ale MVRO a zameranými učiteľmi, čo sú hlavní aktéri v oblasti GV. 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.

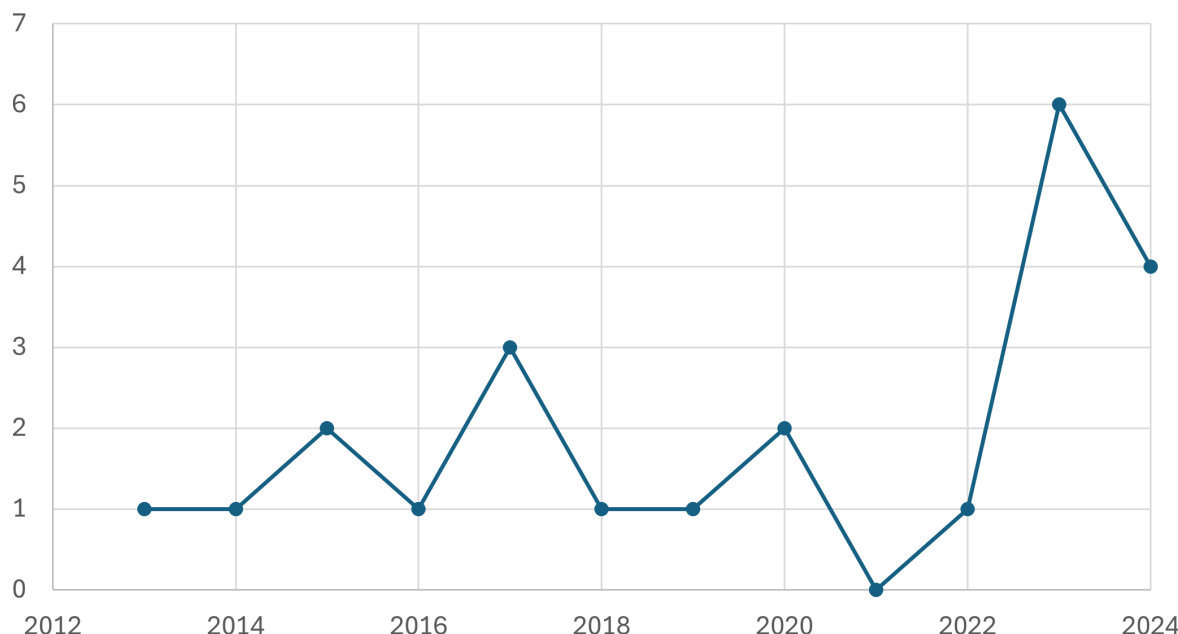


Výsledkom pomalého a inštitucionálne slabo uchyteného rozvoja GV je aj menší počet publikácií o GV. GV nie je téma, ktorá by bola všeobecne známa, nemá podporu a tak ani akademický výskum v tejto oblasti neprosperuje.

Výsledky

V rozmedzí tohtoročného vydania Digest-u sme dokopy identifikovali **23 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.

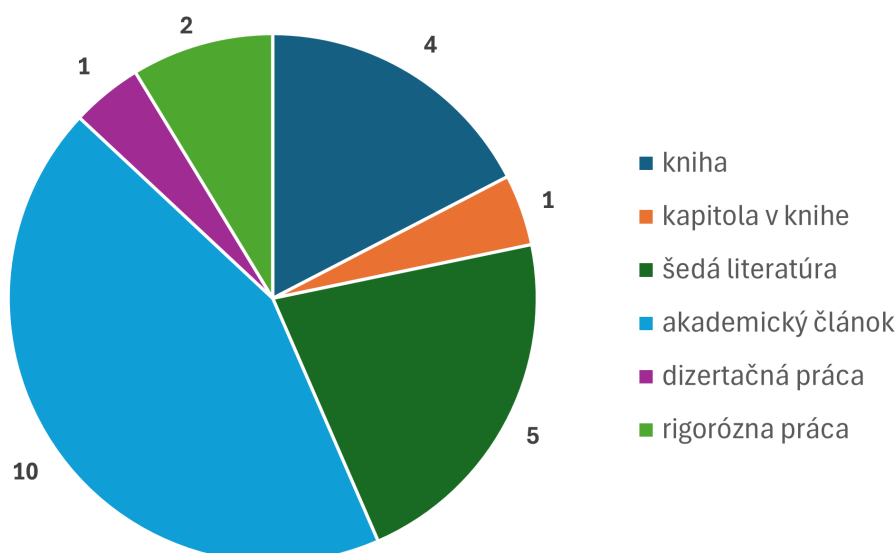
Čo sa týka roku vydania publikácií, keby sme sa sústredili len na rok 2024, čo bol rok, na ktorý sa Digest primárne zameriaval, našli by sme dokopy len 4 publikácie. Celkovo analýza poukazuje, že sa ročne na Slovensku vypublikuje len minimálne množstvo publikácií o GV – najviac to bolo za roky 2023 (n=6) a 2024 (n=4). Okrem roku 2021, kedy sme nenašli ani jednu novú publikáciu (n=0), sa množstvo publikácií pohybuje od 1 publikácie za roky 2013, 2014, 2016, 2018, 2019 a 2022; 2 publikácií za rok 2015 a 2020; po 3 publikácie za rok 2017.



Graf č. 1: Počet vydaných publikácií o GV v slovenskom jazyku za rok (iba údaje pre Digest 2024)

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 aj v poslednom vydaní Digest-u z roku 2023, 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 a nemá tendenciu rásť.

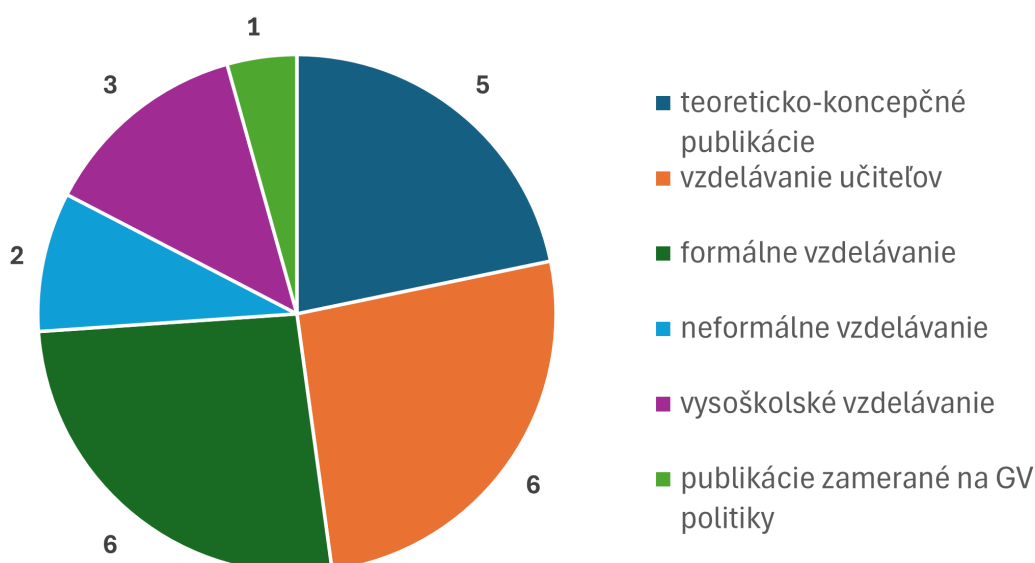
Čo sa týka typov publikácií o GV, ktoré sme spozorovali, jednalo sa prevažne o akademické články (n=10, čo tvorí 43,5%), ktoré boli publikované v lokálnych akademických žurnáloch alebo v zborníkoch z vedeckých konferencií. Za nimi nasledovali 5 kusov tzv. „šedej literatúry“, prevažne v podobe reportov, 4 knihy, 1 kapitola v knihe a 3 záverečné práce, z toho 1 dizertačná práca a 2 rigorózne práce. Rigorózne práce sú 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 Centrálného registra záverečných a kvalifikačných prác ukázalo, že v roku 2024 bolo publikovaných najmenej 20 relevantných prác, čo je sľubným znakom do budúcnosti.



Graf č. 2: Počet vydaných publikácií o GV v slovenskom jazyku podľa typu (iba údaje pre Digest 2024)

Čo sa týka hlavnej témy analyzovaných publikácií, najvyšší počet tvorili publikácie venujúce sa formálnemu vzdelávaniu ($n=6$) a publikácie venujúce sa vzdelávaniu učiteľov ($n=6$). nasledovali teoreticko-koncepčné publikácie ($n=5$). O teoreticko-koncepčných publikáciách treba však povedať, že 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 konceptných a teoretických debát a úvah.

Za teoreticko-koncepčnými publikáciami nasledujú publikácie o vysokoškolských inštitúciách v súvislosti s GV ($n=3$), publikácie o neformálnom vzdelávaní ($n=2$) a publikácia zameraná na politiky zameraná na GV ($n=1$). Témy medzinárodného vzdelávania, dobrovoľníctva a vzdelávacích partnerstiev v oblasti GV úplne absentujú.



Graf č. 3: Počet vydaných publikácií o GV v slovenskom jazyku podľa témy (iba údaje pre Digest 2024)



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 vzdelávania 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, ktorý je v zahraničí častý, na Slovensku absentuje.

Rovnako ani v prípade doktorandského alebo tzv. early-career výskumu, sa veľa autorov tejto téme nevenuje. 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, je viac ako pravdepodobné, že bibliografia, ktorú uvádzame, nie je kompletná. Identifikované limitácie sú nasledovné:

- Neexistuje zjednotená databáza pre výskum súvisiaci s politikou, čo znamená, že sme mohli prehliadnúť 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 schopní 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 deradikalizácii alebo mierové vzdelávanie.

Referencie použité v texte

Človek v ohrození, PDCS, Živica, Pedagogická fakulta univerzity Matej Bela a výskumná agentúra Krajinka. (2018). Analýza stavu globálneho vzdelávania na Slovensku 2018-2020. <https://globalnevzdelavanie.sk/analiza/>

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



INTRODUCTION: SLOVAK

The Slovak contribution to the Global Education Digest 2024 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 seventh edition of the Digest, which maps what publications have been published about GE in 11 languages. As for the Slovak language, this is the third 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 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 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 GE in the Slovak legislation and strategic documents. In sum, 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)** – 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)** – this term is used less, but (as above) in recent years it is starting to be used more actively due to the use of the term in international documents and organizations (e.g., UNESCO, UN).
- **Environmentálne vzdelávanie or výchova (environmental education)** – 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**. In this year's edition of the Digest, we have also added the **DOAJ** database.



- 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 also searched the central academic database in Slovakia, which is called the **Central Register of Publication Activity Records** (CREPČ2).
- We have also consulted an academic database of the biggest university in Slovakia – **Comenius University in Bratislava** (Univerzita Komenského v Bratislave) – 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).
- We have also searched 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 many relevant sources as possible, which 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 five academic journals which focus primarily on education – those were: **Pedagogika.sk**, **Academia**, **Didaktika**, **Envigogika** and **Studia Scientifica Facultatis Paedagogicae Universitas Catholica Ružomberok**. The latter publication is a newly added academic journal. 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 **globalnevezdelavanie.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 NGOs 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.

All new databases and academic journals were searched since 2010.

We did not include in the Digest any publications that are used as didactic manuals and textbooks and that were published by NGOs, especially through the website www.globalnevezdelavanie.sk.

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 of the Slovak Republic (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 Youth of the Slovak Republic (MoESRY), 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 NGOs working with GE), and the MoESRY does not have a separate budget for GE; and (4) although the GE agenda is gradually being moved under the MoESRY, it is not clear even within it to whom the agenda belongs, as in recent years the GE agenda has moved between different departments and working groups.



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 NGOs 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 NGOs' representatives, have been held in Slovakia since 2022, but these were co-financed by foreign donors.

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 23 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 the year 2024, which was the main year the Digest focused on, we found a total of 4 publications. Overall, the analysis shows that only a minimum amount of GE publications are published in Slovakia – the most publications were published in 2023 (n=6) and 2024 (n=4). Apart from 2021 when we did not find any publication (n=0), the number of publications ranges from 1 publication in 2013, 2014, 2016, 2018, 2019 and 2022; 2 publications in 2015 and 2020; to 3 publications in 2017.

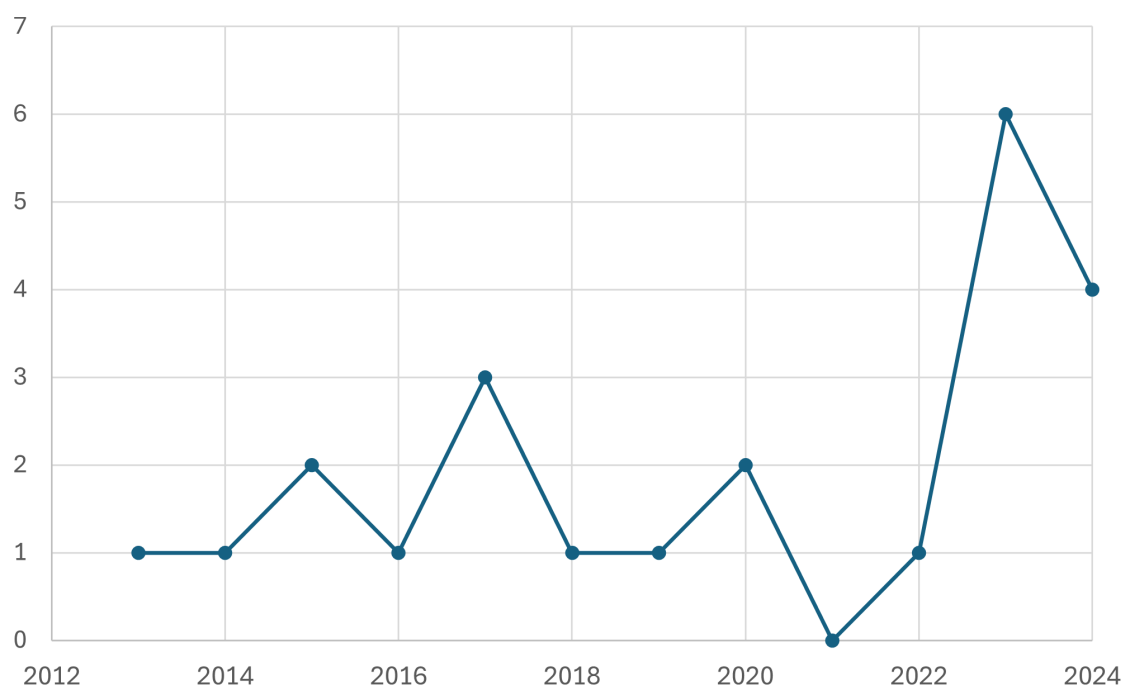


Figure 1: Number of published publications on GE in Slovak language per year (data for Digest 2024 only)

Overall, we attribute the low interest in publishing about GE to the lack of financial resources and the overall ambiguous agenda in the field of GV, which is the result of the lack of a National Strategy for GE. As we noted in the last issue of the Digest from 2023, publications on GE increase when they are part of a research project or grant scheme. Otherwise, research is concentrated in workplaces and among authors who have been working on the topic for a longer period of time. Furthermore, the amount of publications does not tend to grow.



As for the type of GE publications we observed, there were mostly academic articles ($n=10$, which is 43.5 %), which were published in local academic journals or in proceedings from scientific conferences. They were followed by 5 publications classified as “grey literature”, mostly in the form of reports, 4 books, 1 book chapter and 3 theses, out of which 1 was a PhD. thesis and 2 were rigorous works. 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 in 2024, which is a promising sign for the future.

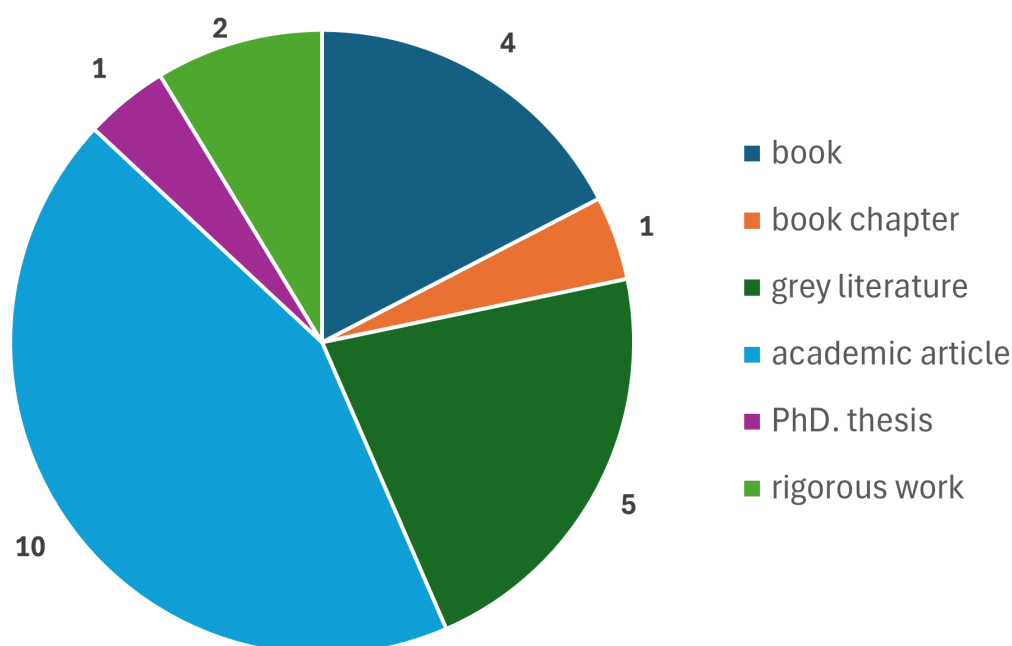


Figure 2: Number of GE publications published in Slovak language by type (data for Digest 2024 only)

Regarding the main topic of the analyzed publications, the highest number was made up of publications devoted to formal education ($n=6$) and to teacher education ($n=6$). This was followed by theoretical and conceptual publications ($n=5$). Regarding theoretical and conceptual publications, however, it should be said that, considering 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-conceptual publications are followed by higher education research related to GE ($n=3$), publications on non-formal education ($n=2$) and a policy-oriented publication focused on GE ($n=1$). The topics of international education, volunteering and educational partnerships in the field of GE are completely absent.

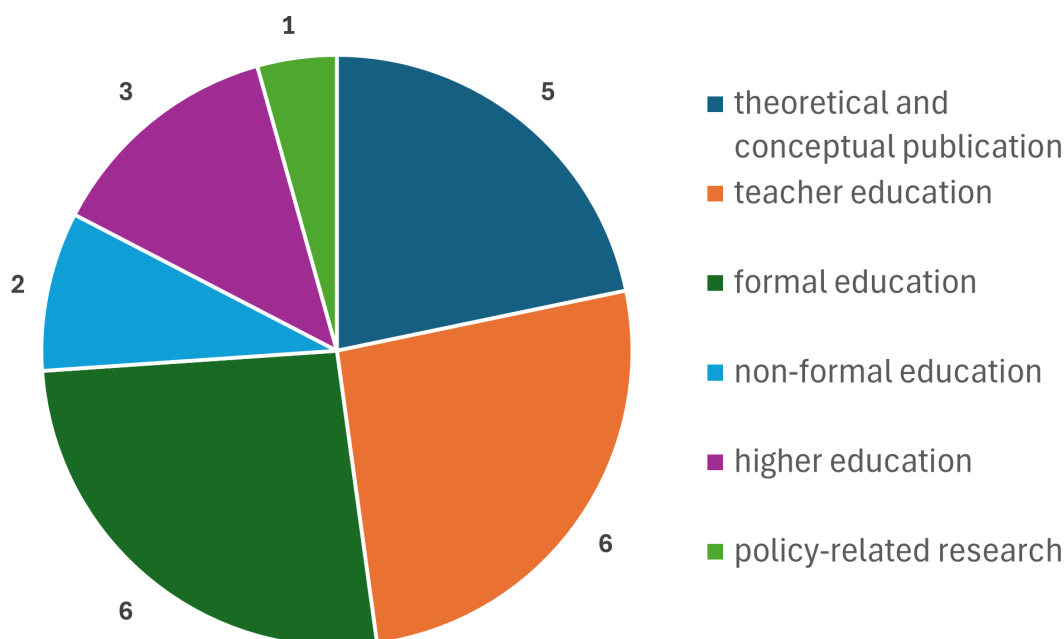


Figure 3: Number of GV publications published in Slovak by topic (data for Digest 2024 only)

In general, it can be said that the 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.

Similarly, in the case of doctoral or early-career research, almost no other authors deal with this topic. 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.

Limitations

Despite 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. The identified limitations are as follows:

- There is no unified database for policy-related research, which means that we may have overlooked the so-called "gray literature" found on other Internet domains.
- 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.

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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/>

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GLOBAL EDUCATION DIGEST 2024

简体中文

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简体中文: 介绍

选文方法与检索流程

本团队制定了一套关键检索词，既与全球教育的核心议题保持一致，又充分考虑了中文学术语境中的术语使用特点，包括：

- 全球公民教育 / 世界公民教育
- 全球教育 / 国际教育
- 可持续发展教育
- 环境教育
- 生态文明教育
- 人权教育
- 跨文化教育

鉴于中文学术出版的特殊性，我们选取了以下主要数据库作为文献检索平台：

1. 中国知网（CNKI）：中国最具权威的学术数据库，覆盖期刊论文、会议论文、学位论文及研究报告等多种文献类型。
2. 万方数据（Wanfang Data）：另一大型中文学术数据库，提供广泛的科研成果检索途径。

这两个数据库在保障文献质量的同时，也有效应对了中文文献在国际数据库中检索受限的挑战。

与其他团队仅补充过去一年研究不同，本年度为全球教育文献索引首次纳入中文研究。因此我们采用了更广泛的时间范围：

- 主要时间段：2019年至2024年期间发表的研究成果
- 择优纳入：对于2019年前发表的重要基础性研究，若具备高度相关性 & 代表性，也予以选择性收录

团队成员依据统一标准，分别在CNKI与万方数据库中进行系统性检索。为确保全面覆盖、避免重复，我们遵循以下结构化流程：

- 在适用场景中使用引号进行精确短语检索
- 默认筛选近五年成果，若为奠基性研究可适当扩展时间范围
- 按主题、期刊、时间或关键词等维度对结果进行细分与分配，确保检索工作的系统性与高效性

主要趋势

过去五年间（2019–2024），有关全球教育（Global Education）及其相关主题的中文学术出版物数量总体上保持稳定，每年约有十余篇学术论文发表。2019年是一个高峰，相关文献量显著增加。这一现象部分源于当年若干核心期刊围绕全球公民教育与可持续发展教育组织了专题研讨，例如《比较教育研究》2019年第4期集中发表了多篇相关文章（顾明远 & 滕珺, 2019；饶舒琪, 2019；李健 & 刘宝存, 2019）。此后，受全球议程和国内科研关注点影响，年度发表量有所波动：2020–2022年略有下降，而2023年又出现增长，聚焦于联合国教科文



组织新近报告和国际经验的分析（岳伟 & 李文娟, 2023；吴云雁等, 2023）。整体来看，全球教育相关研究正逐步受到中文学界重视，但仍处于发展阶段，发表数量相对有限。

主要研究主题与代表性成果

中文文献涵盖了全球教育领域的多个主题，包括全球公民教育、可持续发展教育、环境与生态文明教育、人权教育以及跨文化教育等。其中，**可持续发展教育**（Education for Sustainable Development, ESD）和**生态文明教育**是最突出的议题之一。一系列研究探讨了如何在中国推进ESD与生态文明理念融入教育实践。例如，黄忠敬等(2019)分析了中国义务教育课程标准，与2030年联合国可持续发展教育目标的差距；岳伟和陈源军(2022)总结了中国环境与生态文明教育的实践进展与未来展望，体现了国家“生态文明”战略在教育领域的落实。还有研究聚焦教师队伍建设和学生素养培育：徐新荣等(2022)讨论了生态文明教育教师队伍建设路径；沈欣忆等(2020)通过调研北京市中小学生，评估其生态文明素养现状。这些研究回应了生态环境挑战下培养“生态公民”的时代需求，也体现出理论与实践相结合的取向。

全球公民教育（Global Citizenship Education, GCE）是另一重要领域。早期文献主要梳理概念困惑与西方学术争论。饶舒琪(2019)阐明了全球公民教育内涵上的困惑及澄清；李健和刘宝存(2019)综述了西方关于全球公民教育的内涵、价值和实施途径的不同观点。随后，学者开始探讨本土化路径和案例实践。饶舒琪(2020)分析了苏格兰的“全球故事情节法”实践，探讨全球公民教育的可行实施路径；许继莹(2020)从儒家“修身”思想出发，提出构建人类命运共同体背景下中国实施全球公民教育的逻辑。最新研究出现了融合与反思的新取向：缪学超和刘三利(2024)提出全球公民教育的目标正从“全球公民”拓展为“生态公民”，反映了气候变化时代公民身份教育重心的转移；李清煜(2023)则在全球公民教育中引入“人类命运共同体”视角，探讨如何超越西方话语，实现新的理论升华。总体而言，中国关于全球公民教育的研究已从介绍借鉴逐步走向本土回应，既关注国际经验，也开始融入中国哲学与治理理念。

跨文化教育与**人权教育**在中文文献中占比相对较小，但亦有若干值得关注的成果。跨文化教育方面，滕珺等(2022)分析了西班牙在大量移民背景下实行“双向融合”的跨文化教育政策与实践。这一案例研究提供了他国经验，对国内民族与文化多样性教育具有镜鉴意义。另外，有研究关注来华留学生教育管理和多文化融合，这反映了教育国际化背景下高校的实际需求。人权教育方面，由于政策环境所限，研究数量有限且多为理论探讨。邱安邦(2023)的博士论文实证分析了人权观念如何融入中学语文教科书。该研究揭示了教材编写中融入普适人权价值的努力与不足。一些文章也探讨了在人权话语下公民意识培养的意义，但总体而言，人权教育在中国仍属敏感话题，相关研究主要停留在课程和教材层面，实践层面的研究较为欠缺。

学术活动与研究群体

2019年以来尚未出现专门以全球教育或全球公民教育为主题的大型全国性学术会议。这些议题更多是在综合性教育论坛或相关领域会议中被讨论。例如，每年的比较教育年会和教育学会年会上，全球教育相关议题常作为分论坛出现，但没有独立的全国大会。这一定程度上反映了该领域在国内尚属新兴，研究群体相对分散。不过，一些重要期刊策划的专题在凝聚学者方面发挥了作用。除前述《比较教育研究》外，《外国教育研究》《上海教育科研》等期刊也刊登了全球教育主题文章。此外，联合国教科文组织的倡议推动了国内学界关注：如ESD全球行动计划和“ESD 2030”框架推出后，有相应研究进行解析和反思（阚阅 & 徐冰娜, 2020）。



从研究机构与人员看，全球教育相关研究主要由重点师范大学和教育研究机构的学者引领。北京师范大学的比较教育研究团队（如刘宝存等）率先开展全球公民教育理论探讨；华东师范大学和华中师范大学等也有学者关注全球教育与可持续发展教育议题（岳伟 & 李文娟, 2024）。老一辈教育学者如顾明远教授积极倡导将教育现代化与可持续发展目标相衔接，发表的政策分析具有引领意义（顾明远 & 滕珺, 2019）。中青年学者则成为具体研究的生力军，如饶舒琪聚焦全球公民教育实践，徐新荣团队深耕生态文明教育，李文娟和岳伟关注国际ESD趋势分析，等等。值得一提的是，出现了一些专题研究项目和学位论文专门针对全球教育议题，这表明新生代研究者正推动领域的发展。

理论与方法创新

在研究方法上，大部分中文文献以文献分析和比较研究为主，实证研究相对较少。但在理论视角上有一些创新迹象。一方面，研究者开始引入批判性和反思性视角审视全球教育议程。比如，李健等(2021)对经济合作与发展组织（OECD）通过PISA等机制“规训”全球教育的现象进行了批判性分析，指出全球评比体系可能带来的偏差和政治影响。这种对全球教育治理的批判性探讨在国内尚属少见，体现了一定的理论突破。另一方面，学者们尝试将中国本土话语融入全球教育理论框架。提出以“人类命运共同体”丰富全球公民教育理念（李清煜, 2023），或借鉴儒家思想探寻全球素养培养路径（许继莹, 2020），都是在全球话语中植入本土哲学的有益尝试。此外，“生态公民”概念的兴起也体现了跨领域融合创新，将环境伦理纳入全球公民视野（缪学超 & 刘三利, 2024）。总体来看，虽然中文研究大多沿用国际主流框架并紧跟联合国等机构议程，但逐步出现了本土化改造和批判反思，这为未来理论创新奠定了基础。

研究覆盖与不足

目前中文全球教育研究在教育阶段的覆盖与研究深度方面仍存在局限。已有文献主要集中于基础教育和高等教育阶段。基础教育领域多关注如何在课程中融入可持续发展理念或培养学生全球素养（李默妍 & 祝怀新, 2019），而高等教育层面则探讨高校在生态文明与全球意识教育方面的实践路径（卢志坚等, 2019；胡健 & 杨建国, 2019）。近年来，师范教育和教师培训逐渐受到关注，例如培养具备环境或全球教育素养的教师队伍（戴剑, 2018；徐新荣等, 2022）。相比之下，职业教育、成人教育、终身学习与非正式教育等领域几乎未见系统研究，在学前教育中如何发展全球意识亦属空白。

此外，整体研究仍以政策解读与理念讨论为主，实证研究特别是针对一线教学实践的调查相对薄弱，导致我们对全球教育在学校层面的实际落实与学生的学习效果了解有限。造成此现象的原因，一方面是全球教育理念在中国基础教育中尚未制度化，缺乏可供观察的广泛实践；另一方面，相关研究群体规模有限，研究资源和项目支持仍不充分。同时，一些国际上备受关注的议题如和平教育、去殖民教育，在中文语境中缺少系统探讨，反映出当前研究更倾向聚焦于与国家发展议程紧密关联的主题，如可持续发展与生态文明。总体而言，该领域仍处于吸收借鉴阶段，原创性理论建构与本土化实践探索仍有广阔空间。



检索局限

本次简体中文文献的检索和整理也存在一些局限。首先，尽管我们设置了较为全面的关键词，但在中文语境中，相关概念的表达方式较为多样，仍有可能遗漏使用其他术语的研究。其次，收录的文献整体上更偏重理论分析与政策解读，实证研究特别是教学一线的实践调查相对较少。最后，本次检索主要集中于中国大陆地区的出版物，未系统纳入港澳台及海外华人学者的中文研究。这些因素在一定程度上限制了我们呈现的研究面貌，也提醒我们理解本综述时应注意其范围边界。

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SIMPLIFIED CHINESE: INTRODUCTION

Selection Methodology and Search Process

Our team has developed a list of key search terms that align with the broader themes of Global Education while considering terminology specific to the Chinese academic context:

- 全球公民教育/世界公民教育 (Global Citizenship Education)
- 全球教育 (Global Education) / 国际教育 (International Education)
- 可持续发展教育 (Education for Sustainable Development)
- 环境教育 (Environmental Education)
- 生态文明教育 (Ecological Civilization Education)
- 人权教育 (Human Rights Education)
- 跨文化教育 (Intercultural Education)

Due to the specific nature of academic publishing in Simplified Chinese, we have selected the following major databases to conduct our bibliographic research:

1. China National Knowledge Infrastructure (CNKI) – The leading database for Chinese academic publications, covering journal articles, conference papers, theses, and reports.
2. Wanfang Data – Another major academic database with comprehensive access to Chinese scholarly work.

These databases ensure access to high-quality research while addressing the challenges of limited indexing of Chinese-language publications in international repositories.

Unlike other teams, which focus on adding research from the past year to existing bibliographic datasets, this is the first year that research in Simplified Chinese is included in the Global Education Digest. As a result, we have adopted a broader search timeframe:

- Primary timeframe: Research published in the past five years (2019–2024).
- Selective inclusion: High-quality, relevant studies published before 2019 to ensure the inclusion of significant foundational works while maintaining relevance.

Each team member is responsible for running systematic searches using the agreed search terms in both CNKI and Wanfang Data. To ensure thorough coverage and avoid duplication, we followed a structured approach:

- Using exact phrases in quotation marks where applicable.
- Searching within the past five years as the default, but extending further selectively for foundational studies.
- Dividing results systematically (e.g., by filtering and assigning different subsets to each team member).



Key trends

Over the past five years (2019–2024), the number of Chinese-language academic publications related to global education and its subfields has remained steady at around a dozen articles per year. Notably, 2019 saw a surge in output as several top journals featured special sections on global citizenship education and education for sustainable development. For example, the journal *Comparative Education Research* devoted issue 4 of 2019 to these topics, publishing multiple papers (Gu & Teng, 2019; Rao, 2019; Li & Liu, 2019). In subsequent years, the volume fluctuated in response to global agendas and domestic research foci: output dipped in 2020–2022, then rose again in 2023 with increased attention to new UNESCO reports and international experience (Yue & Li, 2023; Wu et al., 2023). Overall, Chinese scholarship on global education is gaining traction but remains in an emerging stage with relatively limited publication quantities.

Key themes and works

The Chinese literature encompasses a range of themes including global citizenship education (GCE), education for sustainable development (ESD), environmental and ecological civilization education, human rights education, and intercultural education. Among these, ESD and ecological civilization education have been particularly prominent. Numerous studies explore how to promote ESD and ecological civilization principles in China's educational practice. For instance, Huang et al. (2019) examined China's national curriculum standards to evaluate progress toward achieving the UN's 2030 ESD goals. Yue and Chen (2022) reviewed China's progress and future prospects in environmental and ecological civilization education, reflecting how the national "ecological civilization" strategy is implemented in education. Other works focus on teachers and students: Xu et al. (2022) discussed pathways for building a teaching workforce for ecological civilization education, and Shen et al. (2020) assessed the ecological literacy of Beijing's K-12 students through surveys. These studies respond to the imperative of cultivating "ecological citizens" in the face of environmental challenges, and they exemplify a combination of theoretical and practical concerns.

Global citizenship education is another key area. Early contributions in this period primarily clarified concepts and surveyed debates in Western discourse. Rao (2019) addressed conceptual confusions in GCE and offered clarifications, while Li and Liu (2019) reviewed Western debates on the definition, value, and approaches of GCE. Subsequently, scholars turned to localization and practical cases. Rao (2020) analyzed Scotland's "Global Storylines" pedagogy as a feasible model for GCE implementation, and Xu (2020) proposed a Chinese logic for GCE under the Confucian idea of self-cultivation, aligning with the vision of building a "Community of Shared Future for Mankind". The most recent studies display new directions of integration and critical reflection. Miao and Liu (2024) argue that the goal of GCE is shifting from forming "global citizens" to fostering "ecological citizens," reflecting a change of emphasis in the era of climate change. Li Qingyu (2023) introduces the perspective of a Community of Shared Future for Mankind into GCE, seeking to move beyond Western paradigms. In sum, Chinese research on GCE has progressed from introducing and learning from international ideas to formulating local responses. Scholars pay attention to global experiences while beginning to incorporate Chinese philosophical and policy concepts into the GCE discourse.

Intercultural education and **human rights education** occupy a smaller portion of Chinese literature, but there are notable works in these areas as well. In intercultural education, Teng Jun et al. (2022) examined Spain's policy and practice of "two-way integration" in intercultural education amid a context of mass immigration. This case study provides lessons from abroad that can inform education in China's own ethnoculturally diverse contexts. Other studies have considered the management of international students in China and multicultural integration on campuses, reflecting practical needs in the context of internationalization of higher education. In human rights education, given the sensitive policy environment, research is limited and mostly theoretical. One significant contribution is Qiu Anbang's 2023 doctoral thesis, which empirically analyzed how human rights concepts are integrated into secondary school Chinese language textbooks. This study highlights efforts and gaps in incorporating universal human rights values into curriculum materials. Some articles also discuss the importance of citizenship cultivation under human rights frameworks. Overall, however, human rights education remains a delicate topic in China; related research has largely stayed at the level of curriculum and textbooks, with little on classroom practice.



Academic activities and research community

Since 2019, there have been no major national conferences dedicated specifically to global education or GCE in China. These topics have instead been discussed within broader educational forums. For example, at annual conferences of comparative education and general education societies, global education often appears as a sub-forum, but not as a standalone conference theme. This reflects the still-emerging status of the field domestically and a relatively diffuse research community. Nonetheless, special issues organized by key journals have played a role in convening scholars. In addition to *Comparative Education Research* mentioned above, journals like *Foreign Education Research* and *Shanghai Educational Research* have also published articles on global education. Moreover, initiatives by UNESCO have inspired academic attention: following the launch of UNESCO's *Global Action Programme (GAP) on ESD* and the *ESD for 2030 framework*, Chinese scholars produced analyses and reflections on these global initiatives (Kan & Xu, 2020).

Work on global education is led mainly by scholars at leading 'normal' universities and educational research institutes. The comparative education team at Beijing Normal University (e.g., Liu Baocun and colleagues) led theoretical discussions on GCE early on. Scholars at East China Normal University, Central China Normal University, and others have also engaged with global education and ESD topics (Yue & Li, 2024). Senior educators like Gu Mingyuan have advocated aligning China's educational modernization with global sustainable development goals; his policy-oriented analysis provided thought leadership (Gu & Teng, 2019). Meanwhile, mid-career and early-career researchers are the driving force behind specific studies. For example, Rao Shuqi has focused on GCE pedagogy, Xu Xinrong's team on ecological civilization education, and Li Wenjuan and Yue Wei on international ESD trend analysis. Recent dedicated research projects and graduate theses on global education signals that early career researchers are advancing the field.

Theoretical and methodological approaches

Methodologically, most Chinese studies rely on literature review and comparative analysis, with relatively few empirical studies. However, there are signs of innovation in theoretical perspectives. On one hand, researchers have begun to adopt critical and reflective lenses to examine global education agendas. Li Jian et al. (2021) offered a critical analysis of how the OECD "disciplines" global education through PISA rankings, highlighting biases and political implications of international benchmarking. Such critical inquiry into global governance of education is rare in China and represents a noteworthy theoretical breakthrough. On the other hand, scholars are attempting to infuse Chinese local discourse into global education frameworks. Proposals to enrich GCE with the notion of a Community of Shared Future (Li Q., 2023) or to draw on Confucian thought for cultivating global competence (Xu, 2020) are efforts to instil global discourse with local philosophy. In addition, the emerging concept of "ecological citizenship" demonstrates cross-domain innovation by incorporating environmental ethics into the notion of global citizenship (Miao & Liu, 2024). In general, while Chinese research still largely follows international frameworks and aligns closely with UN initiatives, there is a gradual emergence of localized adaptation and critical reflection.

Research coverage and gaps

Current Chinese-language research on global education still has limitations in terms of both coverage in the educational stages and research depth. Existing literature primarily focuses on basic and higher education. In basic education, studies tend to explore how to integrate sustainable development into the curriculum or how to cultivate students' global competencies (Li & Zhu, 2019). At the higher education level, research examines how universities engage with ecological civilisation and global awareness education (Lu et al., 2019; Hu & Yang, 2019). In recent years, there has been growing attention to teacher education and training, such as how to prepare educators with environmental or global education literacy (Dai, 2018; Xu et al., 2022). In contrast, areas such as vocational education, adult learning, lifelong education, and non-formal education have received very limited attention. The development of global awareness in early childhood education remains unexplored.

In addition, most studies continue to focus on policy interpretation and conceptual discussions, with limited empirical research, particularly about classroom practice. As a result, there is a lack of data on how global education is implemented in schools and what students actually gain from it. This may be due in part to the



fact that global education has not yet been institutionalised in China's basic education system, leaving few cases of practice to be observed. Another contributing factor is the relatively small size of the research community and limited access to funding or project support. Furthermore, internationally prominent topics such as peace education and decolonisation have yet to receive systematic attention in the Chinese context. This suggests that domestic research remains largely aligned with national development priorities, particularly in areas such as sustainable development and ecological civilisation. Overall, the field is still in a phase of absorption and adaptation, and there remains significant room for original theoretical contributions and locally grounded practice.

Limitations of this database

There are also some limitations in the retrieval and analysis of Simplified Chinese literature for this Introduction. First, although we developed a relatively comprehensive set of keywords, the varied use of terminology in Chinese academic discourse means that some relevant studies using alternative expressions may have been missed. Second, the literature included tends to focus more on theoretical discussions and policy analysis, while empirical research, particularly practice-based studies from real teaching contexts, remains limited. Finally, this review primarily focused on publications from mainland China and did not systematically include Chinese-language research from Hong Kong, Macau, Taiwan, or overseas Chinese scholars. These factors inevitably shape the scope of the findings and should be kept in mind when interpreting this review.

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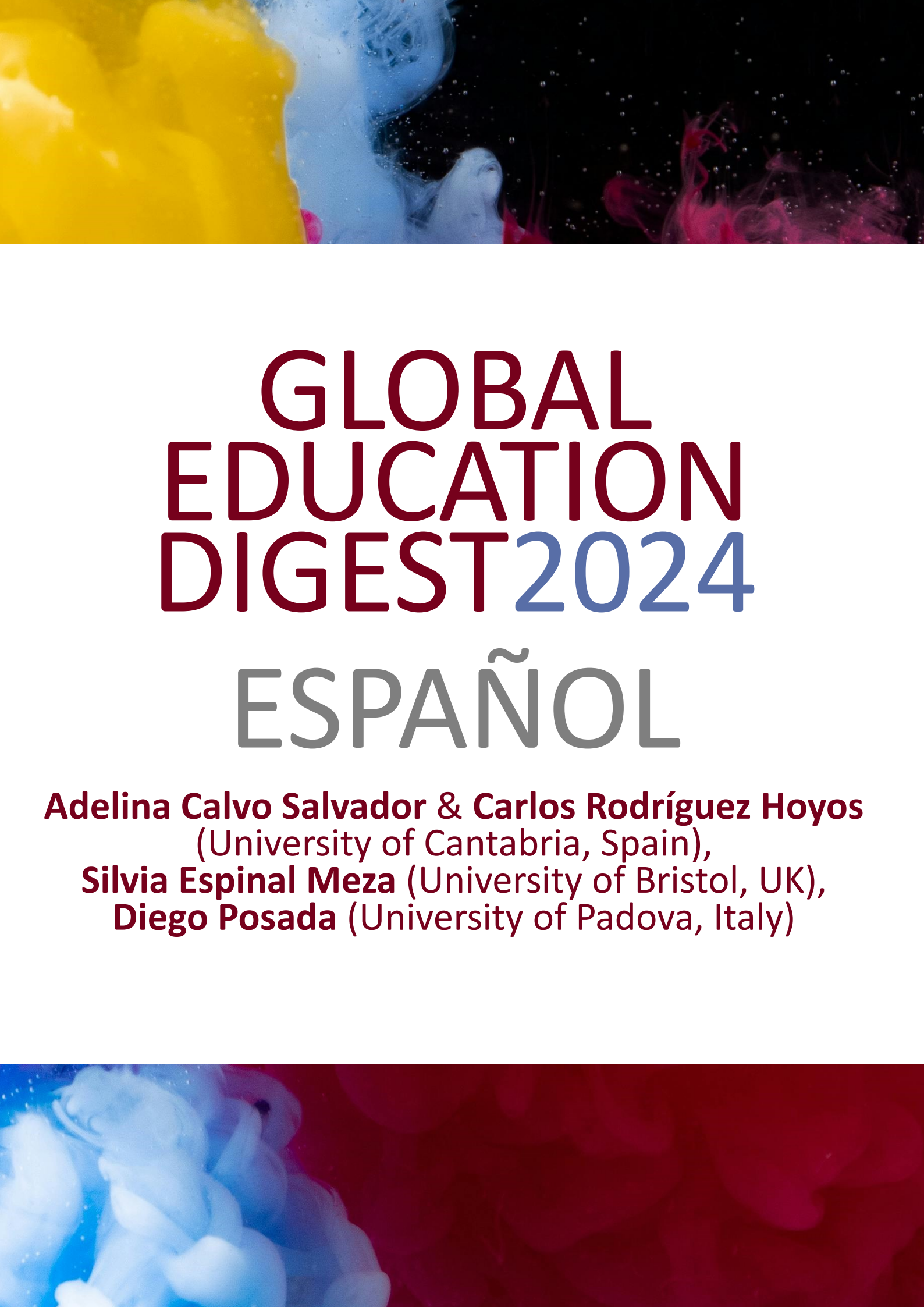
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GLOBAL EDUCATION DIGEST 2024 ESPAÑOL

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INTRODUCCIÓN: ESPAÑOL

En las dos ediciones anteriores del Digest, el equipo que analiza la literatura en español se conformó por un grupo mixto que se mantiene en esta edición. Lo conforman los siguientes investigadores e investigadoras: Adelina Calvo Salvador y Carlos Rodríguez-Hoyos del ámbito español (Universidad de Cantabria) y Diego Posada González, uruguayo, investigador postdoctoral en la Universidad de Padova, Italia y Silvia Espinal Meza, peruana, investigadora doctoral en la Universidad de Bristol, Reino Unido del ámbito latinoamericano. El equipo se conformó con el objetivo de realizar 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 español¹

En un reciente trabajo publicado por Manuela Mesa (2025) que analiza con mirada histórica este campo de estudio en España, se afirma que desde las primeras iniciativas de Educación para el Desarrollo vinculadas a la sensibilización que surgieron en ese país, tras la llegada de la democracia (en 1975) y el desarrollo de la política de cooperación al desarrollo, el concepto, enfoques y prácticas de Educación para el Desarrollo han cambiado de forma significativa. La Educación para el Desarrollo ha mutado de denominación al incorporar la noción de ciudadanía global y de desarrollo sostenible. Al mismo tiempo, el modelo de las generaciones de Educación para el Desarrollo ha permitido reflexionar sobre el marco teórico-práctico de estas acciones educativas, incorporando en la actualidad la dimensión transformadora y emancipadora de la educación y el papel de las redes sociales en la creación y difusión de noticias falsas y discursos de odio.

Este marco general explica y justifica los términos de búsqueda que se han utilizado en el ámbito español y que han sido: Educación para el Desarrollo, Educación para la Transformación social/Educación Transformadora, Educación para el Desarrollo Sostenible, Educación para la Ciudadanía Global, Educación para la Ciudadanía Mundial y Educación para la Ciudadanía Planetaria. Estos términos han sido combinados con Interculturalidad, Derechos humanos, Educación Popular y Ecofeminismo.

La búsqueda de bibliografía con estos términos se ha realizado en las siguientes 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). La búsqueda también se ha realizado en bases de datos internacionales: Scopus, Web of Science, ProQuest, Google Scholar y Scielo.

En segundo lugar, se ha realizado una búsqueda de artículos más específica en el período acotado y 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).

En tercer 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 y Noelia Santamaría-Cárdaba), Universidad de Oviedo (liderado por Aquilina Fueyo), Universidad Politécnica de Valencia (liderado por Alejandra Boni Aristizabal) y Universidad de Cantabria (liderado por Adelina Calvo Salvador); así como en el buscador de las tres

1. Este trabajo surge en el marco de una investigación más amplia titulada *Ciencia Joven Ciudadana. Investigando para enfrentar retos globales* (PID2023-1460880B-C31 financiado por MICIU/AEI /10.13039/501100011033 y por FEDER, UE).



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.

Para la selección y clasificación de las aportaciones que estas búsquedas arrojaron, se tuvieron en cuenta no sólo el título, resumen y palabras clave de la publicación, sino su lectura completa, en caso de que la publicación generara dudas.

Resultados

Se han encontrado un total de 144 referencias. Se constata un aumento de la investigación en este campo, si tenemos en cuenta los resultados de los anteriores Digest: 102 referencias encontradas en el informe del 2023 y 55 referencias encontradas en el del 2022.

Si clasificamos las publicaciones según los términos de búsqueda utilizados, encontramos que el más numeroso es el término Educación para Ciudadanía Global con 70 referencias (47%), seguida de Educación para el Desarrollo Sostenible con 49 (33%), Educación para la Ciudadanía Mundial y Educación para la Transformación Social/Educación Transformadora (n=10 en ambas categorías, que representan el 7%), Educación para la Ciudadanía Planetaria (n=6 que supone el 5,8%), Educación para el Desarrollo con 7 referencias (3%) y Educación para la Ciudadanía Planetaria con 3 referencias (2%). 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.

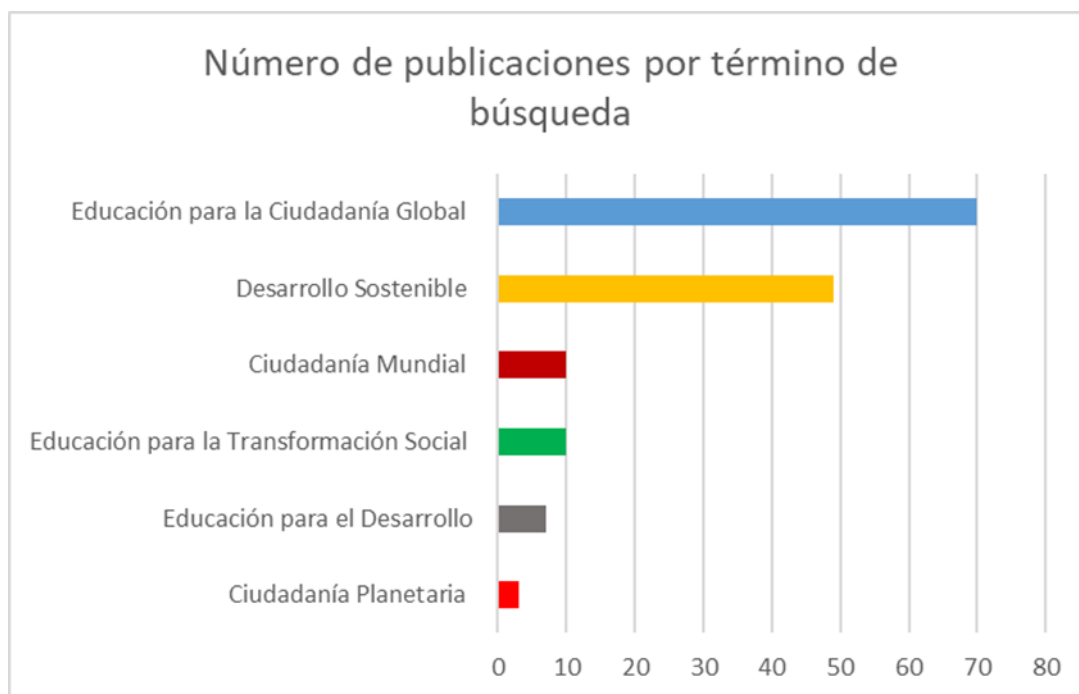


Gráfico 1. Número de publicaciones por término de búsqueda en España.



Con relación a la clasificación temática del Digest, de las 144 referencias encontradas, 50 se refieren a la educación formal (35%); 32 se encuentran en la categoría de investigaciones en la educación superior (22 %), seguidas de 20 referencias (14%) que se encuentran en dos categorías: trabajos de corte teórico y conceptual y formación de profesionales de la educación. En el ámbito de la investigación sobre políticas y en educación informal y trabajo con la comunidad encontramos 7 referencias (5%). Por último, con 6 referencias (4%) se sitúan las categorías de educación no formal y voluntariado internacional. La categoría con menor representación ha sido la de estudios en el extranjero y hermanamientos/asociaciones educativas con sólo 1 sola referencia (1%). Si comparamos estos resultados con los informes anteriores, podemos afirmar que, en términos generales, se mantiene la misma tendencia.

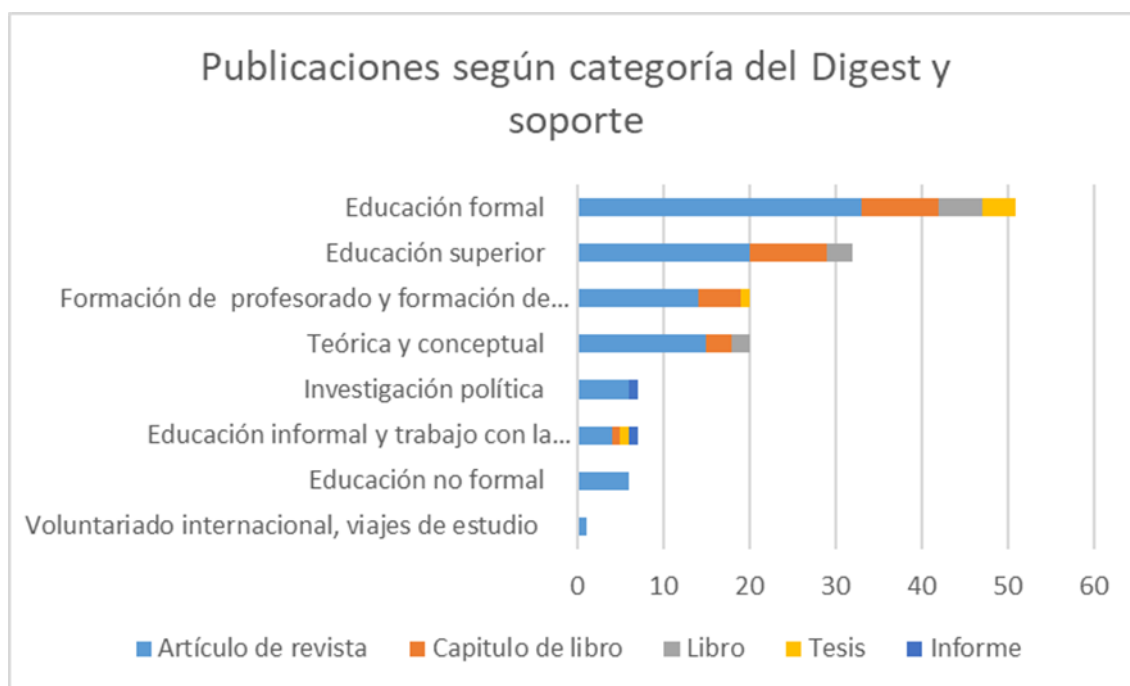


Gráfico 2. Publicaciones según categoría del Digest y soporte en España.

Con relación al formato de la publicación, la mayoría de los trabajos han sido publicados en formato de artículo científico (n=100), seguido de capítulos de libros (n=26) y libros (n=10). El número de tesis doctorales sigue siendo bajo (n=6), aunque se ha duplicado con relación a los datos del anterior informe. Se han identificado el mismo número de informes que en el año anterior (n=2).

De entre las publicaciones encontradas podemos señalar los siguientes hitos. Se han publicado cuatro monográficos en diferentes revistas españolas: Educación, género y desarrollo ecosocial (*Revista Española de Desarrollo y Cooperación*, vol. 51, n. 2, 2024); Soñar la escuela desde los ODS (*Cuadernos de Pedagogía*, n. 544, 2023) y Agenda 2023. Educación para la ciudadanía global (*Revista Aula de la Universidad de Salamanca*, n. 40, 2024) y Educación para la justicia ambiental. Trabajar desde las aulas la formación de una ciudadanía activa (*Revista Internacional para la Justicia Social*, vol. 13, n. 1, 2024).

Se han publicado seis libros, la mayoría de ellos en editoriales de organismos públicos como universidades e institutos de investigación:

- Celorio, G. (coord.) (2024). *Procesos de transición alimentaria. Aprendizajes y sugerencias*. Justicia Alimentaria y Hegoa-UPV²
- Hernández Amorós, M. J. (coord.) (2024). *Liderazgo educativo y desarrollo sostenible*. Graó.

2. Disponible en: https://publicaciones.hegoa.ehu.eus/uploads/pdfs/813/procesos-transicion-alimentaria_cast.pdf?1731423809



- Hernández Méndez, G., Pérez Chacón, J. L. y Simbaqueba Triana, A. (coord.) (2023). *Ecopedagogía. Educación relacional en el ser y hacer complejos*. Plaza y Valdés editores³.
- Manzanera Ruiz, L.; Tudela-Vázquez, M. P. (ed.) (2024). *La Agenda 2030 en las universidades andaluzas. Una mirada crítica post pandemia*. Universidad de Granada⁴.
- Mielgo, C. (coord.) (2024). *El barrio también es nuestro. Voces jóvenes contra el racismo*. YNCAM y CEyPAZ⁵.
- Soto Alfaro, F., et al. (2024). *Educación para la Ciudadanía Global y Aprendizaje Servicio: experiencias desde el aula en materias optativas en la Comunidad Foral de Navarra*. Fundación Proclade Yanapay ONGD⁶.

Limitaciones

En España es muy bajo el número de tesis doctorales que se realizan dentro de este campo de estudio, como también el número de informes que elaboran organismos públicos. Existe también un cierto vacío en temáticas que están vinculadas a estudios internacionales y voluntariado internacional. La mayor parte de las investigaciones tienen por objeto el sistema educativo formal (obligatorio y no obligatorio) a lo que seguramente ha ayudado la existencia de una legislación nacional que reconoce la obligatoriedad de introducir el enfoque de la ciudadanía mundial, de la sostenibilidad y el trabajo con la Agenda de los ODS.

Con relación a los conceptos que más aparecen en la literatura, se consolida la tendencia del uso, ya señalada en anteriores informes, de los términos Educación para la Ciudadanía Global y Educación para el Desarrollo Sostenible, frente a Educación para el Desarrollo. Del mismo modo, se identifica también la aparición de otras denominaciones conceptuales como Ciudadanía Mundial y Planetaria.

Referencias

Mesa, M. (2025). *Una mirada sobre la historia de la educación para la ciudadanía global en España*. Informe CEIPAZ.

3. Disponible en: <https://www.uv.mx/personal/jedorantes/files/2024/01/Ecopedagogia-Educacion-relacional-en-el-ser-y-el-hacer-complejos.pdf>

4. Disponible en: <https://digibug.ugr.es/handle/10481/89855>

5. Disponible en: <https://www.ymca.es/wp-content/uploads/2024/12/Libro-El-barrio-tambien-es-nuestro.pdf>

6. Disponible en: <https://aulas2030.net/wp-content/uploads/2021/03/Aprendizaje-Servicio-y-Ciudadania-Global.-Experiencias-desde-el-aula-en-la-Comunidad-Foral-de-Navarra.pdf>



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 Políticas educativas de UNESCO](#)
- [Redalyc](#)
- [Repositorio CLACSO](#)
- [Repositorio académico Ecuador](#)
- [Repositorio académico Argentina](#)
- [Scielo](#)

Estos repositorios recogen las producciones desde la región para los años 2023 y 2024 en base a los siguientes términos: 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).

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 la Transformación Social y la Educación para el Desarrollo Sostenible emergen como términos 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.

Resultados

La búsqueda bibliográfica para América Latina recuperó un total de 87 publicaciones en total, de las cuales 81 son artículos en revistas académicas, 3 son libros y 3 son tesis doctorales como se observa en el Gráfico 3. El hecho de que hayan 87 publicaciones marca una clara tendencia de interés regional en el tema, considerando que en las dos ediciones anteriores se habían relevado 53 y 36 publicaciones en 2023 y 2022 respectivamente.

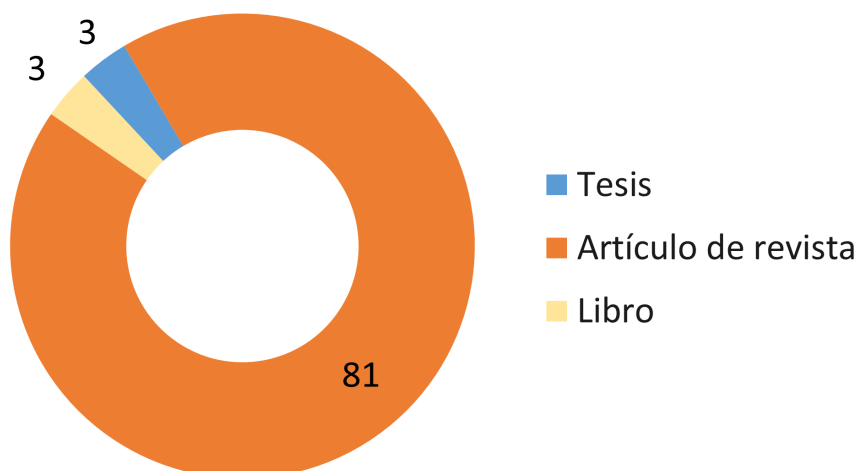


Gráfico 3: Tipo de publicación LAC

Como se puede observar en el Gráfico 4 a continuación, 25 publicaciones son de carácter teórico o conceptual, seguido por 18 publicaciones dentro del marco de la educación superior, 12 de formación del profesorado, 11 de educación formal, 7 de políticas educativas, 7 de educación no formal, 5 de educación informal y 2 publicaciones enfocadas en el voluntariado internacional. A diferencia del ámbito español en donde la mayoría de publicaciones se concentran en Educación formal y Educación superior, en Latinoamérica el mayor peso está en las contribuciones de carácter teórico. Sin embargo, ambos ámbitos comparten las menores contribuciones en las categorías de educación informal y voluntariado internacional.

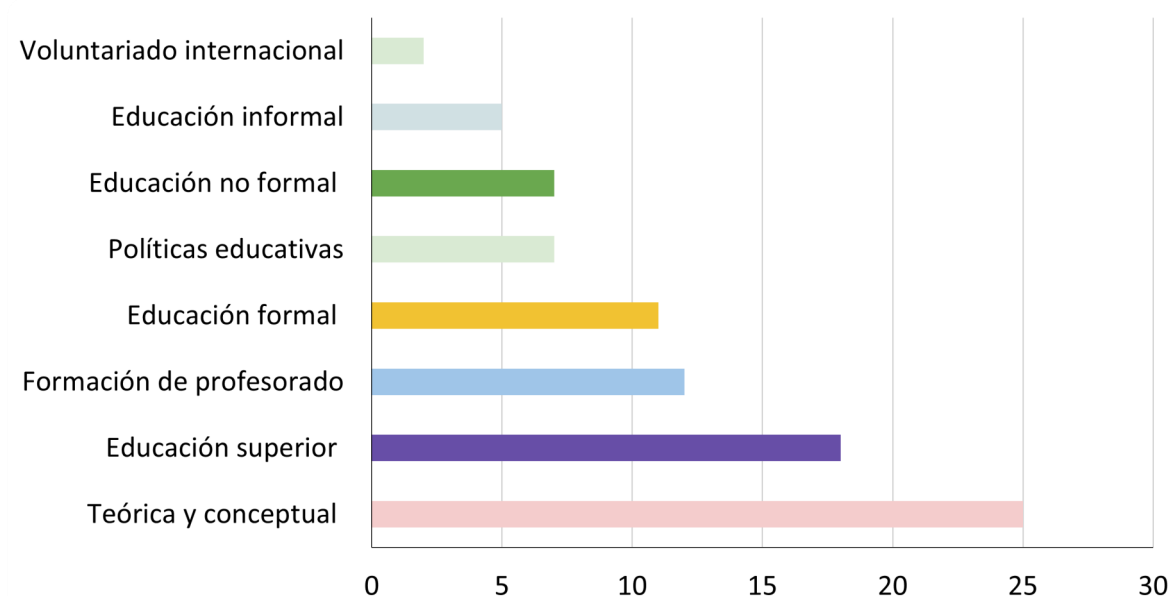


Gráfico 4. Clasificación temática LAC.



Desde un punto de vista conceptual, así como se observa en el gráfico 5 a continuación, las publicaciones enfocadas en Educación para la Transformación Social (32), Desarrollo Sostenible (25) y Ciudadanía mundial (22) fueron las más frecuentes. A continuación se encuentran aquellas publicaciones cuyo foco es la Educación para el Desarrollo (5), Educación para la Ciudadanía Global (2) y Ciudadanía Planetaria (1). En contraste al ámbito español, el término Ciudadanía Global solo registra 2 publicaciones para Latinoamérica, mientras que en el ámbito español cuenta con 70 referencias bibliográficas.

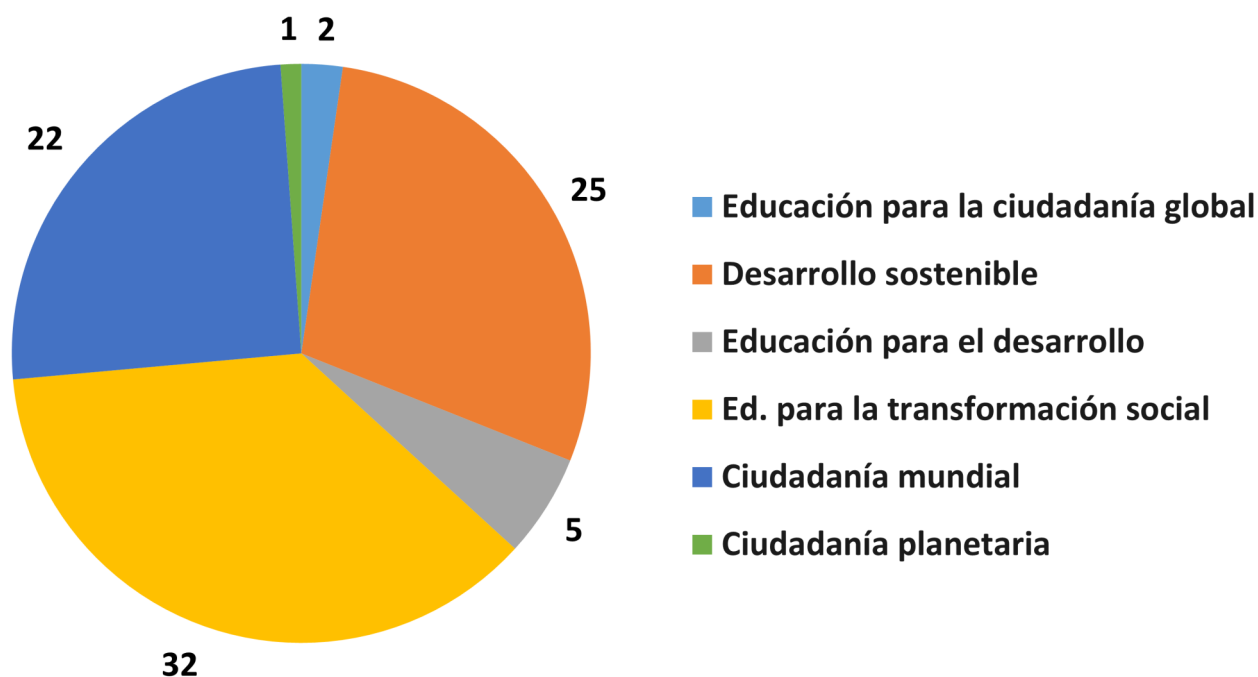


Gráfico 5: Palabras clave LAC

En el gráfico 6 se puede observar cómo se distribuyen las tres principales palabras clave en distintas categorías de publicaciones:

1. "Educación para la transformación social" aparece vinculada principalmente al ámbito teórico y conceptual, lo que indica un enfoque en marcos pedagógicos críticos y reflexiones académicas. También se relaciona con educación formal y no formal, sugiriendo su aplicación en escuelas y espacios comunitarios, aunque con menor presencia en políticas educativas concretas.
2. El término "Desarrollo sostenible" se asocia a educación superior por sobre otros tipos de publicaciones, reflejando su integración en programas académicos y proyectos de impacto social.
3. El término "Ciudadanía mundial" se encuentra principalmente en el contexto de publicaciones teóricas conceptuales, en formación del profesorado y en educación formal, lo que sugiere su inclusión en currículos escolares. Sin embargo, su presencia es menor en ámbitos como políticas educativas, indicando posibles desafíos para su implementación institucional.

En conjunto, estas palabras clave comparten un enfoque en la dimensión global y transformadora de la educación, aunque con diferencias en su nivel de aplicación práctica y marcos de referencia.

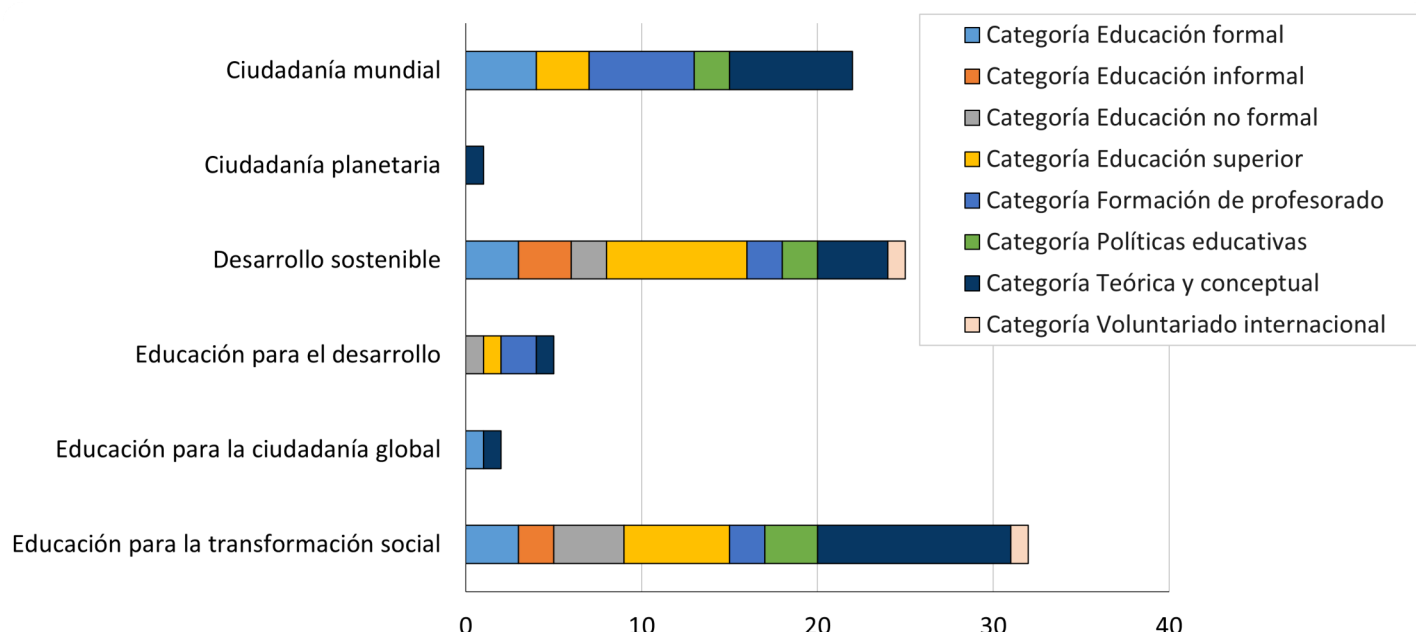


Gráfico 6: Clasificación de palabras clave por tipo de publicación.

Comparación de contextos

Al comparar la terminología utilizada en los contextos de España y Latinoamérica podemos observar los gráficos 1 y 6, los cuales arrojan que en el contexto latinoamericano hay una cierta prevalencia de las palabras claves “educación para transformación social”, el cual representa casi el 37 % de las publicaciones, mientras que en el contexto español solamente representa el 7%. Interesantemente, una relación inversa sucede con el término “educación para la ciudadanía global” o “ciudadanía mundial”, los cuales representan el 55% de las publicaciones recopiladas en el contexto español mientras que 28% en el contexto latinoamericano. Los restantes términos, como por ejemplo “desarrollo sostenible”, arrojaron resultados similares, en términos relativos, en ambos contextos.

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.

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 Caribe*. OREALC, UNESCO.

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



INTRODUCTION: SPANISH

In the two previous editions of the Digest, the team that analysed the literature in Spanish was made up of a mixed group, which is maintained in this edition. It is made up of the following researchers: Adelina Calvo Salvador and Carlos Rodríguez-Hoyos from Spain (University of Cantabria) and Diego Posada González, Uruguayan, postdoctoral researcher at the University of Padova, Italy, and Silvia Espinal Meza, Peruvian, doctoral researcher at the University of Bristol, UK. The team was formed with the aim of carrying out more specific searches based on terms and in specialised databases in each geographical area. Although the bibliographic search was carried out in a coordinated manner, it was decided to present the methodology and results obtained in each context, thus respecting the research tradition of each area.

Spanish context

In a recent work published by Manuela Mesa (2025), which analyses this field of study in Spain from a historical perspective, it is stated that since the first Development Education initiatives linked to awareness-raising that arose in Spain after the arrival of democracy in 1975 and initiatives of development cooperation policy, the concept, approaches and practices of Development Education have changed significantly. Development Education has changed its name to incorporate the notion of global citizenship and sustainable development. At the same time, the generations model of Development Education has made it possible to reflect on the theoretical-practical framework of these educational actions, currently incorporating the transformative and emancipatory dimension of education and the role of social networks in the creation and dissemination of fake news and hate speech.

This general framework explains and justifies the selection of search terms in the Spanish context. The terms used were: Development Education, Education for Social Transformation/Transformative Education, Education for Sustainable Development, Education for Global Citizenship, Education for Global Citizenship and Education for Planetary Citizenship. These terms have been combined with Interculturality, Human Rights, Popular Education and Ecofeminism.

The search for bibliography with these terms was carried out in the following national databases: ERIC, Google Académico, Dialnet, Redined, ÍNDICES (CSIC search engine), TESEO (doctoral theses) and UNICO (searched by the library of the University of Cantabria). The search was also carried out in international databases: Scopus, Web of Science, ProQuest, Google Scholar and Scielo.

Secondly, a more specific search for articles was carried out in the period in question and 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 School Change and 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).

Thirdly, a more specific search was carried out for publications linked to the research groups working in this field at national level: University of Zaragoza (the group led by Ana Cristina Blasco-Serrano), University of La Coruña (led by Renée DePalma Úngaro), University of Valladolid (Suyapa Martínez-Scott 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 Salvador); as well as in the search engine of the three most important institutions in Spain dedicated to the study of the field: Hegoa (Instituto Vasco de Estudios sobre Desarrollo y Cooperación Internacional, Universidad del País Vasco), in the repository of CEIPAZ-Fundación Cultura de Paz (Universidad Autónoma de Madrid) and in the Instituto de Desarrollo- Fundación Etea-Universidad Loyola, through its most representative authors: Gema Celorio Díaz, Manuela Mesa Peinado and M. Luz Ortega Carpio.



For the selection and classification of the contributions that these searches yielded, we took into account not only the title, abstract and keywords of the publication, but also the complete reading, in case the publication generated doubts.

Results

A total of 144 references were found. There is an increase in research in this field, if we take into account the results of the previous Digests: 102 references found in the 2023 report and 55 references found in the 2022 report.

If we classify the publications according to the search terms used, we find that the most numerous is the term Global Citizenship Education with 70 references (47%), followed by Education for Sustainable Development with 49 (33%), Global Citizenship Education and Education for Social Transformation/ Transformative Education (n=10 in both categories, representing 7%), Education for Planetary Citizenship (n=6 representing 5.8%), Development Education with 7 references (3%) and Education for Planetary Citizenship with 3 references (2%). 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.

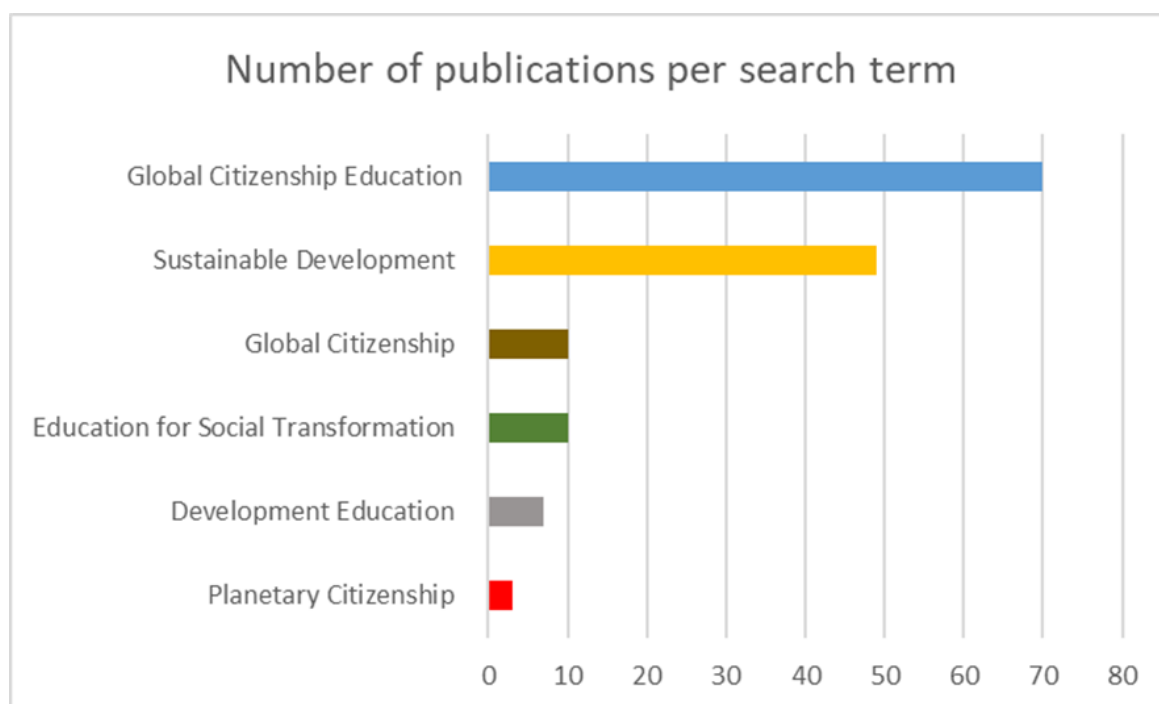


Figure 7. Number of publications per search term in Spain.

With regard to the thematic classification of the Digest, of the 144 references found, 50 refer to formal education (35%); 32 are in the category of research in higher education (22%), followed by 20 references (14%) which fall into two categories: theoretical and conceptual work and training of education professionals. In the field of policy research and in informal education and community work, we found 7 references (5%). Finally, with 6 references (4%) we find the categories of non-formal education and international volunteering. The least represented category was study abroad and twinning/educational partnerships with only 1 reference (1%). If we compare these results with previous reports, we can state that, in general terms, the same trend is maintained.

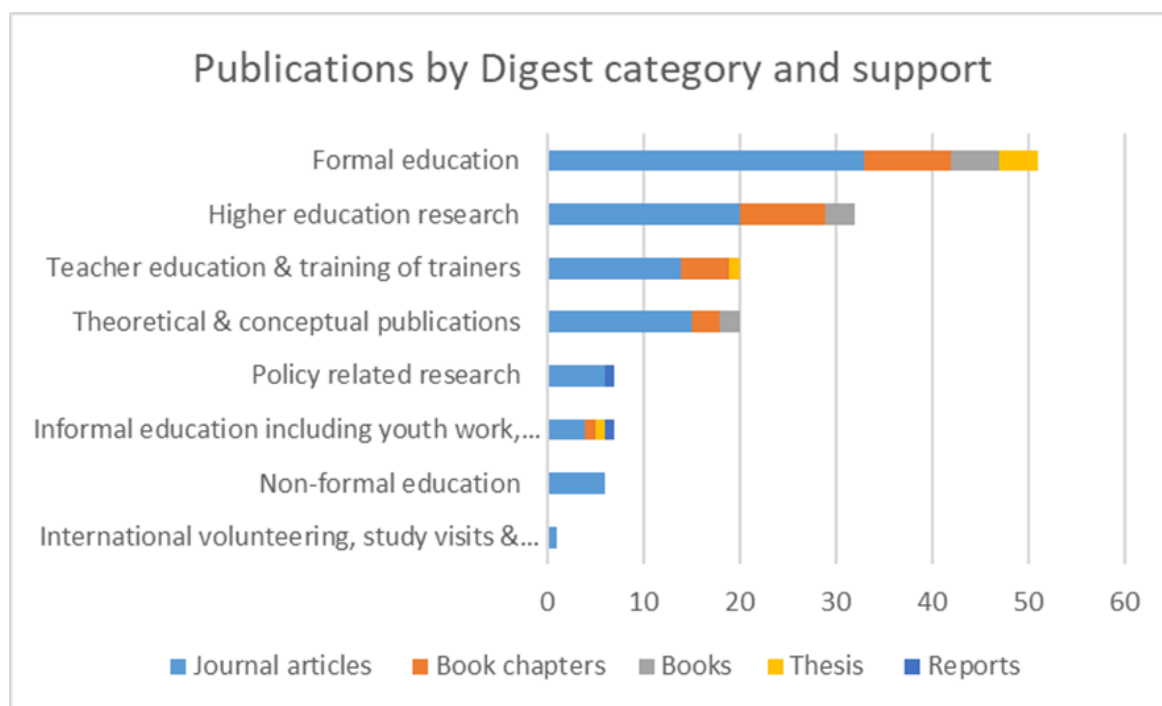


Figure 8. Publications by Digest category and support in Spain.

Regarding the publication format, most of the works have been published as scientific articles (n=100), followed by book chapters (n=26) and books (n=10). The number of doctoral theses remains low (n=6), although it has doubled compared to the previous report. The same number of reports has been identified as in the previous year (n=2).

Among the publications found, the following milestones can be highlighted. Four monographs have been published in different Spanish journals: *Educación, género y desarrollo ecosocial* (*Revista Española de Desarrollo y Cooperación*, vol. 51, n. 2, 2024); *Soñar la escuela desde los ODS* (*Cuadernos de Pedagogía*, n. 544, 2023) and *Agenda 2023. Educación para la ciudadanía global* (*Revista Aula de la Universidad de Salamanca*, n. 40, 2024) and *Educación para la justicia ambiental. Trabajar desde las aulas la formación de una ciudadanía activa* (*International Journal for Social Justice*, vol. 13, n. 1, 2024).

Six books have been published, most of them by public publishers such as universities and research institutes:

- Celorio, G. (coord.) (2024). *Procesos de transición alimentaria. Aprendizajes y sugerencias*. Justicia Alimentaria y Hegoa-UPV⁷
- Hernández Amorós, M. J. (coord.) (2024). *Liderazgo educativo y desarrollo sostenible*. Graó.
- Hernández Méndez, G., Pérez Chacón, J. L. y Simbaqueba Triana, A. (coord.) (2023). *Ecopedagogía. Educación relacional en el ser y hacer complejos*. Plaza y Valdés editores⁸.
- Manzanera Ruiz, L.; Tudela-Vázquez, M. P. (ed.) (2024). *La Agenda 2030 en las universidades andaluzas. Una mirada crítica post pandemia*. Universidad de Granada⁹.
- Mielgo, C. (coord.) (2024). *El barrio también es nuestro. Voces jóvenes contra el racismo*. YNCAM y CEyPAZ¹⁰.
- Soto Alfaro, F., et al. (2024). *Educación para la Ciudadanía Global y Aprendizaje Servicio: experiencias desde el aula en materias optativas en la Comunidad Foral de Navarra*. Fundación Proclade Yanapay ONGD¹¹.

7. Available at: https://publicaciones.hegoa.ehu.eus/uploads/pdfs/813/procesos-transicion-alimentaria_cast.pdf?1731423809

8. Available at: <https://www.uv.mx/personal/jedorantes/files/2024/01/Ecopedagogia-Educacion-relacional-en-el-ser-y-el-hacer-complejos.pdf>

9. Available at: <https://digibug.ugr.es/handle/10481/89855>

10. Available at: <https://www.ymca.es/wp-content/uploads/2024/12/Libro-El-barrio-tambien-es-nuestro.pdf>

11. Available at: <https://aulas2030.net/wp-content/uploads/2021/03/Aprendizaje-Servicio-y-Ciudadania-Global.-Experiencias-desde-el-aula-en-la-Comunidad-Foral-de-Navarra.pdf>



Limitations

In Spain, the number of doctoral theses in this field of study is very low, as is the number of reports produced by public bodies. There is also a certain gap in topics related to international studies and international volunteering. Most of the research focuses on the formal education system (compulsory and non-compulsory), which has probably been helped by the existence of national legislation that recognises the obligation to introduce the approach of global citizenship, sustainability and work with the SDG agenda.

With regard to the concepts that appear most frequently in the literature, the use of the terms Global Citizenship Education and Education for Sustainable Development, already mentioned in previous reports, is consolidated, as opposed to Development Education. Similarly, the emergence of other conceptual terms such as Global Citizenship and Planetary Citizenship, is also identified.

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Latin American Context

In the context of Latin American, the bibliographic search has been carried out in the following databases:

- [Repositorio de tesis de Perú](#)
- [Repositorio México CONACYT](#)
- [Repositorio Políticas educativas de UNESCO](#)
- [Redalyc](#)
- [Repositorio CLACSO](#)
- [Repositorio académico Ecuador](#)
- [Repositorio académico Argentina](#)
- [Scielo](#)

These repositories collect productions from the region for the years 2023 and 2024 based on the following 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.

From Latin America, Education for Global Citizenship is inserted in deeply unequal contexts where the recognition of diversity and cultural identities is crucial for the construction of an education with social justice. In this sense, Global Citizenship Education (or World Citizenship Education according to UNESCO), "implies training and educating for political, social and cultural interdependence among people. Doing this requires articulating the local, the national and the global for the construction of knowledge and common meanings that allow us to live together in peace and under social justice" (UNESCO, 2018, p. 8).

This articulation between the global, national and local 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 Social Transformation and Education for Sustainable Development emerge as key terms by placing the emphasis on the development of competencies, values and necessary action through transversal competencies in the cognitive, socioemotional 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.

Results

The bibliographic search for Latin America recovered a total of 87 publications in all, of which 81 are articles in academic journals, 3 are books and 3 are doctoral theses as shown in Figure 9. The fact that there are 87 publications marks a clear trend of regional interest in the topic, considering that in the two previous editions 53 and 36 publications had been surveyed in 2023 and 2022 respectively.

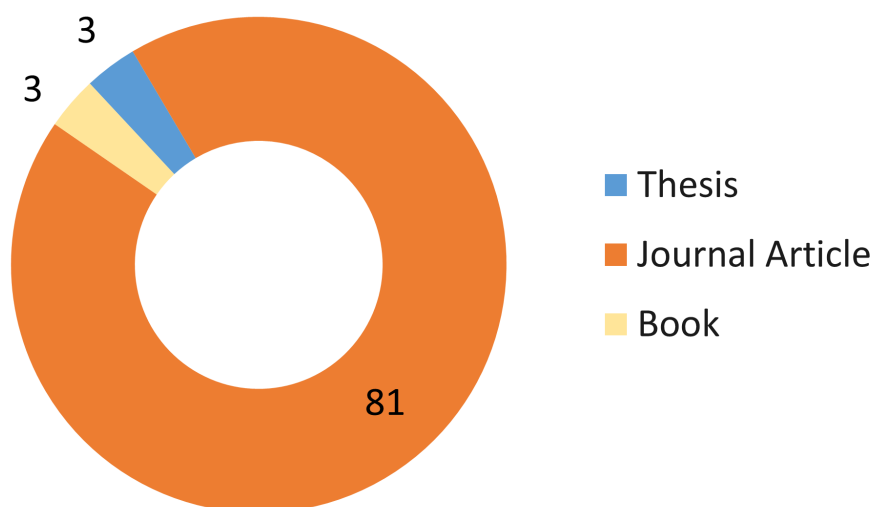


Figure 9. Type of Publication in Latin America.

As can be seen in Figure 10 below, 25 publications are of a theoretical or conceptual nature, followed by publications within the framework of higher education 18, teacher training 12, formal education 11, educational policies 7, non-formal education 7, informal education 5 and international volunteering with 2 publications. Unlike in Spain, where the majority of publications are concentrated in Formal Education and Higher Education, in Latin America the greatest weight is given to theoretical contributions. However, both areas share the lowest contributions in the categories of informal education and international volunteering.

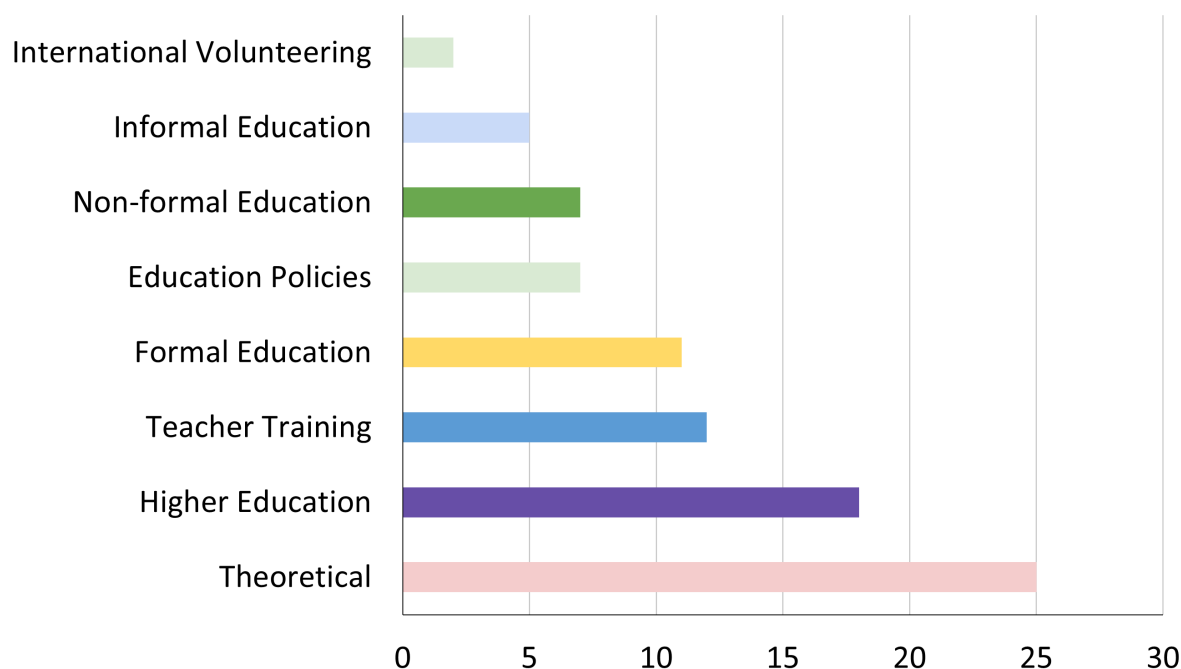


Figure 10. Classification of keywords in Latin America.



From a conceptual point of view, as shown in Figure 11 below, publications focusing on Education for Social Transformation (32), Sustainable Development (25) and Global Citizenship (22) were the most frequent. This was followed by publications focusing on Education for Development (5), Education for Global Citizenship (2) and Planetary Citizenship (1). In contrast to the Spanish context, the term Global Citizenship only registers 2 publications for Latin America, while in the Spanish field it has 70 bibliographic references.

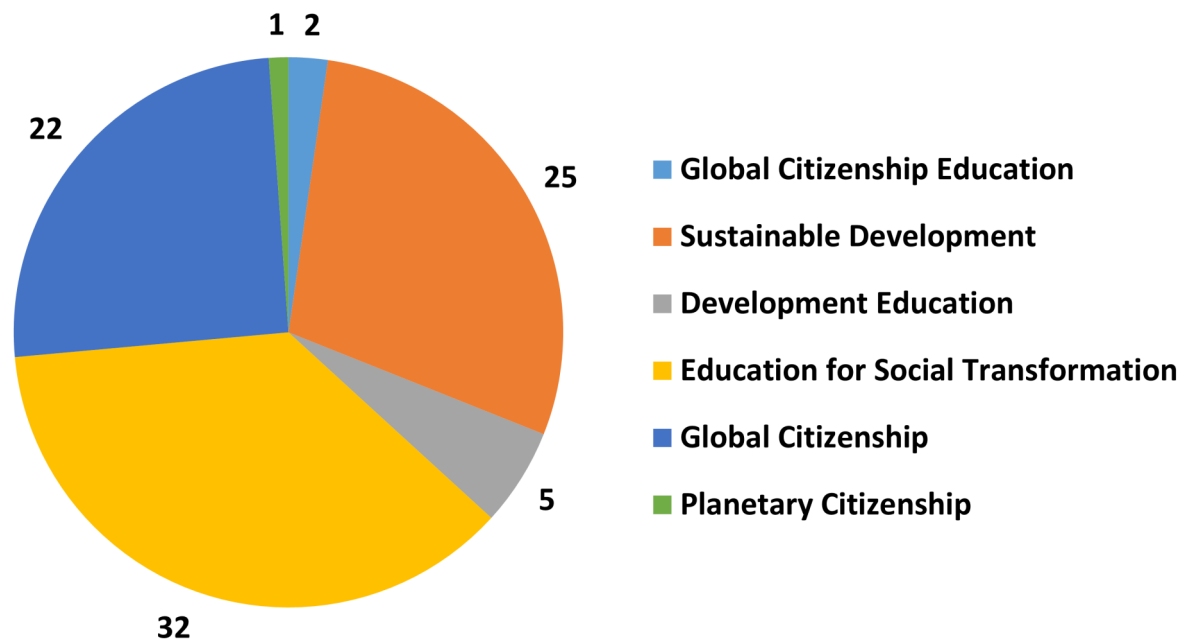


Figure 11. Keywords in Latin American Context.

Figure 12 below shows how the three main keywords are distributed in different categories of publications:

1. 'Education for social transformation' is mainly linked to the theoretical and conceptual field, indicating a focus on critical pedagogical frameworks and academic reflections. It is also related to formal and non-formal education, suggesting its application in schools and community spaces, although with less presence in concrete educational policies.
2. The term 'Sustainable development' is associated with higher education over other types of publications, reflecting its integration in academic programmes and projects of social impact.
3. The term 'Global citizenship' is mainly found in the context of conceptual theoretical publications, in teacher training and in formal education, suggesting its inclusion in school curricula. However, it is less present in areas such as education policy, indicating possible challenges for its institutional implementation.

Taken together, these keywords share a focus on the global and transformative dimension of education, albeit with differences in their level of practical application and frames of reference.

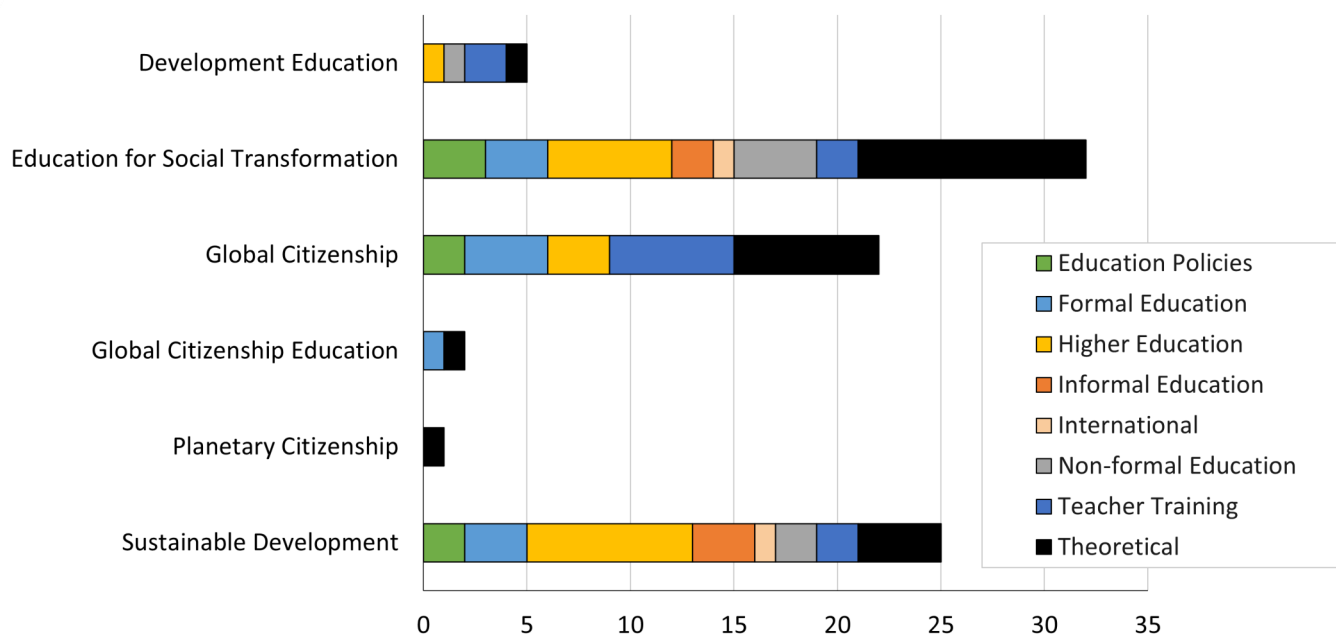


Figure 12. Keywords by tag in Latin America.

Comparison of contexts

Comparing the terminology used in the Spanish and Latin American contexts we can observe in graphs 7 and 12, which show that in the Latin American context there is a certain prevalence of the keyword ‘education for social transformation’, which represents almost 37% of the publications, while in the Spanish context it only represents 7%. Interestingly, an inverse relationship occurs with the term ‘education for global citizenship’ or ‘world citizenship’, which represent 55% of the collected publications in the Spanish context while only 28% in the Latin American context. The remaining terms, such as ‘sustainable development’, showed similar results, in relative terms, in both contexts.

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





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English

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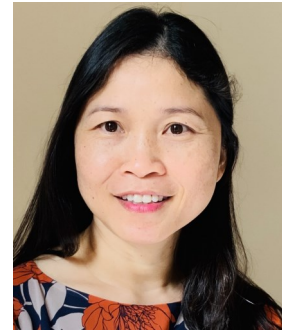
Madeleine Le Bourdon is an Associate Professor in the Politics of Development in the School of Politics and International Studies at the University of Leeds. Her research critically reflects on pedagogical and methodological approaches which frame how we understand global social justice issues. Madeleine previously held lectureships at Queen Mary University of London and the University of Bath. She is a co-editor at the International Journal for Development Education and Global Learning, and trustee of the charity Diversity in Development.

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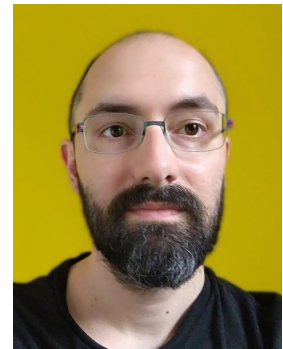




Que Anh Dang is currently working as an interdisciplinary researcher at Coventry University, UK. She has 25+ years of experience working in international education in management and research roles in Vietnam, Denmark, Germany and the UK. She researches and publishes about higher education (HE) policy travel, the role of the World Bank in higher education reforms in Vietnam, transnational education (TNE) in East and Southeast Asia, and HE globalisation and regionalisation in Europe and Asia. Her academic work draws on her trans-disciplinary background combining educational sociology, international development and cultural political economy perspectives.



Luca Morini is Assistant Professor at the Centre for Global Learning (GLEA) of Coventry University. He holds a Master's Degree in Psychology and a Doctorate in Education and Communication, obtained researching into the social, cultural and pedagogical dynamics which occur in Do-It-Yourself amateur game design communities.



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.



Meri Häärä (MA, MSc in Educational Science) is a classroom teacher and doctoral researcher at the University of Tampere. She studies Finnish teacher education, focusing on the links between malleability beliefs and intercultural competences. Her interests include intercultural education, culturally responsive teaching, equity, and social justice in education.



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





Selja Koponen (MTh) is an educator and a doctoral researcher in the Faculty of Educational Sciences at the University of Helsinki. Her PhD focuses on democratic education and youth-led practices in basic education. Selja has also previously worked on in-service training projects in peace education for teachers and educators.



French

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German

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



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



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Laura Landi has completed her PhD in Reggio Childhood studies, a joint program between University of Modena and Reggio Emilia and Reggio Children Foundation. Researcher, primary school teacher, volunteer for the Red Cross and Intercultura/AFS, her education includes an MA in International Relations from The Johns Hopkins University (SAIS) and in cooperation for development from University of Pavia and in science. She is currently working on an Erasmus+ project in school leaders professional development to promote digital inclusive schools. Her research interests include Global Citizenship Education, intercultural education, dialogue between formal, informal and non-formal education, teacher professional development, inclusion in education.



Polish

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



Dobrawa Aleksiak is a PhD candidate at the Doctoral School of Social Sciences, University of Warsaw, Poland. Her doctoral research focuses on comparative studies of Global Citizenship Education (GCE) in Poland and Portugal. Her research interests cover GCE theory, teachers' GCE conceptualisations and praxis, educational policies and system analyses. As a qualitative researcher, she focuses on discourse and reflexive thematic analysis. She brings practical experience as a teacher, educator, and project coordinator from schools and NGOs in Poland, Portugal, and Colombia. She has authored scientific and popular articles, presented at conferences, and conducted workshops and training in GCE for various audiences.





Portuguese

Team from Portugal

Sinergias ED is a project led by the [Centre for African Studies of the University of Porto](#) and [FGS – Gonalo da Silveira Foundation](#) since 2013, and co-funded by Camoes – Institute for Cooperation and Language, I.P. and the University of Porto. Its main goals are to promote the quality of Development Education 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. The project publishes the journal [Sinergias – educational dialogues for social change](#). The *Portuguese Digest* is a collective work conducted within the *Sinergias ED* community.

La Salette 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.

Dalila Pinto Coelho is a researcher at the University of Porto and a full member of the Centre of Research and Intervention in Education (CIE). Her main work intersects global education, citizenship and development issues envisioning sustainable, equitable and just futures, exploring post and decolonial scholarship. She is member of *Sinergias*, where she has been contributing to reflect on epistemic justice and knowledge production issues, and is a member of the editorial board of their journal. She is member of the European Commission's Development Education and Awareness Raising multistakeholder group as academic representative and she has been active on the evaluation of public policies in global education in Portugal.

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

Mnica Loureno is an Assistant Professor at the Faculty of Arts and Humanities of the University of Coimbra and a member of CIDTFF - Research Center on Didactics and Technology in the Education of Trainers. With a Ph.D. in Didactics and Teacher Education, she brings nearly two decades of expertise to her role, dedicated to teaching and mentoring students in the realm of language education. She is a committed member of *Sinergias ED* and serves as the co-convenor of the Special Interest Group on Teacher Education within the ANGEL network. In 2021, Mnica founded [FOCO CG](#) - Educating and Collaborating for Global Citizenship, a community of practice whose aim is to collaboratively construct responses to issues pertinent to global citizenship within local contexts, with a focus on fostering social transformation.





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Team from Brazil

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Pedro Rogério is Associate Professor at the Federal University of Ceará. He has experience in Education with an emphasis on Curriculum, working primarily on the following topics: Sociology of Music Education, Teacher Training, Curriculum, Sociology of Art, and Distance Learning. He is Coordinator of the Research Group Epistemology of Music Laboratory.





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Simplified Chinese

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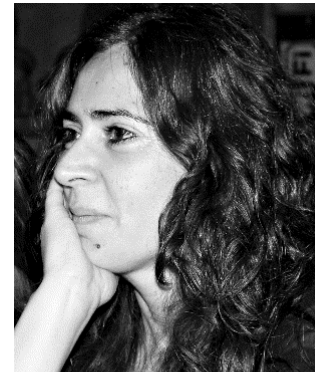


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Spanish

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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.





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 1600 stakeholders in more than 100 different countries as of 2025. 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.

- Frances Hunt (Development Education Research Centre / Co-Chair)
- Massimiliano Tarozzi (University of Bologna / Co-Chair)
- Elina Lehtomäki (University of Oulu / Co-Chair)
- 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)
- Douglas Bourn (Development Education Research Centre / Co-Chair)



Image from the [ANGEL Conference 2023](#)



All images from the [ANGEL Conference 2025](#)

The Multilingual Global Education Digest is a bibliography of recent published academic and research material, in Dutch, English, Finnish, French, German, Italian, Polish, Portuguese, Slovakian, Simplified Chinese, and Spanish, which is relevant to the field of global education. This digest has been compiled by an international team of contributors, and is delivered as part of the activities of the Academic Network on Global Education & Learning.

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.

