

Comparative Cultural Studies: European and Latin American Perspectives



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Global Citizenship Education in Higher Education

Coordination:

Borja Mateu-Luján, Tania Gómez Sánchez, Alicia Sianes-Bautista, Gloria Angélica Valenzuela Ojeda

Presentation of the monograph

Global Citizenship Education (GCE) seeks to develop students' skills, knowledge and attitudes necessary to understand and address global issues, promoting values such as equity, diversity and civic responsibility. GCE is not limited to the acquisition of knowledge, but also affects students' personal and social development.

Its development in a globally interconnected world is essential to ensure that citizens are informed about global issues and understand the interdependence of communities worldwide. Teaching staff are thus key agents in developing comprehensive educational processes, fostering critical inquiry and cultivating students' ability to evaluate information thoughtfully.

The monograph "*Global Citizenship Education in Higher Education*" aims to generate knowledge, promote reflection and highlight the integration of this theme across the various sectors of higher education, capitalising on the educational opportunities offered by vocational education and training, upper secondary education and university education. Global citizenship involves active participation in addressing global problems and challenges, such as environmental sustainability, poverty, peace and human rights. In this sense, GCE contributes to the strengthening of democratic values and the development of participatory skills. At these educational levels and within these settings, educational initiatives, pedagogical approaches and practices are promoted that foster

dialogue, respect for diversity and an understanding of citizens' rights and responsibilities as a central element in building just and democratic societies. The aim is to bear in mind the social function of education and the need for technically competent nations rooted in respect for humanity and critical thinking as the cornerstones of democratic society.

Therefore, this monograph will include qualitative, quantitative, mixed-methods research, etc., with proposals emerging from Latin America and Europe being particularly relevant, given the divergent development of this concept, centred on GCE to equip students with the necessary skills to understand and address the complexity of global issues. Teachers are fundamental to this process. This holistic perspective reinforces the need to examine and improve educational practices in this field, as well as interventions, programmes and strategies for the initial and in-service training of teachers, in order to promote them and bring them to fruition both inside and outside the classroom, within a framework of lifelong learning.

Questions to be answered

- What are the challenges and future developments facing GCE? Are any of them specific to higher education?
- What is the state of conceptual clarification of GCE within international organisations? Are there converging or conflicting narratives in higher education?
- To what extent does the international or comparative perspective influence GCE and its development?
- To what extent do the epistemologies of the South and the North complement each other in the understanding of GCE?
- How can GCE reconcile Eurocentric limitations with other paradigms?
- How is the initial and continuing training of education professionals in GCE approached?
- What is the practical application of GCE development as an educational policy? How does this translate into curriculum work?
- How can GCE help tackle polarisation, hate and misinformation in higher education in the 21st century?

Keywords

1. Higher Education
2. University
3. Vocational Education and Training (VET)
4. Teacher education
5. International policies
6. Tolerance and peace in education

7. Sustainable development
8. Soft skills and competences
9. Lifelong learning
10. Human rights

Coordinators

Borja Mateu-Luján – University of Valencia (Borja.mateu@uv.es)

Borja Mateu Luján currently works as a lecturer (Assistant Professor) at the University of Valencia. He holds a PhD in Education from the University of Valencia (Spain), awarded cum laude and with International Distinction. He is a primary school teacher (University of Valencia), an educationalist (UNED) and holds a degree in Musical Performance, specialising in the trumpet (Joaquín Rodrigo Conservatory of Music). He also holds a Master's degree in Policy, Management and Leadership of Educational Organisations (University of Valencia). He has worked as a music teacher in primary education for the Government of Catalonia and the Government of Valencia, and as a FPU-funded predoctoral researcher in the Department of Comparative Education and History of Education at the University of Valencia. He has undertaken a research placement funded by the Ministry of Education at Birmingham City University (United Kingdom), as well as another at Johannes Gutenberg University Mainz (Germany). His research focuses on conducting comparative analyses of national and international education systems, with a particular emphasis on Music Education studies and educational technology. His ORCID profile is available at: <https://orcid.org/0000-0003-0961-9435>

Tania Gómez Sánchez – University of A Coruña
(tania.fatima.gomez.sanchez@udc.es)

Tania F. Gómez Sánchez is a part-time lecturer in the Faculty of Education at the University of A Coruña (Elviña Campus, 15071 A Coruña), specialising in the area of Teaching Methodology and School Management. She teaches courses related to the organisation, management and governance of educational and social institutions. She obtained her PhD in Educational Sciences in 2015 and is a member of the Educational Innovation Research Group. Her academic work focuses on employability, skills and postgraduate professional development; global educational policy and governance; pedagogical knowledge, particularly in mathematics; and integrated approaches to language and content in education. She also researches transformative learning processes, critical reflection and innovative teaching practices, as well as the development of technological and pedagogical competences in educational contexts. Her ORCID profile is available at: <https://orcid.org/0000-0002-1940-000X>.

Alicia Sianes-Bautista – UNED (alisanes@edu.uned.es)

Alicia Sianes Bautista holds an international PhD in Education (UNED, 2019) and a degree in Pedagogy. She is a tenured lecturer in the Department of History of Education and Comparative Education at the National Distance Education University (UNED). She undertook doctoral research stays in Germany and Denmark, as well as a Fulbright postdoctoral fellowship in the United States. She is the host of HEDUCOM, the only podcast on International and Comparative Education and the History of Education in Spanish, linked to an innovative teaching project. Her research interests are Comparative and International Education, Pedagogy in Higher Education and Early Childhood Education. Her ORCID profile is available at: <https://orcid.org/0000-0003-2285-6937>

Gloria Angélica Valenzuela Ojeda – Benemérita Universidad Autónoma de Puebla (angelica.valenzuela@correo.buap.mx)

PhD in Education: Diagnosis, Measurement and Evaluation of Educational Intervention, Joint Programme between Anáhuac University and the Complutense University of Madrid, Spain. Awarded with Honours. Master's degree in Educational Administration from the University of the Americas, Puebla. Bachelor's degree in Primary Education from the National Pedagogical University. Research interests: Curriculum and assessment, Educational administration and management, Comparative education, Educational pathways and training. Experience as a headteacher, coordinator and lecturer in primary, higher and postgraduate education. Member of the National System of Researchers, Level I. Participates in the Curriculum and Training Processes Groups of the Mexican Council for Educational Research (COMIE). She is a member of the following associations and networks: Mexican Council for Educational Research (COMIE), Mexican Society for Comparative Education (SOMECE), International Francophone Association for Scientific Research in Education, Mexican Section (AFIRSE), Mexican Curriculum Network and Latin American Curriculum Network. She is currently a Full-Time Tenured Research Professor in the Master's Programme in Higher Education at the Faculty of Philosophy and Letters, BUAP. She is a member of the Higher Education Academic Group, PRODEP Profile, and a part-time lecturer at the Centre for Educational Research (CIE) of the Autonomous University of Tlaxcala. Her ORCID profile is available at: <https://orcid.org/0000-0003-0450-1729>

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