



REVISTAS CHAVE¹

EDUCACIÓN GLOBAL RESEARCH²

El proyecto “Educación Global Research” (EGR) es una propuesta que trata de incentivar iniciativas, generar posibilidades y crear redes en torno a la investigación en Educación para el Desarrollo y la Ciudadanía Global (EpDCG) en el mundo de habla hispana y anglosajona. Su objetivo principal: promover la investigación y la práctica reflexiva en Educación para el Desarrollo Global, Educación Popular o Aprendizaje Global.

El proyecto está liderado por FERE-CECA Madrid (ECM) en alianza con InteRed, CEAAL (Consejo de Educación Popular de América Latina), Entreculturas, la Universidad P. Comillas, el Newman College de Birmingham, Programa de Aprendizaje Global en Inglaterra y profesorado de diferentes colegios e institutos.

Dentro de este proyecto se enmarca el “Boletín de Estudio sobre Educación para el Desarrollo Global”. La Revista publica tres números cada año, aunque existirán posibilidades de participación amplia desde el espacio del Ágora entre esos intervalos. Es bilingüe inglés-castellano sobre las siguientes áreas temáticas: 1. Investigación básica, 2. Metodologías apropiadas, 3. Evaluación y sistematización, 4. Perspectivas, enfoques y creatividad. Actualmente, se han publicado 8 números y estamos con la elaboración del número 9.

INTERNATIONAL JOURNAL OF DEVELOPMENT EDUCATION AND GLOBAL LEARNING³

The Journal was established in 2008 with the aim of being the leading academic journal in the world on development education and global learning in the English language. For the first five years, the Journal was subsidized by the Department for International Development (DFID) through its grant to the Development Education Research Centre (DERC).

¹ Revistas presentadas no Encontro Internacional “Sinergias para a Transformação Social – diálogos sobre Desenvolvimento”, promovido pelo Projeto Sinergias ED.

² <http://educacionglobalresearch.net/>

³ <http://ioepress.co.uk/journals/international-journal-of-development-education-and-global-learning/>

The Journal is today funded by subscriptions and downloads but there has been discussion about moving towards open access that requires some form of continuing subsidy.

The Journal has to date been edited and led by the Development Education Research Centre at UCL-IOE through Dr. Douglas Bourn, Director of the DERC. From 2016, the editorship is passing to Dr. Clare Bentall from the Centre.

There is an active International Editorial Board for the Journal, comprised of over 20 of the world's leading international academics in the field of development education and global learning. The Board meets every 2 years to review policy and priorities in terms of themes, marketing and roles and responsibilities. The Board last met in September 2015 at which it agreed to move from late 2016 to a policy of every issue being predominantly a themed issue. A grouping from the Board will take on responsibility for identifying authors, peer reviewing articles and providing editorials for these themed issues. Amongst the themes will be:

- Education for sustainable development,
- Global Learning, transdisciplinarity and leadership building in HE,
- Global competences and Pisa – Values and Global learning– how the state is determining these Global education in universities,
- Narratives and Stories of Global education and global learning- reflections back,
- Conceptual Mapping around particularly concepts such as development, development and global education.

At present the Journal is produced 3 times a year and has at least 3 major articles per issue. There are also book reviews and occasionally summaries of research and think pieces. Each article goes out to between 2 and 3 peer reviewers, usually members of the Editorial Board. The Editor is responsible for ensuring this process is effective in terms of feedback to authors and reviewing follow up drafts.

The final editing, production and distribution and marketing of the Journal is undertaken by IOE Press.

The Journal is interested in closer liaison with similar Journals in terms of identifying areas of common interest, potentially translating articles but also making sure they complement rather than duplicate each other.

The Journal policy of what it publishes has been clear in that it focused directly on themes related to development education and global education. It has been particularly keen to publish more research type articles and aims to broaden its reach and impact more beyond Europe and North America to the Global South and East Asia. To this end articles are planned to be submitted in the near future from Japan and on research on development education in Sub-Saharan Africa. The Journal does not publish articles on educational practice in the Global South unless they are directly concerned with themes of pedagogy around social justice and global understanding. This policy has meant that we reject quite a lot of unsolicited articles from authors who think the Journal is about 'education in development'.

LA PIRAGUA⁴

“La Piragua”- Revista Latinoamericana y caribeña de educación y política, es un medio de intercambio, reflexión y debate crítico producida por el CEAAL, Consejo de Educación Popular de América Latina y el Caribe.

Identificada actualmente con el ISSN 2073-0810, circulan dos números por año. Su primer número fue editado en el segundo semestre del año 1998 y fue dedicado al tema “Democracia y Educación Popular”.

Su más reciente edición, el número 41 ha sido hecha en noviembre del 2015 y está dedicada el tema: “Educación Popular, Ciencias Sociales y Universidad”.

La revista dedica cada número a un tema central, escogido por el Comité Editorial y contiene un editorial, artículos, entrevistas y algunas veces, una separata. Se busca la participación de autoras y autores de las distintas regiones del CEAAL: México, Centroamérica, Caribe, Brasil, Cono Sur y Región Andina.

Se imprime físicamente una cantidad limitada de ejemplares, pero se dispone para ser leída digitalmente por medio del sitio web del CEAAL: www.ceaal.org, donde actualmente se puede acceder a todos los números publicados en estos 26 años, al igual que a otras publicaciones del CEAAL y al boletín “La Carta” que editamos quincenalmente.

POLICY & PRACTICE: A DEVELOPMENT EDUCATION REVIEW⁵

“Policy & Practice: A Development Education Review” is a bi-annual, peer reviewed, open access journal published by the Centre for Global Education and funded by Irish Aid. Launched in 2005, “Policy and Practice” aims to raise the level and quality of development education (DE) practice in the island of Ireland and internationally by sharing articles that disseminate new research, methodologies and innovations in DE. We publish work that identifies opportunities to strengthen the policy environment for DE and the work of practitioners in a range of education settings.

“Policy and Practice” has a growing international readership. In 2015, the journal web site received 150,000 visitors from 150 countries with particularly high numbers of readers located in Britain, Ireland, North America, and - in the global South - Australia, South Africa, The Philippines, Indonesia and Kenya. The most recent survey of a 100 journal readers published in June 2015 found that 96% ‘strongly agree or agree’ that “Policy and Practice” ‘makes an important contribution to building the capacity of the development education sector across Ireland’. 87% ‘strongly agreed or agreed’ that the journal ‘encourages networking and active

⁴ <http://www.ceaal.org/v2/cpub.php?publica=0>

⁵ <http://www.developmenteducationreview.com>

communication between development educators'. The overall impression garnered by the evaluation is that the journal is having a fundamentally positive impact on DE practice across the island of Ireland.

The journal is informed by values such as social justice, equality and interdependence and is based on the Freirean concept of education as an agent of positive social change. Journal articles are consistent with the fundamental aim of DE to provide the knowledge, skills, values and attitudes needed to support analysis, reflection, debate and action on development issues.

RIZOMA FREIREANO⁶

Esta revista electrónica ampliamente documentada proporciona a personas estudiosas y profesionales sólidas y emergentes, a movimientos sociales, organizaciones y colectivos, a personas... un espacio para el análisis crítico y empírico, así como la elaboración y presentación de propuestas, centradas en los temas de políticas educativas, reformas del currículo y la pedagogía, intervenciones sociopolíticas y culturales, cooperaciones alternativas, etc. El ámbito de esta revista no se limita a la educación. "Rizoma Freireano" es de gran interés para personas estudiosas y profesionales que trabajen en: educación infantil; educación de adultos; preparación vocacional; educación popular; cultura popular; educación a distancia; aprendizaje abierto; educación multimedia, administración y organización; planificación educativa; en intervenciones sociopolíticas, culturales y profesionales autónomas, en cooperaciones y solidaridades alternativas, etc.

Los artículos que publicamos en la revista son, en primer lugar, encargados por la persona editora y la coordinadora, que cambian para cada número y, de esta manera se construye-crea el núcleo temático que se pretende abordar; posteriormente hay un proceso de corrección y/o evaluación interno -dos de los editores y editores asociados - y externo - dos de los miembros del consejo editorial internacional- que asesoran, median y verifican la calidad del artículo y de la propuesta.

ZEP – JOURNAL FOR INTERNATIONAL EDUCATIONAL RESEARCH AND DEVELOPMENT EDUCATION (ZEITSCHRIFT FÜR INTERNATIONALE BILDUNGSFORSCHUNG UND ENTWICKLUNGSPÄDAGOGIK)⁷

The ZEP is a quarterly appearing, peer reviewed, online open access and print media that targets educationalists and researchers working in development education and neighboring disciplines as well as

⁶ <http://www.rizoma-freireano.org/>

⁷ <https://www.uni-bamberg.de/allgpaed/zep/profil/>

anyone who is interested in Global Learning and development cooperation in the formal and non-formal education sector.

It was established in 1978 in order to provide a periodical that combines theoretical reflection with practical experience in the field of Global Education/Education for Sustainable Development and international educational cooperation. Thereby, the leading focus was and still is the question what kind of contribution education can provide to overcome the contrast between north and south, to cope with global issues, and to find solutions where conflict threatens peace. In the different issues of this meanwhile almost 40-year-old journal, relevant theoretical contexts are picked up and explained while at the same time experiences and problems from a practical perspective are discussed in a way that they feed relevant impulses back into the scientific discourse.

Every issue focuses a certain theme and contains up to five thematic articles, a portrait or comment, announcements of the Commission of “International Comparative Education” of the German Educational Research Association (GERA) as well as of VENRO (umbrella organization of development NGOs in Germany), a section of practical reports as well as book reviews and a selection of current information about forthcoming events, materials etc. So, not only the articles themselves but also the formal structure of the issues as such enforces the interlinkage of theory and practice.

Since 2008 the ZEP, funded by the Bread for the World – Protestant Development Service and the University of Bamberg, is published by WAXMANN, an international scientific publishing company. Together with WAXMANN, the Editorial Board (comprising more than 20 well known academic researchers and practical stakeholders in the field of Global Education and international educational cooperation) is about to foster the ZEP’s accessibility for an international audience by publishing more articles in English. So we invite also people from abroad to publish in our journal to set a stage for an international debate about education in a world society.