Strategies for citizenship training in Ibero-America: a systematised review

Estrategias para la formación en ciudadanías en Iberoamérica: una revisión sistematizada

Luz Marina Hurtado-Torres[1] *, Miguel Ángel Barragán-Díaz *, Luz Mary Castellón-Valdez ** and Joaquín Humberto Fontecha-Fontecha

* Department of Ethics and Humanities. Universidad de Boyacá (Colombia)
** Department of Humanities. Universidad de Santander (Colombia)

Abstract

The purpose of this article is to analyze the relevance of the educational policies implemented for citizen training, and to identify the methods and strategies used for training in citizen competencies and alternative citizenship in Ibero-America. Therefore, a systematized review of the literature of the last five years (2017-2022) was carried out. The Newman and Gough (2020) methodology, PRISMA Statement (2020) for systematized reviews and the evaluation instruments (JBI) were applied. The databases Scopus, Redalyc, and Dialnet were searched, where 50 articles were selected according to the inclusion and exclusion criteria. Results show different positions and controversies about the relevance of the educational policies implemented for citizenship training, as well as divergences regarding pedagogical methods and strategies used for citizenship training. The percentage of studies found are the following: strategies for training in alternative citizenship 20%, education for global citizenship 14%, pedagogical methods and strategies for training in citizenship 48% and relevance of educational policies for training in citizenship 18%.

---

[1] **Correspondence:** Luz Marina Hurtado Torres lmhurtado@uniboyaca.edu.co

Studies on alternative citizenships agree and open debates on new training strategies such as critical, gender, cyberspace, social justice, intercultural, decolonial, and techno-social pedagogies. It is concluded that, in the context of fragile democracies, as the ones studied, the emergence of complex social problems and technological transformations are generating new training strategies for alternative citizenships; however, changes, new educational policies, and the implementation of innovative pedagogies are still required.

Keywords: civic education; global citizenship training; educational policy; alternative citizenships.

Resumen

El presente artículo tiene como propósito analizar la pertinencia de las políticas educativas implementadas para la formación ciudadana, e identificar los métodos y estrategias utilizadas para la Formación en Competencias Ciudadanas y en Ciudadanías Alternativas en Iberoamérica. Por lo tanto, se hizo una revisión sistematizada de la literatura de los últimos cinco años 2017-2022. Se aplicó la metodología de Newman y Gough (2020), Declaración PRISMA (2020) para revisiones sistematizadas y los instrumentos de evaluación (JBI). Se buscó en las bases de datos Scopus, Redalyc y Dialnet donde según los criterios de inclusión y exclusión fueron seleccionados 50 artículos. Los resultados muestran diferentes posturas y controversias sobre la pertinencia de las políticas educativas implementadas para la formación ciudadana, así como divergencias con lo relacionado a métodos y estrategias pedagógicas utilizados para la formación en ciudadanía. El porcentaje de estudios hallados son: Estrategias para la Formación en Ciudadanías Alternativas 20%, Educación para la Ciudadanía Mundial 14%, Métodos y Estrategias pedagógicas para la Formación en ciudadanía 48% y Pertinencia de las políticas educativas para la formación en ciudadanía 18%. Los estudios sobre ciudadanías alternativas concuerdan y abren debates sobre nuevas estrategias de formación como son las pedagogías críticas, de género, del ciberespacio, justicia social, intercultural, decolonial y tecnosocial. Se concluye que, en el contexto de democracias frágiles como las nuestras, el surgimiento de problemas sociales complejos y las transformaciones tecnológicas están generando novedosas estrategias de formación en ciudadanías alternativas, sin embargo, se demandan cambios que exigen nuevas políticas educativas e implementar pedagogías innovadoras.

Palabras clave: formación ciudadana; educación para la ciudadanía global; política educativa; ciudadanías alternativas.

Introduction and objectives

The importance of educating citizens for contemporary democracy has been the subject of reflection by educationalists such as Dewey (1998) and Freire (2001), who have argued the need for citizens to live a participatory democracy. For modern states, citizenship training in educational contexts has been the object of concern in the face of the various problems of societies.

In Ibero-American countries, citizenship education is established by several legislations, for example, in Spain with Organic Law 3/2020, which modified Organic Law 2/2006 on Education. In Colombia, it was enacted with the 1991 Constitution and established by the Ministry of Education (2004). It was also instituted in countries such as Chile, Peru, Ecuador, Argentina and Mexico.

Scientific literature such as Ruiz and Chaux (2005) have defined Citizenship Competences as: "a set of cognitive, emotional and communicative abilities and skills - integrated - related to basic knowledge (contents, procedures, mechanisms) that morally and politically orient our civic action" (p.32). Thus, citizenship education has been considered as an education for active citizenship, participatory democracy "that promotes the development of participation skills and makes it possible to assume critical and responsible positions that promote democratic processes in a culturally diverse society" (Soriano-Ayala, 2006, p. 121). Similarly, Cabrera et al. (2005) assert the importance of citizenship competences oriented towards active participation.

Studies such as Marshall (2011) point out that since the 2000s, the concept of Global Citizenship Education (GCED) has been taking shape, associated with sustainable development, the exercise of democracy, peace, social justice, human rights, coexistence and interculturality. Pastoriza (2014) discusses this type of citizenship that seeks to form with a cosmopolitan philosophy. For its part, Unesco (2016) has conceptualised Global Citizenship Education (GCED) as "a transformative factor, instilling the knowledge, skills, values and attitudes that learners need to be able to contribute in different countries and population groups to a more inclusive, just and peaceful world" (p. 15).

However, this notion of Global Citizenship Education has been the subject of debates in various sectors, institutions, states and society, as there are radical positions that ignore it, such as Jooste and Heleta (2017) and País et al. (2020). From another perspective, the decolonial one, authors such as Andreotti (2011) and Parmenter (2011) question Global Citizenship Education as a discourse with Western, hegemonic and exclusionary values.

Other works study the emergence of new citizenships, such as Subiabre's (2021) study on gendered citizenships. There is also the study by Gracia and Santos (2021), which focuses on current digital citizenships. Regarding these citizenships, the research warns that "new conventional forms of political participation, or what we will call post-conventional forms of political participation [...] can now be observed. In effect, a new scenario of participation is emerging that differs from that observed in previous eras' (Gracia and Santos, 2021, p. 8). The emergence of new forms of exercising citizenship can be seen.

In this context, a competent citizen is considered to be a person capable of resolving conflicts or living together peacefully in a given scenario (Rodríguez et al. 2007). According to Ruiz and Chaux (2005), what is sought with pedagogy is to promote ethical-citizen values in human beings in order to avoid any "expression of irrationality, violence, and to build conditions, relationships, strategies and spaces that facilitate the

development of critical thinking, the favourable valuation of heterogeneity, the expression of identities and the possibility of understanding" (p. 23). This is due to the fact that, in the midst of increasingly complex societies, the problems of exclusion, injustice, coexistence conflicts, environmental impacts, corruption, inequality, technological changes and young people's lack of interest in democratic citizen participation have not been reversed in the different state and educational scenarios.

Therefore, the challenges in citizenship education are, on the one hand, the implementation of educational policies in educational institutions and, on the other hand, the pedagogical strategies for citizenship education that contribute to mitigating the aforementioned problems. For the above reasons, the need to carry out the study is justified.

Regarding the state of this issue in terms of the educational policies implemented in institutions, in Spain, Mayorga et al. (2018), and in Colombia, Vargas (2021) question the policies implemented in Latin American and Caribbean education systems. Regarding pedagogical strategies for citizenship education, studies such as Torres et al. (2013), Garzón and Acuña (2016) and Cabrera (2020), discuss the pedagogical strategies applied and agree on the need to propose methods for teaching them.

On Education for Global Citizenship, also known as Education for emancipatory social transformation, there are recent studies by Martín-Bermúdez and Moreno-Fernández (2022), and Santamaría-Cárdaba et al. (2022), which propose pedagogical alternatives from a critical approach in order to train autonomous citizens with an appreciation of human dignity and sustainable environmental development .

With regard specifically to bibliometric studies on citizenship education, there is the work of Camacho et al. (2022), which focuses on education for peace and citizenship. And in Spain, the work of Arroyo et al. (2020), which deals with experiences in citizenship education.

Based on the current state of the question, the lack of a systematised and updated review showing the progress of empirical studies that have been written on educational policies, Citizenship Education and Alternative Citizenship in educational contexts during the last five years (2017-2022) in Ibero-America is evident. Therefore, this work is justified in order to identify the relevance of the public policies implemented, to know the methods and pedagogical strategies used for their formation at present.

Objectives

1) To analyse the relevance of the educational policies implemented for citizenship training.

2) To identify the methods and strategies used for training in Citizenship Competences and Alternative Citizenship in educational contexts.

This research is based on the following questions:

a. Are the educational policies implemented for training in Citizenship Competences relevant?
b. What methods and pedagogical strategies are used for training in Citizenship Competences and Alternative Citizenship in educational contexts?

Method

The study was based on a systematised and non-systematic review, because the first concept is specifically related to studies in the Social Sciences and the second, more than anything else, to research in Biomedicine and Health (Codina, 2018). The structure established by Codina (2018) of: search, evaluation, analysis and synthesis was taken into account. In this sense, the Newman and Gough (2020) model was used, and the literature search and evaluation process was based on the guidelines of the PRISMA Declaration (2020) and the Joanna Briggs Institute (JBI) evaluation instruments (Critical Appraisal tools for use in JBI Systematic Reviews Checklist for Qualitative Research (2017a) and (Critical Appraisal tools for use in JBI Systematic Reviews Checklist for Quasi-Experimental Studies (2017b)).

Search strategy

The selected databases were Scopus, Redalyc and Dialnet, where a search was conducted for articles from the last five years from 2017 to 2022. Scopus is one of the most comprehensive and internationally recognised bibliographic databases, covering a large number of academic disciplines and peer-reviewed journals. This information was complemented by the slightly more regional Redalyc and Dialnet databases, which offer a broad coverage of scientific journals, especially those related to Latin America and Spain, respectively. By limiting the search to these databases, a comprehensive coverage of relevant literature on the topic of citizenship education was ensured.

Although Codina (2018) recommends searching in databases such as Scopus and Web of Science, in this case, it was decided to include only Scopus, which has a much more global coverage, and to include two databases with a more regional scope. In this way, a balance was sought in the search, above all, due to the geographical scope of this research focused on Ibero-America

The temporal limitation to the last five years facilitated the identification of emerging trends and innovative practices in the field of alternative citizenship in educational contexts. This made it easier for the researchers to keep abreast of the latest initiatives and approaches that were transforming education in the context reviewed. The records were collected during 2022, so articles published in 2023 and 2024 were not included in

the review. However, in the period of evaluation of this article, it was possible to link to the debate authors with other current works, whose positions and approaches enriched the final discussion of this study.

The search terms used were: "citizenship training", "citizenship competences", "citizenship", "pedagogical strategies", "new citizenships", "citizenship education", "global citizenship education", "educational policies", "citizenships". The search fields were: title (TI), abstract (AB), keywords (KW), search equations, Boolean operators ("citizenship education" AND "citizenship" AND "citizenship competences" AND "pedagogical strategies" AND "citizenships"). By using these search descriptors we wanted to capture different aspects and dimensions related to Citizenship Competences and pedagogical approaches which are two key concepts for the study. This allowed us to address practical and contextual perspectives related to the implementation and development of these competences in the educational environment.

Table 1

Inclusion and criteria

Criteria	Inclusion	Exclusion
Countries	Ibero-Americans	Other countries
Methodology	Empirical qualitative and quantitative studies on educational policies on citizenship in citizenship training and Alternative Citizenship.	Books, book chapters, policy papers, doctoral theses, essays and presentations
Population and sample	Educational community, students at school and university level	Research with out-of-school population
Deadlines	2017-2022	Articles before 2017
Language of publication	Spanish language	Unpublished articles in Spanish language

In conducting a systematised review, priority was given to collecting and synthesising studies that have been peer-reviewed and published in indexed scientific journals. Although some academic books and doctoral theses may have been peer-reviewed, this process may not be as rigorous as that of scientific articles. In addition, this material is not as readily available. In the databases reviewed such as Redalyc and Dialnet, they contain master's and doctoral theses whose inclusion may be valuable for the present academic research, however, in the context of the search strategy of a systematised review it was deemed necessary to exclude them for the reasons outlined above.

Procedure for the selection of studies

The researchers developed the phases of the Prisma flowchart (2020) for the process of study identification, assessment and inclusion.
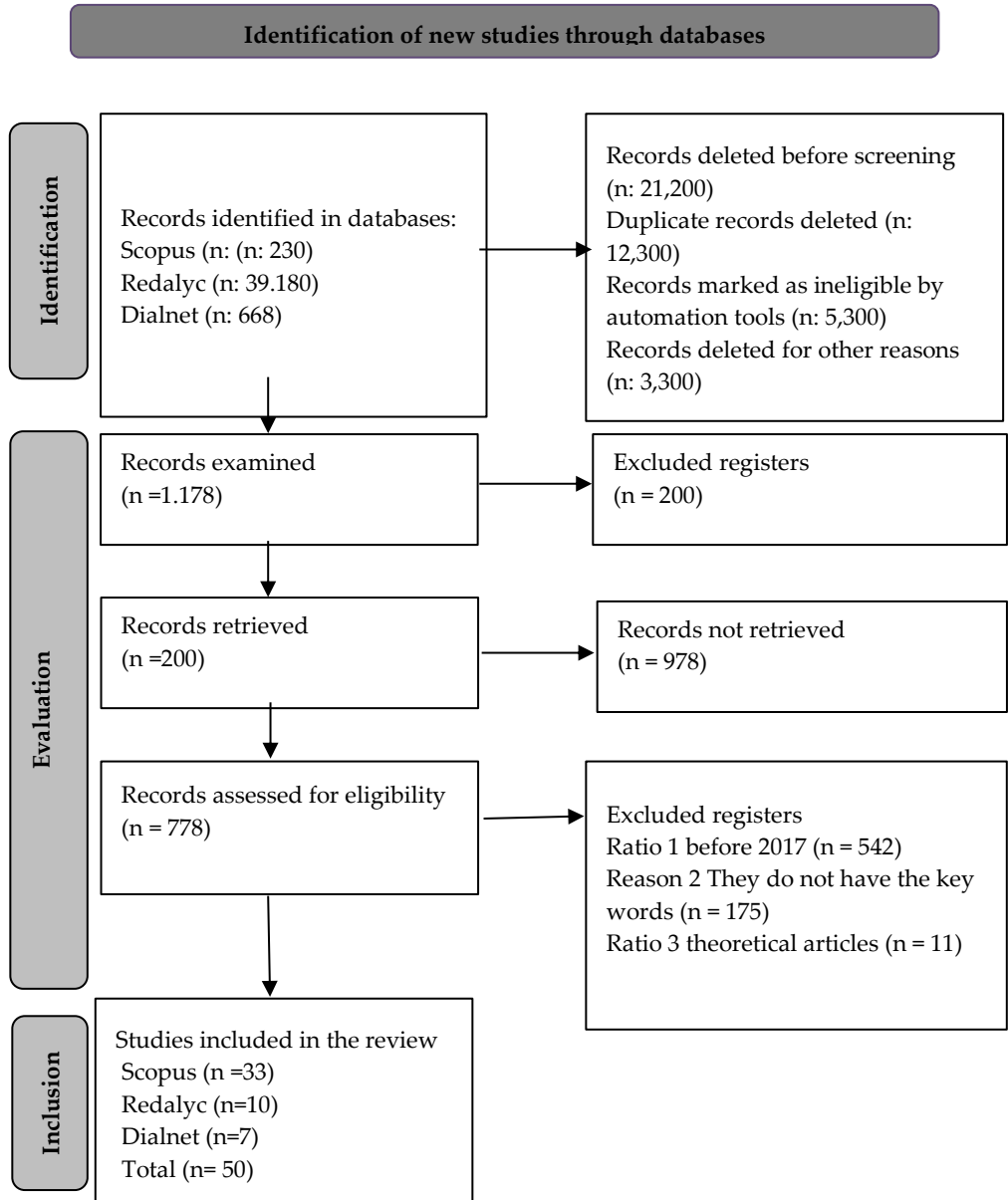
Identification of new studies through databases

Identification	Records identified in databases: Scopus (n: (n: 230) Redalyc (n: 39.180) Dialnet (n: 668)	Records deleted before screening (n: 21,200) Duplicate records deleted (n: 12,300) Records marked as ineligible by automation tools (n: 5,300) Records deleted for other reasons (n: 3,300)

Records examined (n =1.178) → Excluded registers (n = 200)

Records retrieved (n =200) → Records not retrieved (n = 978)

Records assessed for eligibility (n = 778) → Excluded registers
Ratio 1 before 2017 (n = 542)
Reason 2 They do not have the key words (n = 175)
Ratio 3 theoretical articles (n = 11)

Evaluation

Inclusion
Studies included in the review
Scopus (n =33)
Redalyc (n=10)
Dialnet (n=7)
Total (n= 50)

Figure 1. Review flowchart

By limiting the search to scientific articles only and excluding books, book chapters and doctoral theses, this had a significant influence on the high number of records eliminated before the screening shown in table 2. And if we add to this condition the criteria of language, only articles published in Spanish, and of publication spaces, Latin America and Spain, **the** number of records excluded becomes even more significant.
Data analysis

Table 2.

Variables coded and analysed

Variable	Coding
Category	(1) Relevance of educational policies for citizenship education; (2) Methods and pedagogical strategies for citizenship education; (3) Education for Global Citizenship; (4) Strategies for Alternative Citizenship Education.
Methodology: methodological approach and design	(1) Mixed; (2) Qualitative; (3) Quantitative; (4) Quasi-experimental; (5) Non-experimental; (6) Action Research; (7) Ethnographic; (8) Transectional; (9) Participatory Action Research; (10) Cyberethnography; (11) Collaborative Action Research; (12) Participant Observation; (13) Ethnography.
Sample	(1) Male and female primary school students; (2) Male and female secondary school students; (3) Male and female university students; (4) Primary and secondary school teachers; (5) University teachers; (6) Teacher training students; (7) Specialists from the Colombian Ministry of Education who formulated the Citizenship Competences programme; (8) Higher education institutions.
Educational level	(1) Primary; (2) Secondary; (3) University.
Instruments	(1) Semi-structured interviews; (2) Workshops; (3) State assessments of citizenship competencies; (4) Expert judgement; (5) Education policy documents; (6) ICCS 2016 survey; (7) Saber Pro tests; (8) Curriculum programmes; (9) Secondary school textbooks; (10) Negotiation games workshop; (11) Survey; (12) Social networks; (13) Network focus groups; (14) Internet tools; (15) Virtual survey; (16) Role plays; (17) Pre and post tests; (18) Interview; (19) Field diaries; (20) Playful workshops; (21) Focus group survey; (22) Tics; (24) Thematic of a local context; (25) Images taken from digital platforms; (26) Focus groups.

Data analysis	(1) Descriptive; (2) Explanatory; (3) Interpretative-phenomenological; (4) Exploratory; (5) Documentary analysis; (6) Data triangulation; (7) Discourse analysis; (8) Content analysis; (9) Analytical-reflective; (10) Descriptive-inferential statistics.

Results

Overall analysis of the results found in the literature

In the Scopus database 33 articles were found with a percentage of (66%), in the Redalyc database 10 research studies corresponding to (20%) and in Dialnet 7 articles with a percentage of (14%), for a total of 50. In accordance with the objectives proposed for the review, four categories were recorded and analysed, each one yielding a percentage. One of the emerging categories is Strategies for training in Alternative Citizenship as shown in Figure 4.
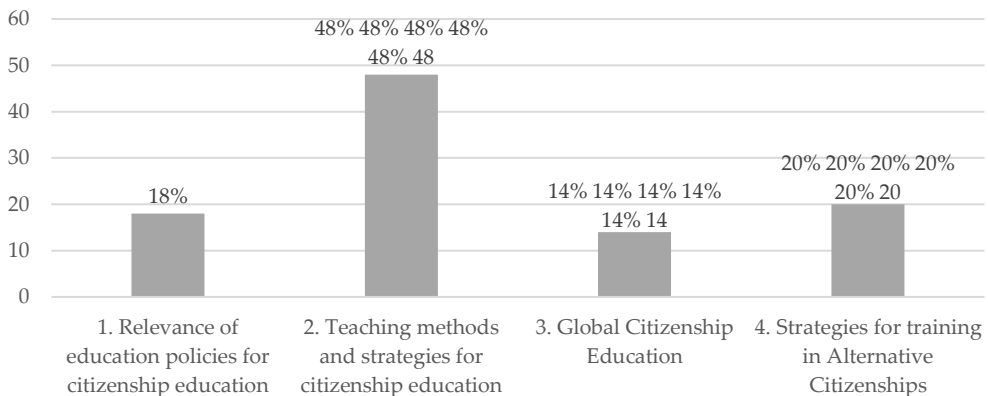

Figure 4. Categories of analysis

By country, the findings show mainly studies carried out in Colombia and Spain, and to a lesser extent in Chile, Mexico and Peru. The most commonly used instruments are surveys, focus groups, participant observation, interviews, questionnaires and technological tools. A high percentage of research has been carried out in primary and secondary schools and a low percentage in higher education institutions, as shown in Figure 5 ( ).
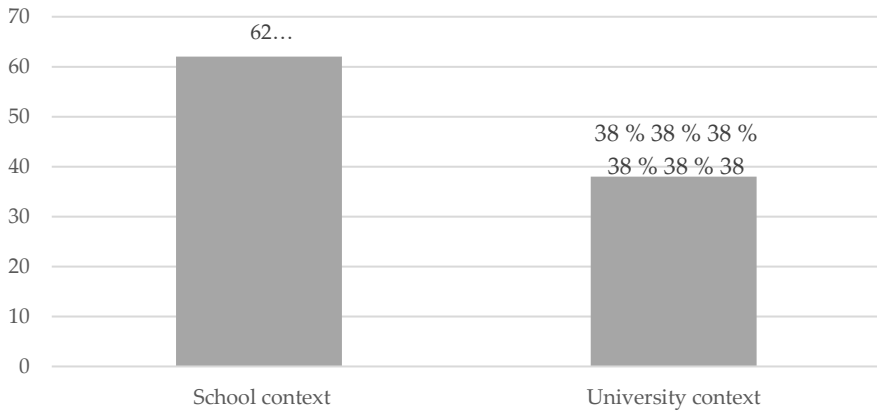
Figure 5. Citizenship training in school and university contexts

The findings of the review show that few studies use mixed methodological and quantitative approaches, most of the articles use qualitative methodology as shown in Figure 6.
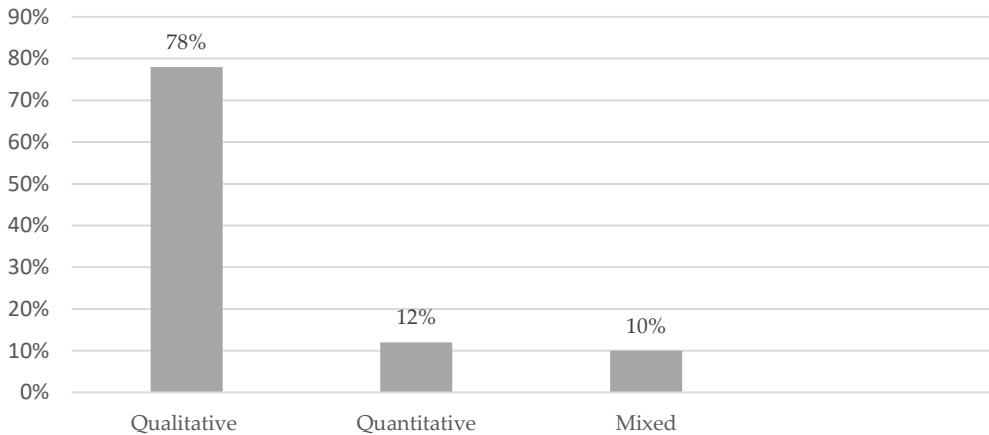

Figure 6. Applied methodologies for citizenship training

In the data analysis, most of the studies are descriptive with 66% corresponding to 33, the rest are explanatory, documentary analysis, interpretative, content analysis, phenomenological, discourse analysis, reflective-analytical and exploratory. The analysis of the categories is presented below.

Relevance of educational policies for citizenship education

This category accounted for 18%, corresponding to 9 articles. According to the findings, the studies show controversy. Six studies agree that educational policies for citizenship education are neither sufficient nor relevant to respond to the corresponding needs. This is the case of Vargas (2021), who questions the state discourse and the institutional model of competence-based learning in Colombia. He points out that its application in Latin American and Caribbean education systems has been instrumentalising. For his part, Gómez (2021) criticises the legislative discourses that propose a citizen with a reference point of ideal democracy, which is different from reality. Poorter and Aguilar (2020) discuss the 2004 Citizenship Competency Standards Policy, which aims to build citizenship based on the development of individual competencies, and which introduces the Global Citizenship Education Policy, which they consider "soft".

Similarly, in Spain, Mayorga et al. (2018) question that the General Diagnostic Evaluation tests of the Spanish Ministry of Education "in the social and citizenship competence, are a fundamentally repetitive type of knowledge" (p.134), although they do make an effort to evaluate learning in context. This does not make it possible to assess them in terms of the complex systems of action in the student's everyday life.

Also in Chile, studies by Núñez (2017) show that the results of the analysis of the instruments used to assess citizenship in the school cycle show that the most evaluated contents are those associated with political-legal issues, which reveals that they are aimed at teaching institutionalism and conceptual knowledge. These state tests are applied only in written form and do not encourage reflection and self-learning activities. It is a rigid and objective model based on standards. Finally, the work of Disi and Mardones (2021) also questions the state policy for citizenship education in Chile.

On the other hand, three studies that diverge but agree on the relevance and contribution of policies for this training are those of Álvarez and Henao (2019) in Colombia, who recognise the legislative advances for the assessment processes of these competences. The second study is that of Camacho et al. (2021), who analyse the relationship of institutional and programme accreditation with the superior results obtained in the Saber Pro test and in Competencias Ciudadanas established by legislation. They consider it as a contribution that has an impact because it constitutes an added value for those who take the test, for institutions and for society. The third study is that of Rodríguez et al. (2019), who point out that citizenship education should be associated with what is established in the constitution" (p. 133).

Methods and pedagogical strategies for citizenship education

For this category, 24 studies were identified, corresponding to 48%. Different positions are presented as specified below.

Eighteen of them ratify the importance of applying pedagogical methods and strategies for training. Among these, three studies confirm the relevance of the educational context: Orellana and Muñoz (2019) on the role of the school; Guerra (2019) highlights the valuable work of the subjects of Social Sciences and History and Sánchez and Vargas (2017), who highlight the role of textbooks in Spain, although they draw attention to the fact that although they deal in an acceptable manner with issues of education for citizenship and a culture of peace, this subject has been disappearing. Fifteen studies show the importance of implementing pedagogical strategies for citizenship education. In Spain, studies by Sierra et al. (2017) propose teacher training from an intercultural approach with pedagogical strategies that implement the recognition of identity, otherness and inclusiveness. Similarly, Escarbajal-Frutos et al. (2019) propose as strategies an "inclusive intercultural policy, opening educational centres outside traditional school hours, reaching agreements with cultural institutions" (p.6). Díez (2020) proposes and implements a strategy through a school intercultural intervention programme integrating the educational community with the recognition of cultural minorities.

Likewise, in Spain, Mayor-Paredes and Guillén-Gámez (2021) propose the Service Learning (SL) method in the university context based on the connection of the curricular content of subjects to activities derived from community service with the aim of improving aspects of reality for the construction of active, reflective and critical citizenship.

In Chile, Olivo (2017) suggests as a strategy to encourage concern for citizenship issues, so that young people at school take responsibility for their own processes where they run the risk of making mistakes, but also of learning from those mistakes in order to become political and social actors. Stojnic (2020), in Peru, recommends as a strategy the participation of students in important issues at school for the development of democratic attitudes, which influences the recognition of students as active citizens.

In Colombia, Maldonado (2018) suggests incorporating technologies in the education of students in the primary grades. Romero et al. (2017) apply critical reading as a strategy in virtual scenarios with university students. Aguilar (2019) proposes as strategies in school contexts "cyberactivism, creation of networks and digital content, critical thinking on issues of global relevance on gender issues and care for the environment" (p. 2). The study by Zambrano (2018) from a university context, shows the difference in results between students who received lectures and an experimental group that received pedagogical, playful and constructive practices, where the latter obtained the best results, and therefore proposes its application. Romero et al. (2021) propose participatory play activities for primary school students. Bernate et al. (2020) apply an ethical-moral strategy for university students. Cañon and Villarreal (2022) in the physical education classroom, promote training through citizenship values in secondary school students.

In Chile, Núñez et al. (2020) implemented a negotiation games workshop as a strategy, which simulates real-life situations with favourable results and a positive emotional classroom climate in university students. Finally, in Mexico, Pérez and Ochoa (2017) implement the Service Learning (SL) method in secondary school students.

Three studies coincide in questioning the methods implemented for training in citizenship competences and invite us to propose new methods and pedagogical strategies: Madrid (2018), Álvarez et al. (2018) and Cabrera (2020). Three studies present student perceptions of citizenship education and point out that they do not apply to a real context: Cárcamo (2018), Vélez (2019) and Cardozo et al. (2020).

Global Citizenship Education (GCED)

Global Citizenship Education (GCED), as defined by Unesco (2016), now known as Global Citizenship Education (GCE) or Transformative Global Citizenship Education (TGCE), is a proposal that has been emerging and consolidating since the 2000s. Its approach has been the subject of debates regarding its application, agreements and disagreements (Marshall, 2011). In terms of the review carried out, 14% of the total sources consulted correspond to 7 studies, of which 5 propose its implementation and 2 question it

Authors in favour of its implementation are: Bugallo and Naya (2018), they point out the need to use alternative strategies that generate critical awareness through participatory and transversal processes, from school to university level. Blasco-Serrano et al. (2019) propose raising awareness in the educational community so that they do not work in isolation, but integrated in the development of planned projects. Aguilar et al. (2020) propose the use of virtual scenarios and technology-based activism to address global issues. Martínez (2019) suggests cooperative learning and addressing social content as a strategy. González et al. (2022) propose a training strategy based on critical education for global citizenship in secondary school students.

Among the authors who question it are Aguilar and Velázquez (2018), who approach Education for Global Citizenship as a concept from four approaches that are discussed: the neoliberal, the critical-transformative approach, anti-education for global citizenship and the decolonial. They propose as a strategy to implement the critical-transformative approach for the social construction of peace, articulating the decolonial approach, in order to avoid decontextualised normative programmes, and to link local knowledge and educational experiences. As well as Estelles and Fischman (2020), who question the Global Citizenship model by pointing out that in the context of the Covid-19 pandemic, it did not respond to global problems such as, for example, those associated with the promotion of exclusionary nationalisms.

Strategies for Alternative Citizenship Formation

This fourth category of analysis is related to the problems and challenges of contemporary societies. This corresponds to 10 of the articles reviewed, in which current debates are opened and new strategies for the formation and participation of alternative citizenship are proposed.

Within this category we find, for example, training from a gender perspective in school contexts, in which Subiabre (2021) in Chile, proposes implementing the critical pedagogy of difference with the application in the Citizen Training Plans (PFC) of topics such as the sexual division of labour, gender and sexual identities, the distribution of domestic and care work, affectivity, gender violence, social changes in family life, sexual diversity and patriarchy, which are all part of a gender perspective, gender and sexual identities, the division of domestic and care work, affectivity, gender violence, social changes in family life, sexual diversity and patriarchy, which question sexist stereotypes in everyday life. This study agrees with that of Ramos et al. (2021) in Spain, which proposes strategies for the case of teacher training from a feminist, critical and decolonial pedagogy.

Similarly, the studies by Lara-Salcedo and Suárez-Rivero (2021), as well as Nos-Aldás et al. (2019), are consistent in the need to apply citizen education strategies from critical decolonial, active and more inclusive approaches. The second study proposes for higher education to implement critical pedagogy based on communication that contributes to social change in order to train active citizens who make decisions with social justice.

With technological changes, other strategies emerge, such as the one proposed by Jiménez (2020), who proposes a prototype and testing of the techno-social didactic model in the teaching of citizenship education, through the approach of social conflicts with the use of digital technologies in young university students.

Research by García et al. (2017), Cáceres et al. (2020) coincide in pointing out the emergence of new digital citizenships with youth activism through the use of technological platforms that allow them, due to their ease and through a *click*, to be informed, participate and make decisions as digital citizens in civic actions, for example, sign *online* e-petitions, be spokespersons for the different causes they agree with, respond to a social call, participate with a like or a *retweet*.

However, Dussel and Fuentes (2021) question these new digital citizenships in school contexts by indicating that in *WhatsApp* chat groups, citizenship is limited and does not allow for relevant pedagogical discussions.

Calle-Álvarez and Lozano-Prada (2019) propose a digital literacy teaching strategy for primary school students in the formation of citizenship skills to educate from an interactive experience with ICT in plurality, identity and valuing differences. In the school context, Fuentes and Belando-Montoro (2022) formulate cyberspace pedagogies

that provide tools to tackle one of the most serious problems, the attack on people's integrity and coexistence caused by *online* harassment or *cyberbullying.*

Discussion and conclusions

The review was carried out according to two objectives, the first to analyse the relevance of the educational policies implemented for citizenship training, and the second to identify the methods and strategies used for training in Citizenship Competences and Alternative Citizenship in school and university contexts in Ibero-America.

The first relevant contribution of the research regarding the relevance of educational policies for citizenship training according to the findings and in the light of Ruiz and Chaux (2005) shows that in most of the research, educational policies for citizenship training are neither sufficient nor relevant to respond to the requirements. This implies the urgent need for a profound transformation of these educational public policies in order to respond to current needs and demands. This is in agreement with Morales-Vargas (2020) citing Bombardelli and Codato (2017) who point out the need for "a systematic design, an educational policy that promotes coordination between the subjects taught in schools" (p. 74).

This change is also generated "when the school encourages or facilitates its social actors to move from heteronomy to autonomy - through, for example, the use of pedagogical strategies and actions in the formation of new generations with their political responsibility in the formation of new citizens" (Ruiz and Chaux, 2005, p. 70). This is ratified by studies that show the importance and necessity of the school, the subjects and the implementation of various pedagogical methods and strategies, among others intercultural, Service Learning with community, playful activities, negotiation games, for the development of knowledge, skills, attitudes, management of emotions, school climate, values in the formation of citizenship not only theoretically but also in a participatory way.

In agreement with Tomé-Fernández et al. (2010) in Spain, who propose applying strategies based on "education for intercultural citizenship with values such as social justice, equity, diversity, responsibility, democratic pedagogy" (p. 428). As well as Pineda-Alfonso (2015), who propose "strategies from the approach of controversial issues that promote a more participatory citizenship" (p.354). Also in Mexico, Chávez and Norzagaray (2021) seek to educate from coexistence and peace. Finally, González et al. (2016) who apply the Problem-Based Learning Method to develop critical citizenship literacy.

Similarly, other studies found propose the application of strategies for Global Citizenship Education (GCED) or Transformative Education for Global Citizenship

(TGE) that contribute to the construction of citizenship from a social, human, environmental and ethical perspective, with citizens empowered in the face of current problems, as proposed in the studies by Murga-Menoyo et al. (2017) and Santamaría-Cárdaba and Lourenço (2021). The works of Coma-Roselló et al. (2020) and Santamaría-Cárdaba and Martínez-Scott (2023) on integral education with social responsibility, sustainable development, critical perspective and active participation. And from the ethical approach Pastoriza-Rozas (2021) who propose effective altruism for Global Citizenship Education practices.

Although authors such as Estelles and Fischman (2020), Aguilar and Velázquez (2018) do not embrace this ECG pedagogy, as the latter propose a decolonial education from where local knowledge and educational experiences are linked to avoid decontextualised normative programmes. Giving greater weight to training from Alternative Citizenship with a decolonial approach.

However, other studies conclude that the processes implemented for training in citizenship competences are not sufficient and call for the proposal of pedagogical methods and strategies. This evidence is consistent with studies such as those by Maussa and Villarreal (2015), who draw the attention of educational institutions to "the need to incorporate these competences into their training plans, including mechanisms to verify their efficiency and effectiveness" (p. 568).

In the midst of fragile democracies, complex socio-cultural problems and ever deepening technological transformations, the findings show the emergence of alternative citizenships and propose new strategies for their formation and participation. This would be the case of the Critical Pedagogy of Difference, from the approaches of gender, feminist, equity, inclusive, critical, cyberspace pedagogies, technosocial and decolonial pedagogy. This is in agreement with Prats (2015) who points out "[...] its emergence has to do with the indignation at the social precariousness induced by the management of the socio-economic crisis, corruption and inequality, and the need to promote processes of citizen empowerment develops" (p.65).

The above discussion leads to the conclusion that new training strategies in Alternative Citizenship and Global Citizenship Education have emerged. However, changes are demanded that require new educational policies and the implementation of innovative pedagogies that respond to the needs of a world with complex social and environmental problems and in constant uncertainty.

This research is limited in time, as only articles from the last five years in Ibero-America were addressed, excluding other works such as doctoral theses, books and book chapters. It would be essential to search including these criteria and in other continents in order to obtain a broader view of this field of study.

Fundin

References

Aguilar, N. (2019). Cyberactivism and global citizenship education: a participatory action research with two educational experiences in Bogotá. *Palabra Clave*, *22*(2), 1-31. https://doi.org/10.5294/pacla.2019.22.2.10

Aguilar, N. and Velásquez, A. (2018). Global citizenship education in Colombia: Opportunities and challenges. *Revista Mexicana de Investigación Educativa*, *23*(78), 937-96 https://dialnet.unirioja.es/servlet/articulo?codigo=6784531

Aguilar, N., Alfaro, N., Velásquez, A. and López, V. (2020). Global citizenship education: connecting schools in Colombia and Chile. *Educação & Sociedad*, *41*, 1-16. https://doi.org/10.1590/es.213415

Álvarez, A., Sandoval, O. and Puello, M. (2018). Pedagogical strategies to develop citizenship competencies in law students at Corporación Universidad de la Costa. *Revista Espacios*, *39*(29), 6-14. http://hdl.

Álvarez, M. and Henao, F. (2019). Training in citizenship competencies and political culture. *Journal of Education & Thought*, *26*(26), 25-38. http://educacionypensamiento.colegiohispano.edu.co/index.php/revistaeyp/article/view/98

Andreotti, V. (2011). Towards) Decoloniality and diversality in global citizenship education. *Globalisation, Societies and Education*, *9*(3-4) 381-397. https://doi.

Arroyo, E., Crespo, B., Mancha, J. and Schugurensky, D. (2020). Innovative practices in citizenship education. *What do Spanish academic journals say?* Revista Fuentes, *22*(2), 212-223. https://doi.

Bernate, J., Fonseca, I., Betancourt, M. and Romero, E. (2020). Analysis of citizenship competences in Physical Education undergraduate students. *PODIUM - Journal of Science and Technology in Physical Culture*, *15*(2), 202-220. https://podium.upr.edu.cu/index.php/podium/article/view/918

Blasco-Serrano, A. C., Dieste, B. and Coma, T. (2019). Attitudes in Educational Centres regarding global citizenship education. *REICE. Revista Iberoamericana sobre calidad, eficacia y cambio en educación*, *17*(3), 79-98. https://doi.org/10.15366/reice2019.17.3.005

Bugallo, A. and Naya, M. (2018). Education for Global Citizenship (ECG): Understanding the international through the local. *Revista Lusófona de Educação*, *41*(41), 139-151. https://doi.org/10.24140/issn.1645-7250.rle41.09

Cabrera, F., Marín, M. A., Rodríguez, M. and Espín, J. (2005). La juventud ante la ciudadanía. *Revista de Investigación Educativa*, *23*(1), 133-172. https://revistas.um.es/rie/article/view/98481

Cabrera, M. (2020). Relevance of citizenship competencies in the construction of civility in higher education. *Educación y Humanismo*, *22*(38), 1-24. https://doi.org/10.17081/eduhum.22.38.3555

Cáceres, M., Brändle, G., Ruiz, J. and Morales, E. (2020). Digital citizenship: youth activism in e-petition platforms. *Revista Prisma Social*, (31), 328-351 https://revistaprismasocial.es/article/view/3859

Calle-Álvarez, G. and Lozano-Prada, A. (2019). La alfabetización digital en la formación de competencias ciudadanas en la básica primaria. *Revista Eleuthera*, *20*, 35-54. https://doi.org/10.17151/eleu.2019.20.3

Camacho, E., García, M., Suárez, M. and Ávila, E. (2022). Bibliometric Analysis of International Scientific Production on Peace and Citizenship Education: Years 2000-2020. *International Journal of Sociology of Education*, *11*(1), 72-95.

Camacho, M., Gutiérrez, M., Perdomo, D., Gabalán, J. and Vásquez, F. (2021). Relationship between citizenship competencies, accreditation of institutions and academic programmes. *Guillermo De Ockham Journal*, *19*(1) 111-123. https://doi.org/10.21500/22563202.4786

Cañon, F. and Villarreal, A. (2022). La educación física como fortalecimiento de valores ciudadanos para la convivencia (Physical education as a strengthening of citizen values for coexistence). *Retos*, *44*, 285-294. https://doi.org/10.47197/retos.v44i0.90708

Cárcamo, H. (2018). Importance attributed to citizenship development in initial teacher education. *Estudios pedagógicos*, *34*(2), 29-43. https://doi.

Cardozo, A., Morales, A. and Martínez, P. (2020). Peace building and citizenship in Secondary and Middle School Education in Colombia. *Educación e Pesquisa*, *46*, 1-21. https://doi.org/10.1590/s1678-4634202046214753

Chávez, D. and Norzagaray, C. (2021). Construyendo ciudadanía en la universidad: Una propuesta para la convivencia y resolución de conflictos. *Revista vértice universitaria*, *23*(92), 28-37. org/10.36792/rvu.v92i92.39

Codina, L. (2018). *Systematized bibliographic reviews: General procedures and Framework for Human and Social Sciences*. [Lecture in Master's Degree in Social Communication, Universitat Pompeu Fabra]. hdl.handle.net/10230/34497

Coma-Roselló T., Blasco-Serrano A. C. and Dieste, B. (2020). Sense and meaning of Global Citizenship Education. Teachers' perceptions and current challenges in schools in the province of Zaragoza. *Iberoamerican Journal of Development Studies*, *9*(2), 6-28.

Dewey, J. (1998). *Democracia y educación (3rd ed.)*. Morata.

Díez, E. (2020). Critical intercultural education: from integration to the construction of a common citizenship. *RISTI, Revista Ibérica de Sistemas e Tecnologias de Informação*, *E27*, 78-94. http://www.risti.xyz/issues/ristie27.pdf

Disi, R. and Mardones, R. (2021). Teaching with attitude: How effective has citizenship education been in Chile? *Archivos Analíticos de Políticas Educativas*, *29*(15),1-29. https://doi.org/10.14507/epaa.29.4969

Dussel, I. and Fuentes, M. (2021). WhatsApp groups and the construction of new citizenships in schools. *Educação & Sociedade*, *42*, 1-18. https://doi.org/10.1590/es.251642

Escarbajal-Frutos, A., Izquierdo-Rus, T., Aznar-Díaz, I. and Cáceres-Reche, M. (2019). Intercultural and Community Schools: *Learning to live together. Sustainability*, *11*(13), 3734. https://doi.org/10.3390/su11133734Estelles, M. and Fischman, G. (2020). Imagining Global Citizenship Education Post-COVID-19. *Praxis Educativa*, *15*, 1-14. https://doi.org/10.5212/PraxEduc.v.15.15566.051

Freire, P. (2001). *Pedagogy of indignationEditorial* Siglo XXI. https://www.fceia.unr.edu.ar/geii/maestria/DoraBibliografia/UT.%204/Freire.Pedagogia%20de%20la%20indignacion.pdf

Fuentes, J. and Belando-Montoro, M. (2022). Social networks and other digital channels as means of civic participation: a qualitative study of young people in Madrid. *Foro de Educación*, *20*(1), 39-63. http://dx.doi.org/10.14516/fde.926

García-Pérez, F. (2009). Educating for citizen participation. A challenge for the school of the 21st century. *Investigación en La Escuela*, *68*, 5-10. https://doi.

García, M., Fernández, C. and del Hoyo, M. (2017). Informed citizenship, ciudadanía participativa. The mobilisation of young people in the digital environment. *Revista Prisma Social*, *18*, 124-143. https://revistaprismasocial.es/article/view/1441

Garzón, E. and Acuña, L. (2016). Integration of cross-curricular projects into the curriculum: A proposal for teaching citizenship in the initial cycle. *Revista Actualidades Investigativas en Educación*, *16*(3), 1-26. http://dx.doi.org/10.15517/aie.v16i3.26065

Gómez, A. (2021). Formación ciudadana en Colombia: balance de la cuestión, retos y tensiones. *Praxis*, *17*(1), 99-110. https://doi.org/10.21676/23897856.4040

González, A., Figarella, F. and Soto, J. (2016). Problem-based learning to develop critical literacy and citizenship competencies at the elementary level. *Revista Electrónica Actualidades Investigativas en Educación*, *16*(3), 1-34.

González-Valencia G., Massip, M. and Santisteban, A. (2022). Critical education for global citizenship: a study of secondary school students. *Frontiers in Education*, *7*, 1-13. https://doi.org/10.3389/feduc.2022.867113

Gracia, M. and Santos, J. (2021). New forms of political participation as a central element in the construction of new models of citizenship: post-conventional ones. *Política y Sociedad*, *58*(2), 1-13. https://doi.org/10.5209/poso.68745

Guerra, Á. (2019). Challenges for Peacebuilding and Citizenship Learning in Colombia. *Magis, International Journal Of Research In Education*, *11*(23), 169-186. https://doi.org/10.11144/Javeriana.m11-23.cpcl

Jiménez, I. (2020). Technosocial didactic model: an experience of education for citizenship with young university students from the study of social conflicts. *El Futuro Del Pasado*, *11*, 637-658. https://doi.org/10.14516/fdp.2020.011.021

Joanna Briggs Institute (2017a). *Critical Appraisal tools for use in JBI Systematic Reviews Checklist for Qualitative Research.* http://joannabriggs.

Joanna Briggs Institute (2017b). *Critical Appraisal tools for use in JBI Systematic Reviews Checklist for Quasi-Experimental Studies* (non-randomized experimental studies). https://jbi.global/sites/default/files/2019-05/JBI_Quasi-Experimental_Appraisal_Tool2017_0.pdf

Jooste, N. and Heleta, S. (2017). Global citizenship versus globally competent graduates: A critical view from the South. *Journal of Studies in International Education*, *21*(1), 39-51.

Lara-Salcedo, L. and Suarez-Rivero, N. (2021). Citizenship education in childhood: reflections from a theoretical review. *Magis, International Journal of Educational Research*, *14*, 1-24. https://doi.org/10.11144/Javeriana.m14.fcir

Organic Law 8/2013, of 9 December, for the improvement of educational quality. *Official State Gazette*, *295*, 10 December 2013. https://www.

Organic Law 3/2020 of 29 December, which amends Organic Law 2/2006, of 3 May, on Education. *Boletín Oficial del Estado, 340*, 19 January 2021. https://www.boe.es/buscar/act.php?id=BOE-A-2020-17264

Madrid, J. (2018). Pedagogical practices of the social sciences teacher for the development of critical thinking and citizenship skills. *Revista Latinoamericana de Estudios Educativos (Colombia)*, *14*(1), 150-165. https://doi.org/10.17151/rlee.2018.14.1.9

Maldonado, M. (2018). The classroom, a space conducive to strengthening citizenship and technological skills. *Revista Sophia*, *14*(1), 39-50. https://doi.org/10.18634/sophiaj.14v.1i.822

Marshall, H. (2011). Instrumentalism, ideals and imaginaries: theorising the contested space of global citizenship education in schools. *Globalisation, Societies and Education*, *9*(3-4), 411-426. https://doi.org/10.1080/14767724.2011.605325

Martín-Bermúdez, N. and Moreno-Fernández, O. (2022). Education for emancipatory transition: social justice and global citizenship. *Ensaio: Avaliação e Políticas Públicas em Educação*, *30*(117), 1112-1131... https://doi.org/10.1590/S0104-40362021003002866

Martínez, M. (2019). A didactic proposal to introduce global citizenship education in higher education. *Educare Electronic Journal*, *23*(2), 1-20. https://doi.org/10.15359/ree.23-2.15

Maussa, E. and Villareal, S. (2015). Pedagogical strategies applied to the development of citizenship skills in young university students. *Opción*, *31*(6), 555-576. https://www.redalyc.org/pdf/310/31045571034.pdf

Mayorga, M., Gallardo-Gil, M., and Pérez-Gómez, Á. (2018). Social and citizenship competence in general diagnostic tests. *Magis, International Journal of Educational Research*, *10*(21), 121-136. https://doi.org/10.11144/Javeriana.m10-21.cscp

Mayor-Paredes, D. and Guillén-Gámez, F. (2021). Service-Learning and social responsibility of university students: a study using univariate and correlational methods. *Aula Abierta*, *50*(1), 515-524. https://doi.org/10.17811/rifie.50.1.2021.515-524

Ministry of Education (2004). *Basic standards of citizenship competencies. Educación Básica y Media*. Government of Colombia. https://www.mineducacion.gov.co/1621/articles-116042_archivo_pdf4.pdf

Morales-Vargas, P. (2020). Educación ciudadana para la convivencia democrática y la interculturalidad en educación inicial. *Estudios en Educación Journal*, *3*(4), 69-96. http://ojs.umc.cl/index.php/estudioseneducacion/article/view/84

Murga-Menoyo, M. and Novo, M. (2017). Sustainability, "glocal" development and planetary citizenship. Referents of a Pedagogy for sustainable development. *Teoría De La Educación, Revista Interuniversitaria*, *29*(1), 55-78. https://doi.org/10.14201/teoredu2915579

Newman, M. & Gough, D. (2020). Systematic Reviews in Educational Research: Methodology, Perspectives and Application. In, O. Zawacki-Ritcher, M. Kerres, S. Bendenlier, M. Bond and K. Buntins (Eds), *Systematic reviews in educational research. Methodology, perspectives and application* (pp. 3-22). Springer. https://library.oapen.org/bitstream/id/01d50f78-5cbf-4526-8107-b8b66fd5cc6d/1007012.pdf

Nos-Aldás, E., Farné, A. and Al-Najjar Trujillo, T. (2019). Social justice, cultures of peace and digital competencies: Communication for critical global citizenship in higher education. *International Journal of Education for Social Justice*, *8*(1), 43-62. https://doi.org/10.15366/riejs2019.8.1.003

Núñez, K. (2017). Evaluación de los aprendizajes sobre ciudadanía: meta evaluación de los instrumentos utilizados en el segundo ciclo básico chileno. *Estudios Pedagógicos*, *43*(2), 253-276. https://doi.org/10.4067/S0718-07052017000200014

Núñez, S., Zambrano, A., Palacio, L. and Maldonado, J. (2020). Negotiation games: a strategy for the formation of citizenship competencies in university students. *Educación y Educadores*, *23*(2), 291-308. https://doi.org/10.5294/edu.2020.23.2.7

Olivo, M. (2017). Citizenship Education in Chile. *Información Tecnológica*, *28*(5), 151-164. https://doi.org/10.4067/S0718-07642017000500016

Orellana, C. and Muñoz, C. (2019). Escuela y Formación ciudadana: Concepciones de ciudadanía, formación ciudadana y del rol de la escuela. *Revista Electrónica Interuniversitaria Interuniversitaria de Formación del Profesorado*, *22*(2), 137-149. https://doi.org/10.6018/reifop.22.2.370561

País, A., and Costa, M. (2020). An ideological critique of education for global citizenship . *Critical Studies in Education*, *61*(1), 1-16 https://doi.org/10.1080/17508487.2017.1318772

Parmenter, L. (2011). Power and place in the discourse of global citizenship education, *Globalisation, Societies and Education*, *9*(3-4), 367-380.

Pastoriza, X. (2021). Effective altruism and application of ethical principles: an opportunity for global citizenship education at university. *Agora. Papeles de filosofía*, *41*(1), 1-12. https://doi.org/10.15304/agora.41.1.7251

Pastoriza, X. (2014). As trabes de ouro. Unha educación en mana común para a cidadanía global. In X. L. Pastoriza Rozas, (Ed.), *Educar para a cidadanía global. Experiencias, ferramentas e discursos para o cambio social* (pp. 8-11) Fundación Isla Couto. https://fundacionislacouto.org/wp-content/uploads/2014/09/Educar-para-a-cidadanía-global_FundacionIslaCouto_2014.pdf

Pérez, L. and Ochoa, A. (2017). Student participation in a secondary school. Challenges and possibilities for citizenship training. *Revista Mexicana de Investigación Educativa*, *22*(72), 179-207. http://www.redalyc.org/articulo.oa?id=14048873009

Pineda-Alfonso, J. (2015). Educating for citizenship by working with controversial issues in Compulsory Secondary Education. *Revista de Investigación Educativa*, *33*(2), 353-367. https://doi.org/10.6018/rie.33.2.208441

Poorter, J. and Aguilar, N. (2020). The emergence of global citizenship education in Colombia: lessons learned from existing education policy. *Compare: A Journal of Comparative and International Education*, *50*(6), 865-883. https://doi.org/10.1080/03057925.2019.1574558Prats, F. (2015). Why cities and citizenships matter so much. *PAPERS of Ecosocial Relations and Global Change*, *129*, 57-71. https://www.fuhem.es/papeles_articulo/porque-las-ciudades-y-las-ciudadanias-son-tan-importantes/

PRISMA (2020). PRISMA Flow Diagram. Retrieved 10 January 2021 from https://www.prisma-statement.org/prisma-2020-flow-diagram

Ramos, F., Martínez, I. and Blanco, M. (2021). Sense of education for citizenship from feminist, critical and decolonial pedagogies. A proposal for teacher training. *Izquierdas*, *50*, 2103-2126

Rodríguez, A., Ruíz León, S., and Guerra, Y. (2007). Competencias ciudadanas applied to education in Colombia. *Revista Educación Y Desarrollo Social*, *1*(2), 140-157. https://revistas.unimilitar.edu.co/index.php/reds/article/view/700/454

Rodríguez, D., Silva, A. and Maldonado, J. (2019). Principios y valores constitucionales como marco de comprensión para la formación en competencias ciudadanas en Colombia, a propósito de las pruebas Saber Pro. *Reflexión política*, *21*(43), 121-136. https://doi.org/10.29375/01240781.3548

Romero, C., Villarreal, S., Samper, J. and Ospino, I. (2017). Strengthening citizenship skills through critical reading in virtual scenarios. *Revista Virtual Universidad Católica Del Norte*, *51*, 216-232. https://revistavirtual.ucn.edu.co/index.php/RevistaUCN/article/view/853

Romero, D., Soriano, N. and Cifuentes, J. (2021). Strengthening citizenship competencies through playful environments. *Revista Virtu@lmente*, *9*(1), 1-16. https://doi.org/10.21158/2357514x.v9.n1.2021.3056

Ruiz, A. and Chaux, E. (2005). *La Formación de Competencias Ciudadanas*. Asociación Colombiana de Facultades de Educación-Ascofade. https://laasociacion.files.wordpress.com/2015/11/la-formacion-de-competencias-ciudadanas.pdf

Sánchez, S. and Vargas, M. (2017). Culture of peace in compulsory secondary education. A comparative study of citizenship education textbooks. *Bordón Revista de pedagogía*, *69*(2), 115-130. https://doi.org/10.13042/Bordon.2016.49768

Santamaría-Cárdaba N. and Lourenço, M. (2021). Global citizenship education in primary education: a comparative analysis of educational policy documents in Portugal and Spain. *Revista Iberoamericana de Estudios de Desarrollo*, *10*(2), 130-158.

Santamaría-Cárdaba, N., Franco, A., Lourenço, M. and Vieira, R. (2022). Critical Global Citizenship Education at the end of compulsory education in Spain and Portugal: An integrative literature review. *Reidocrea*, *11*(11), 120-134. https://doi.

Santamaría-Cárdaba, N. and Martínez-Scott, S. (2023). Exploring the Spanish Secondary Education curriculum in the perspective of Global Citizenship and Education for Sustainability. *Ensaio*: *Avaliação de Políticas Públicas em Educação*. *31*(121), 390-412. https://doi.org/10.1590/S0104-40362023003103900

Sierra, J., Caparrós, E., Vila, E. and Martín, V. (2017). Towards a democratic and intercultural citizenship . Notes for teacher training. *Publicaciones*, *47*, 37-53. http://hdl.

Soriano-Ayala, E. (2006). Citizenship competences in students in the second cycle of Compulsory Secondary Education in Almeria. *Revista de Investigación Educativa*, *24*(1), 119-146. https://revistas.

Stojnic, L. (2020). Student Participation, School Institutionality and Democratic Citizenship: Pending Challenges from the Peruvian Experience. *International Journal of Education for Social Justice*, *9*(2), 49-70. https://doi.org/10.15366/riejs2020.9.2.003

Subiabre, P. (2021). Formando en ciudadanía a niñas y niños. perspectiva feminista en los planes de formación ciudadana (pfc) de las escuelas chilenas. *Estudios Pedagógicos, 47*(3), 99-123. https://doi.org/10.4067/S0718-07052021000300099

Tomé-Fernández, M., Berrocal de Luna, E. and Buendía Eisman, L. (2010). Fundamental contents for the formation of intercultural citizenship. Student proposals after the first year of citizenship education: An exploratory study. *Revista de Investigación Educativa*, *28*(2), 425-444 https://revistas.um.es/rie/article/view/99671

Torres, A., Álvarez, N. and Obando, M. (2013). Education for democratic citizenship in educational institutions: A socio-pedagogical approach. *Revista Electrónica Educare*, *17*(3), 151-172. https://doi.org/10.15359/ree.17-3.8

UNESCO (2016). *Global Citizenship Education. Preparing learners for the challenges of the 21st century*. United Nations Educational, Scientific and Cultural Organization. https://unesdoc.unesco.org/ark:/48223/pf0000244957

Vargas, S. (2021). La formación ciudadana y el modelo de educación por competencias en la política educativa en Colombia 2004-2017. *Revista Colombiana de Educación, (*81), 61-82. https://doi.org/10.17227/rce.num81-9906

Vélez, C. (2019). The city and citizenship in the discourse of university students. *Revista Latinoamericana de Estudios Educativos*, *14*(1), 33-52. https://doi.org/10.17151/rlee.2018.14.1.3

Zambrano, E. (2018). Pedagogical practices for the development of citizenship competencies. *Revista Electrónica de Investigación Educativa*, *20*(1), 69-82. https://doi.org/10.24320/redie.2018.20.1.1409

Traducido con 🔷 DeepL