



## Editorial

This publication began life at the annual International Summer School of the Georg Arnhold Program on Education for Sustainable Peace, held at the Georg Eckert Institute for International Textbook Research in Brunswick, Germany in the summer of 2019. The Program was established by Henry Arnhold (1921–2018) at the Institute in memory of his grandfather Georg Arnhold (1859–1926), entrepreneur, patron, and pacifist. It seeks to bridge the gap between research and practice in peace education with international conferences, publications and – more recently in collaboration with the International Rescue Committee – fieldwork scholarships.<sup>1</sup> The Summer School’s theme, ‘Global Citizenship Education and Citizenship Education in a Changing World: Normative and Pedagogical Challenges’ attracted a large number of critical papers from research and practice reflecting on the simultaneously enabling and constraining structures within current approaches to Global Citizenship Education (GCE).

The contributions gathered here, as well as the idea for this special issue and the collaboration between the editors, came about as a result of the inspiring debates at this event and during the time Bassel Akar and Jennifer Riggan spent at the GEI in 2019 as visiting professors of the Georg Arnhold Program. What emerged from these conversations was a lively interest in unpacking the ways in which ideas and ideals (*intentions*) of global citizenship education may be prescribed (*power*), but at the same time also interrupted, waylaid, or perhaps even surpassed, by actual practices (*power* again, and *accidents*). While ‘accidents’, in the conventional sense, can be unforeseen and unwelcome occurrences, we understand them here as also covering ‘happy accidents’ that could lead to GCE – or whatever we perceive this to be – in places where it may not necessarily be expected, such as in protests around higher education in Albania, reported in one vignette in this special issue. At the time of our conversations, of course, we could not know that, only a few months later, the emergence of COVID-19 would render the obstacles to global citizenship and equity in education more visible than perhaps ever before in our lifetimes, rendering a rethinking of familiar GCE concepts more necessary than ever.

This issue of *Tertium Comparationis* is somewhat atypical. First of all because in the German-speaking context *Tertium Comparationis* has hitherto not been the journal in which debates about global learning have taken place.<sup>2</sup> But bringing the more familiar territory of comparative education and pedagogy together with insights from sociological and anthropological perspectives foregrounding innovative, *emic* – or

bottom-up – approaches to global citizenship education as presented here has lent the journal fruitful new perspectives and contexts. Second, in this issue, the journal temporarily steps away from the conventional format of separate research articles on a given theme. Instead, it accommodates a collection of (auto-)ethnographic vignettes and analytical reflections on them with the aim of enabling both a conversation between the different texts and a more direct engagement on the part of GCE researchers with real-life situations.

The structure of this publication thus reflects a journey of unconventional academic practice during which this special issue was put together. Beginning with the (auto-)ethnographic vignettes, we circulated a call among the participants of the Summer School to share with us snippets of their data that they saw as emblematic for the issues of power, privilege, policy and practice of GCE that we discussed during the event. The participants who answered the call collected the data in the contexts of their own projects that dealt, implicitly or explicitly, with GCE in various contexts. We asked them to reflect on and contextualize their observations, where possible with a self-reflexive approach that took their own positionality into account. Their contributions lay bare not only the different fields where GCE may be taking place and how this happens, but also how knowledge on GCE itself is being produced.

We then asked established scholars who had not attended the Summer School but who have investigated, promoted, criticized or developed their own conceptualizations of GCE from various disciplinary and theoretical perspectives to read the vignettes as a collection, reflecting on how they speak to their own perspectives on GCE as well as on the benefits or limitations they see in an emic approach, while acknowledging their own positionalities that may be sharpening or blurring their vision.

On behalf of the other editors of this special issue, we would like to thank all those whose work – in a variety of forms – has made this publication possible. First and foremost, the contributors themselves and nine anonymous peer reviewers, many of whom were generous with their time under the various and unpredictable pressures of the COVID-19 crisis. We are grateful to Eckhardt Fuchs, director of the Georg Eckert Institute, for his support of the Summer School, and to Katharina Baier, coordinator of the Georg Arnholt Program. Halleli Pinson drafted the intellectual design of the conference and Meyrick Payne offered valuable assistance both with the conference and with this publication. We thank the editorial committee of the journal *Tertium Comparationis* for giving a home to our experimental and unconventional format, and to the International Comparative Education Subdivision of the German Educational Research Association (GERA) for generously funding the open access publication. Finally, we express our deep appreciation to Wendy Anne

Kopisch, publications manager of the Georg Arnhold Program, whose competence, experience, and excellent editorial input have been decisive in bringing this publication to fruition under fluctuating degrees of lockdown.

#### Notes

1. For more information on the Georg Arnhold Program on Education for Sustainable Peace at the Georg Eckert Institute see: <http://www.gei.de/en/fellowships/georg-arnhold-program/program.html>
2. The journal that has most significantly engaged with these topics from a pedagogical and development education perspective has been, and continues to be, ZEP (*Zeitschrift für internationale Bildungsforschung und Entwicklungspädagogik*). In the past ten years there have been at least ten special issues of ZEP specifically discussing one aspect of 'global learning' (and with articles in English and German), sometimes even with several issues per year.

Simona Szakács-Behling

(Georg Eckert Institute for International Textbook Research, Germany)

Sabine Hornberg

(Technische Universität Dortmund, Germany)