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## J Youth and Geographic Education: A Bibliometric Analysis of International Literature

### Juventud y educación geográfica: un análisis bibliométrico de la literatura internacional

### Juventudes e educação geográfica: uma análise bibliométrica da literatura internacional

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### Abstract

This study investigates the current state of research on geographical education and youth through a bibliographic survey on the Web of Science (WoS) platform. Methodologically, it adopts literature review and bibliometric analysis to map scientific production, considering aspects such as annual evolution, leading authors, most cited documents, collaboration networks, and prominent journals. The search using the terms “Youth AND Geography AND Geography Education,” with document type and subject area filters, resulted in 205 articles analyzed using VOSviewer and Bibliometrix. The results indicate an expanding subfield, engaging with different approaches in Geography and Education, but still lacking greater attention to regional, racial, ethnic, sexual, and gender diversities.

**Keywords:** Youth; geographical education; geographies of youth; bibliometric analysis.

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### Resumen

Este estudio investiga el estado actual de la investigación sobre educación geográfica y juventudes a través de un levantamiento bibliográfico en la plataforma Web of Science (WoS). Metodológicamente, se adopta la revisión de literatura y el análisis bibliométrico para mapear la producción científica, considerando aspectos como la evolución anual, los principales autores, los documentos más citados, las redes de colaboración y las revistas destacadas. La búsqueda con los términos “Youth AND Geography AND Geography Education”, con filtros de tipo de documento y área temática, resultó en 205 artículos analizados mediante VOSviewer y Bibliometrix. Los resultados indican un subcampo en expansión, en diálogo con diferentes enfoques de la Geografía

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y la Educación, pero que aún requiere mayor atención a las diversidades regionales, raciales, étnicas, sexuales y de género.

**Palabras clave:** Juventud; educación geográfica; geografías de la juventud; análisis bibliométrico

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### Resumo

Este artigo investiga o estado atual das pesquisas sobre educação geográfica e juventudes por meio de um levantamento bibliográfico na plataforma Web of Science (WoS). Metodologicamente, adota-se a revisão de literatura e a análise bibliométrica para mapear a produção científica, considerando aspectos como evolução anual, principais autores, documentos mais citados, redes de colaboração e periódicos em destaque. A busca pelos termos “Youth AND Geography AND Geography Education”, com filtros de documento e área, resultou em 205 artigos analisados via VOSviewer e Bibliometrix. Os resultados indicam um subcampo em expansão, em diálogo com diferentes abordagens da Geografia e da Educação, mas que ainda carece de maior atenção às diversidades regionais, raciais, étnicas, sexuais e de gênero.

**Palavras-chave:** Juventudes; educação geográfica; geografias das juventudes; análise bibliométrica.

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### Introduction

The main objective of this work is to analyze and understand, in a comprehensive manner, the panorama of existing studies and research on youth and geographical education based on the bibliometric analysis of scientific articles published and indexed in the Web of Science (WoS) database. Our proposal is related to a systematic survey of national and international scientific production in the subfield of studies on the category of youth in the interface with geographical education, investigating the main authors, most cited documents, central research themes, main research institutions, research collaboration networks, among other data.

Bibliometric analysis, as a flexible and dynamic method that consists of documenting scientific production and even evaluating sets of scientific works produced, us in mapping areas and subfields of science that are still expanding, as is the case with the aspects investigated here.

Although the discussion on the methodological processes of research is better addressed in the next topic, entitled “Materials and Methods”, we believe that the mechanisms of bibliometrics have much to contribute to the construction of a solid investigative plan that, regardless of the research modality and area of knowledge, points out trends, advances, gaps and controversies. Such aspects, which are of utmost importance for ensuring the clarity of a well-grounded theoretical framework aligned with theoretical movements of renewal of geographic science on a local scale, reveal the peculiarities of each city or region of our country, or even the possible exchanges and dialogues with international scientific networks.

Our interest in constructing this manuscript, in addition to building a bibliographic knowledge base, is based, a priori, on the social, economic and cultural transformations of recent decades that have spread across the globe, from the Global North to the Global South, largely as a result of globalization and the advancement of informational capitalism, as well as the constant repercussions regarding the profusion of neoliberal discourses and actions in the labor market, in educational spaces and in the way we relate to each other as participants in a society centered on profit and that reproduces inequalities.

How has Geography acted in the face of such imbroglios? What has been taught and researched about/for/with young people in times of precariousness and neoliberal rationality? What is the role of geographical knowledge in the construction of politically and socially engaged worldviews? Our journey does not necessarily aim to answer such questions, especially because they seem to us to be very complex and challenging, demanding more than the present pages composed here. However, we want to confirm that youth studies in Geography, both in Brazilian and international literature, arise from these concerns (and many others) about underprivileged groups, such as young people, especially impoverished, Black, Indigenous and immigrant young people in relation to their spatial experiences and possible mobilization of geographical reasoning in the face of delimiting social models and life projects that, at times, try to manage the experiences, opportunities and challenges specific to youth in

a logic of homogenization of differences (Lopes, 2019) and marginalizing individual and collective identities in space.

In the Brazilian context, more recent discourses about the “New” High School have highlighted expressions such as youth protagonism and life projects. Theoretically, these represent a discursive articulation of the reformist movement supposedly concerned with the quality of education at the final stage of Basic Education, namely High School, which is predominantly composed of young people. Were it not for the widespread recognition of the individuals and private groups involved behind the scenes of this educational reform in Brazil and other Latin American countries such as Chile and Argentina, we could look optimistically at the State's attention to the future of young people. However, we remain vigilant in the face of the strategies underlying a standardized, unified curriculum for a country marked by such profound sociocultural diversity and, consequently, by vastly distinct youth realities shaped by regional, class, racial, ethnic, gender, and sexual differences, as well as by diverse inter- and intra-regional migratory dynamics.

Youth, as a social category of analysis, has gained prominence in academic debates since the last decades of the 20th century, particularly in the field of Social Sciences. According to Groppo (2004), the Sociology of Youth has historically consolidated through two main approaches: i) as a homogeneous social group, defined by the characteristics of a specific age range; and ii) as a diverse social group, composed of young people from different class, race, and gender backgrounds.

While age range is an important starting point for defining youth, it fails to capture the variety of experiences lived by young people. According to Martins and Carrano (2011), disparities in terms of social inclusion, access to cultural goods and equipment, as well as multiple political, economic, and cultural realities, are basic premises regarding the varied youth identities and the many ways of being young. In this sense, discussions about this category have moved towards considering the everyday and present experiences as a significant space/time of formation (Dayrell,

2003), full of complexities that surpass the common ideas of libertinism, transience, and/or uncertainty frequently associated with youth.

In this sense, with the aim of establishing fruitful dialogues for geographic education, such as those advanced in Sociology and Pedagogy of Youth, we have been approaching ongoing studies and researchers in the field, seeking to push existing foundations for thinking about young people through the interface of geographic education.

From a quantitative-qualitative bibliographic research perspective and based on a survey of articles from the Web of Science, this study aims to assess the approaches to the category of youth present in academic research related to geography education, as well as the diversity of methodologies and directions undertaken in recent years towards a Geography of Youth, as discussed by Turra Neto (2013).

We believe that the multiplicity of the geographical space production process, resulting from the plurality of involved subjects, including young people, and the construction of identities of the most diverse meanings, encompassing from social class to religiosity, should be recognized in the dynamics of lived environments through the lens of difference and incorporated into Geography teaching practices with young people.

The formation of youth to mobilize geographic knowledge points to a potent yet delicate space within the initial and ongoing of undergraduate teacher education programs, where youth as a social category of analysis tends to be neglected, potentially reinforcing stereotypes and/or prejudices toward young students.

In this sense, we agree that teachers and researchers should not view youth through the stigma of irresponsibility or immaturity, nor as incomplete beings whose only role is to passively receive knowledge from social institutions. On the contrary, they should be seen as knowledge producers with significant social and cultural contexts, capable of contributing with insights from their everyday lives.

The role of Geography researchers and teachers, specifically, must challenge and mediate the dimension of spatiality regarding young students and their identities

(Turra Neto, 2013). We therefore advocate that the educational process should occur in a close and dialogical manner, assisting students in understanding their spatial practices, recognizing their voices, worldviews, and senses of belongings as guiding principles in the construction of geographical reasoning, “[...] taking spatiality as the primary objective of geographical interpretations and asserting that, through this interpretive exercise, it is possible to promote, among learners, the consolidation of active citizenships” (Roque Ascensão and Valadão, 2014, p.09).

From this perspective, considering the contributions of Geography education, we have a favorable environment for the construction of powerful learning in the process of understanding and contesting the discursive meanings of everyday life and the sociocultural contexts of youth. Beyond common sense, where school Geography is mistakenly reduced to disordered and fragmented studies, sometimes of a physical nature, sometimes human, we argue that geographical knowledge in and of the school should be grounded in knowledge derived from the indissociability of a reference science and didactic-pedagogical knowledge committed to the development of critical thinking in young students.

Through these introductory discourses, we ground the objective, justification, and main theoretical horizons related to the central topics of this work. In order to better denote organization in the debates constructed here, we structured the article into three parts: I. "Materials and Methods," II. "The Geographical Dimension of Studies on Youth in Brazil" and III. "Bibliometric Analysis of Research on Youth and Geographic Education." In the first part, we discuss our methodological paths, from the literature review to the survey of bibliographic data. In the second part, we reflect on the geographical perspectives of youth studies in Brazil and, finally, in the third part, we carry out the bibliometric analysis itself, reflecting on the main results of the selected bibliographic records in the international literature and the main information found concerning the characterization of the current state of the subfield of Geographies of youth in interface with education.

## Materials and Method

Bibliometrics is a discipline of information science that uses quantitative and statistical methods to analyze the production, dissemination, and use of information recorded in documents, such as scientific articles, books, patents, and other forms of publications (Glänzel, 2003). This area focuses on bibliographic measures and indicators to assess characteristics and trends in scientific production, such as the number of publications, frequency of citations, authorship, collaboration between researchers, among others. Bibliometrics has been widely applied in several areas, including the fields of exact sciences, technology, and humanities, such as social sciences, geography, and history, providing valuable insights into the impact and visibility of research in different fields of knowledge.

According to Ziman (1978), constructing maps of existing scientific production helps to understand the content of the academic productivity of researchers, research centers, universities, knowledge areas, among other aspects. Such insights, derived from scientific literature, are strengthened by the emergence of the internet and, consequently, the creation of software for storing and processing information. Databases such as the Web of Science (WoS) and software such as VOSviewer and Bibliometrix, adopted in this research, enable and facilitate access to reliable and relevant sources in the process of formulating and treating the corpus of bibliographic records selected for the bibliometric stage.

Therefore, we should understand bibliometric analysis as a quantitative analytical mechanism that uses computational methods and tools to evaluate and study the production, dissemination, and impact of scientific literature. This analysis involves the application of statistical measures to bibliographic datasets, such as scientific articles, books, patents, and other forms of publications, with the aim of identifying patterns, trends, and relationships between the different elements of these publications (Thelwall, 2008).

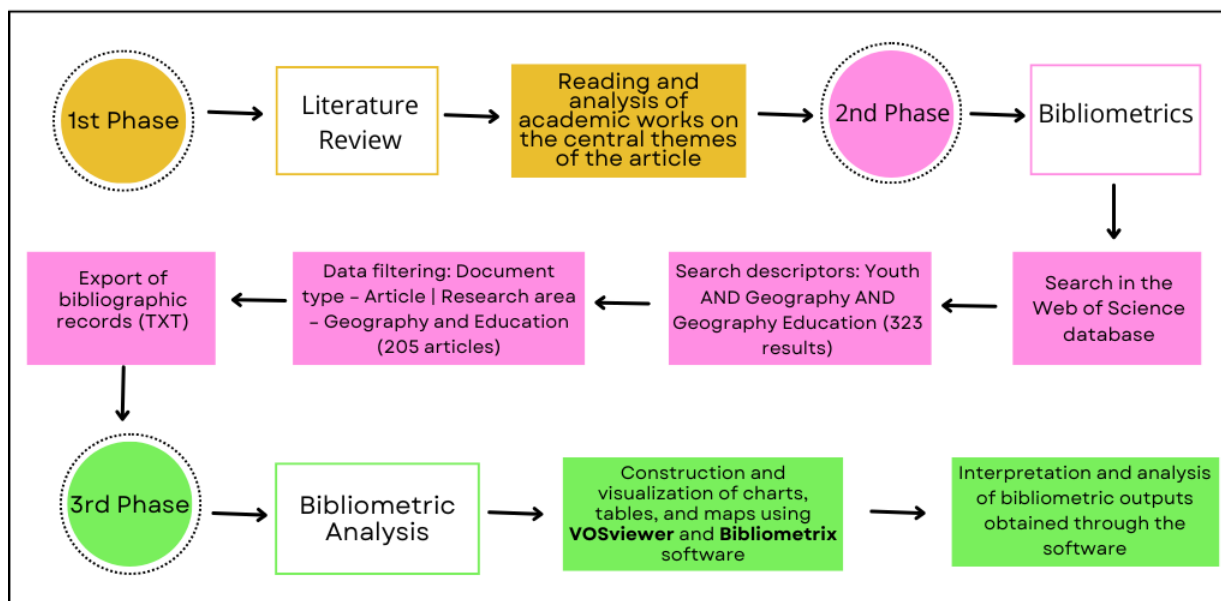
The accuracy and relevance of the data obtained through the resources of bibliometric analysis have been popularized and widely used in various fields of knowledge in recent years to evaluate the impact of research, identify emerging areas, track the development of specific fields, and support decision-making in science policy and research management (Glänzel, 2003).

The use of bibliometric analysis in the present research process and its interface with the category of Youth will occur through academic articles found in the Web of Science, a platform originally produced by the Institute for Scientific Information (ISI) and currently maintained by Clarivate Analytics. This platform provides access to various databases of academic works and offers comprehensive data and citations for many areas of science, including Geography, as well as providing a comprehensive and systematic understanding of the current state of research on youth and geographic education on a global scale, considering collaboration networks, citations, annual production, authors, and co-authors in a macro context of analyzing a large amount of published and indexed products in the WoS.

Through the quantitative and qualitative analysis of the available bibliographic data, it will be possible to identify trends, publication patterns, recurrent themes, main authors and institutions, as well as to map the citation and collaboration networks among researchers. This approach allows for a critical and contextualized analysis of research on Geography and Youth, providing valuable aspects for the identification of knowledge gaps, the development of new investigations, and the formulation of more informed and effective policies and practices related to the topic (Glänzel, 2003).

Regarding the steps adopted in the present bibliometric analysis, we constructed the following flowchart (Flowchart 1), in dialogue with the aspects of bibliographic record treatment presented above. In summary, we seek to detail the steps taken for the construction of the analysis, from the initial stage of data selection to the final phase of the analysis of the results.

Flowchart 1 – Methodological Stages Adopted in the Research



Source: Prepared by Mendes (2024).

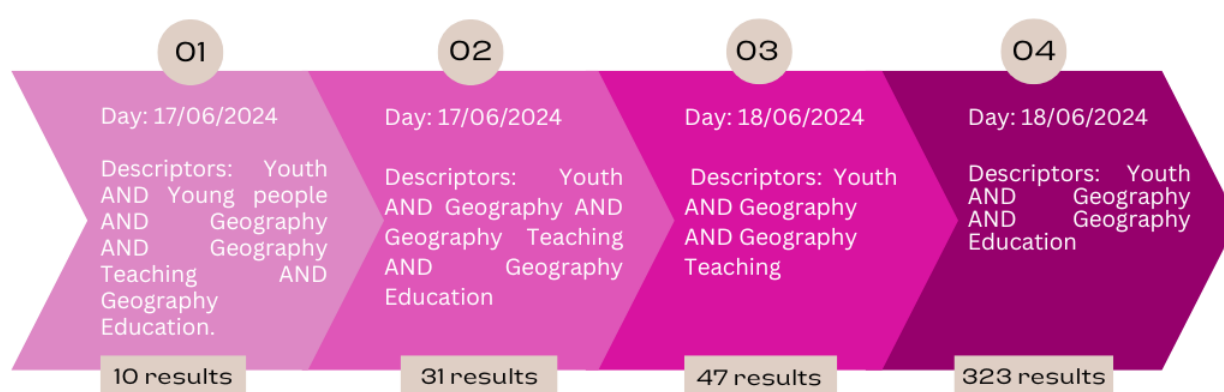
Composed of three main phases, the flowchart highlights, in the foreground, the literature review stage, essential in the construction of any research and in the elaboration of any academic product committed to scientific rigor. In the case of this research, the a priori search for works in the field of Youth and Geography education is related to the grounding of geographical and pedagogical concepts and approaches around these two fundamental aspects of the theoretical horizon of this text, that is, the dimension of Geography as scientific and school knowledge in dialogue with young students.

Our literature review, in general terms, addresses youth issues in their sociocultural (Aguilera Ruiz, 2010; Groppo, 2015), spatial (Cassab, 2012; Oliveira, 2023; Cavalcanti, 2013; Turra Neto, 2008), and pedagogical dimensions (Dayrell, 2003, 2007; Carrano, 2009, 2011; Sposito, 2000). Among other relevant fields of knowledge, we sought articles, theses, and dissertations that operate directly with bibliometric analysis, more specifically works in the fields of Education and Geography. Through these records, it was possible to observe the field of possibilities of bibliometrics at the interface between educational and geographical themes, as well as the descriptors, databases, filters, processing software, analysis tools, and visualizable products generated (flowcharts, maps, tables, graphs, charts, word clouds, etc.).

Moving on to the second phase of the investigation, when carrying out the bibliometric analysis itself, we began with a series of choices that were not made randomly, since each choice can lead to new directions and meanings in the bibliometric analysis. The first choice was related to the database for the selection of scientific literature. After some verifications, we opted for the Web of Science platform due to its reliable indexing of bibliographic records from various regions of the world, providing data on the number of citations, including the impact factor and H-index.

After choosing the data platform, we moved on to selecting the search descriptors. This selection process is very important, as it aligns the content of the works that we want to group within our analysis corpus. In total, we made four attempts, as highlighted in Flowchart 2, over a two-day interval. In the first attempt, on June 17, 2024, we adopted the descriptors "Youth AND Young People AND Geography AND Geography Teaching AND Geography Education" and obtained only 10 results. In order to guarantee more selected works and, consequently, a greater capacity for generalization regarding the geographical approaches present in youth studies, we opted to suppress the descriptor "young people" in our second attempt, obtaining, in this new rearrangement, the still limited number of 31 results.

Flowchart 2 – Attempts to Define Search Descriptors/Terms in WoS



**Source:** Prepared by Mendes (2024).

Given time constraints and ongoing literature review, we conducted a third search the following day, excluding "Geography Education". The results, however, remained unsatisfactory at 47 results. We then reintroduced "Geography Education"

while omitting "Geography Teaching" . This yielded a more substantial result of 323 records. Using the filters "Document Type - Article" and "Research Area - Geography and Education/Educational Research", we reached the post-filtering total of 205 results, an excellent number within the parameters of bibliometric research.

After the aforementioned step, we exported the data in TXT format and then initiated a refinement process, aiming to search for data that might be duplicated in the platform's records. Within our analysis, we did not find any duplicate data and, therefore, moved on to the next subsequent step.

The bibliometric analysis stage stands as the most important phase of this research, without any detractor from the other stages that support and enable its culmination. However, a series of data obtained and stored, by itself, is not sufficient for the construction of an analysis; it is necessary that there be reflection and direct and in-depth treatment of the numerous questions and possible answers that the bibliographic products generated in the software may elicit. The ultimate goal is to extract the best and most pertinent information about scientific production on youth and geographical education.

It is worth noting that, in addition to the larger number of works tracked through the descriptor " geographical education," the adoption of this broader categorization seems appropriate. Although the approach of geographic knowledge in interrelation with youth is directly linked to schools, the main space for the proliferation of formal geographic knowledge, this process is not restricted solely to the formal context of education. After all, there exists a wide repertoire of places and territorialities shaped by the everyday lives of young people, such as youth collectives, social movements, community organizations, religious institutions, and cultural spaces, among other spatialities that also dialogue with the process of educating, learning, and teaching through Geography. Therefore, these can also be the subject of existing research and articles.

Continuing the discussions on bibliometric analysis, we would like to highlight the two data analysis software programs that we employed for our research:

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VOSviewer and Bibliometrix. VOSviewer, a free Dutch data visualization software, was instrumental in constructing and analyzing collaboration networks among authors and countries, as well as in creating co-occurrence maps of citations and keywords. As for Bibliometrix, developed for the RStudio statistical environment, we used it primarily to analyze and visualize annual scientific production, the most relevant authors, most cited authors, main scientific journals, the most recurrent keyword clouds among articles, and other aspects that can be highlighted with the program.

The theoretical and methodological reflections, as well as the products mentioned above, will be better presented and discussed in the following topics. However, we emphasize the relevance of bibliometric research, which is sometimes not adopted due to certain misconceptions or even fears stemming from the positivist and quantitative current in Geography. Although theoretical-quantitative Geography has been crossed by numerous criticisms from the organic movement of renewal of geographical science, especially critical geography, there are a number of valuable aspects that statistical contents can provide us regarding the recognition of what has been studied, problematized, and framed within the trends, setbacks, and advances in the understanding of geographical phenomena and research in the face of national and global scientific production.

### **The Geographical Dimension of Studies on Youth in Brazil**

The traditions of youth studies, stemming from numerous theoretical perspectives, questioned and/or consolidated over the past decades, particularly in the field of Social Sciences, mark specific trends and perspectives regarding systems of concepts and methods related to the youth category. The so-called sociology of youth has highlighted, in its academic trajectories, the contributions of the field to the understanding of youth's actions and perceptions in contemporary societies.

In establishing this debate, Groppo (2015), focusing on the classifications and/or systematizations within this field of knowledge, highlights three macro premises

regarding youth as a social and historical category, present in sociological production throughout the 20<sup>th</sup> century. These premises are especially evident in the perceptions of European and North American Social Sciences and their implications in the construction of sociological thought in Brazil.

According to the aforementioned author, in dialogue with Silva's (1999) curriculum theories, it is possible to classify youth sociology approaches into traditional, critical, and post-critical strands. In summary, the traditionalist perspective is related to structural functionalism, focusing on the integration of youth groups (sometimes seen as a risk and subversion of 'normality') into an established social structure, in which they engage in secondary socialization processes. The critical perspective challenges the integrative process by recognizing that the space-time of youth is positively related to an experimental relationship between existing values, lived reality, and social transformations, viewed through the lens of moratorium and generational theories. This perspective also questions the notion of a uniform youth condition and rejects the possibility of an analysis detached from social class, stemming from the propositions of the classist current. As for post-critical theories, they reject age categories and advocate for the plural, multiple, and active socializations of youth experiences.

The intention of referring to Groppo's debates in this introduction is not to close ideas or even centralize a goal of categorizing trends in youth studies within Geography. Rather, it is to recognize the dynamism of youth issues and the demands for appropriating pre-existing theoretical markers and scientific concepts, while also requiring specific directions for the use of feasible and contextually relevant assumptions for the approaches present in Geography. This is especially true for those capable of considering youth groups as a collection of individualities and collectivities that cannot be viewed as mere overlays of traditional theoretical keys or distant, ethnocentric, and adult-centric perspectives, which conform to the view of youth as a social problem. Therefore, we dedicate time and effort to understanding the paths that

Geography offers for debating the youth condition in its trends, limits, and potentialities.

The process of elaborating the bibliometric analysis, constructed subsequently to this topic, presented us with important insights drawn from works (scientific articles, dissertations, theses, among others) and from the constellation of concepts mobilized toward a geographical dimension of the youth category—one that does not necessarily stem from an isolated perspective. We are addressing a topic that is expanding, still little recognized by and from our reference science, therefore, it is essential to establish correlations with other areas. Nonetheless, we also believe in the existence of "original" perspectives, specific to the epistemes and categories of Geography and its movements of renewal in the composition of this new subfield of research called Geographies of Youth (Oliveira, 2023), linked to the understanding of youth spatiality, the spatio-temporal attributes present in the processes of subjectivation of experience, feelings and corporeality of these individuals in their relationship with the world, with the lived, perceived and imagined space (Corrêa, 2001).

From this perspective, we consider that Geography's gaze toward contemporary youth expresses the pursuit of understanding their relationships with space, our key analytical category, and not only this pure relation, as highlighted by Oliveira (2015). There are also other dimensions that involve everything from the production of space to the implications of these social subjects in the disputes and organization of territories, as well as the recognition of everyday spatial practices (Cavalcanti, 2013) as a condition for the construction and affirmation of youth identities and cultures.

As a specific movement in our contribution to this debate, we aim to proceed with caution, avoiding any form of closure or restriction on other possible approaches to the spatial dimension of youth. Therefore, we take as a basis for the present dialogue the concreteness arising from investigations and researchers in the field of Geographies of Youth, an immersion in the concepts and methods geographically

applied by them in their research. Since this is not, at this stage, a state-of-the-art research, our intention is not to exhaust the existing geographical approaches, nor to commit ourselves to seeking out the entire amount of available academic products, but to present some of the perspectives, in order to substantiate the existence and main trends of this sub-area, as mentioned previously, as well as the impossibility of thinking about youth dissociated from space.

Thus, it is possible to observe in the movement of this research the multiple possibilities of geographical approaches at the interface of urban studies, youth cultures and spatialities, youth territories and territorialities, geographical education and youth citizenship, among others. Although many of these classifications are in constant dialogue in the works examined, and despite our defense of the non-fragmentation of scientific interlocution movements with a given collectivity, such as the dimension of the city and urban territorialities, establishing possible categorizations that combine and classify similar discourses among the selected works in this analysis seems appropriate to the purposes of the literature review.

Although it is not the only existing spectrum, the generalization of the idea of territoriality(ies), considering youth practices in urban spaces, becomes a good example of this analytical exercise, given the approaches to youth in rural contexts. However, we must mention that the city is, undoubtedly, a privileged locus for observing and expressing the spatial practices of young people and youth groups (Cassab, 2012).

Undoubtedly, we propose an exercise in organizing writing and reasoning, classifying the current geographical perspectives in youth studies, and recognizing the movement toward the constitution of research trends, advances, and gaps in a subfield of geographical knowledge. The plurality of knowledge and reflection tools on Youth at its interface with Geography education, considering the amount of academic products indexed in WoS, under vast knowledge areas, coming from numerous regions of the world, educational institutions, researchers, scientific journals, among others, directs important analytical keys about the powerful contributions of

Geography in the constitution of public policies and practices that promote youth rights and citizenship within schools, as well as their identities, spatial practices, and territorialities, including our Brazilian reality.

### **Bibliometric Analysis of Research on Youth and Geographic Education**

Through the body of data exported from the Web of Science, we were able to develop a set of statistical outputs that assisted us in visualizing key elements and reflecting on the previously established search categories. The resulting corpus for our analysis comprised 205 articles, identified through a search strategy employing the Boolean operators 'Youth AND Geography AND Geography Education' and refined using document type filters (Articles) and research area filters (Geography and Education).

Chart 1: General Characterization of Selected Data

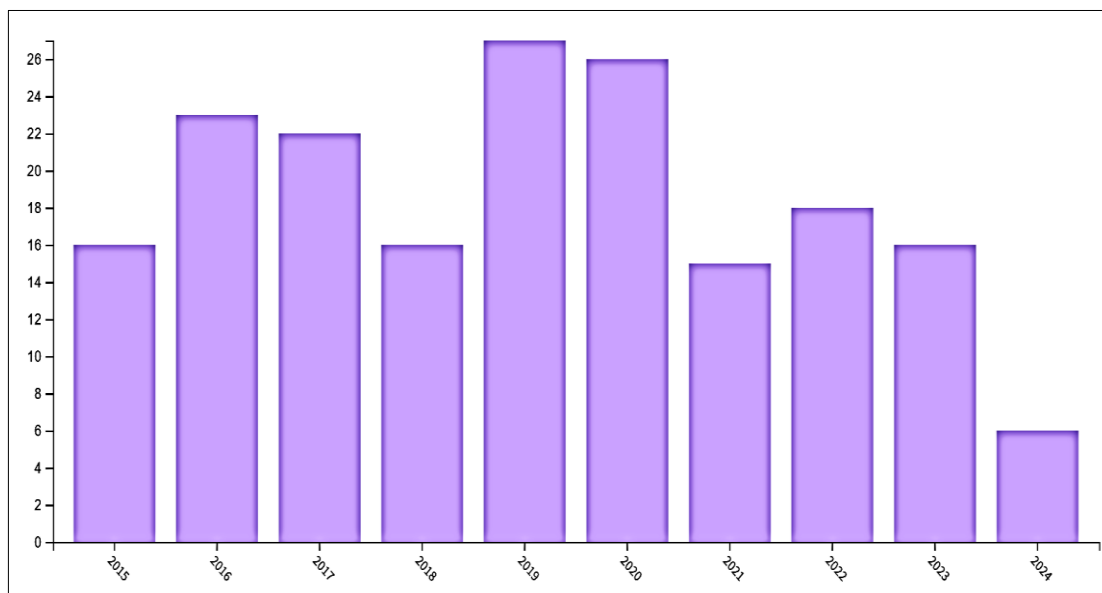
Description	Results
Time frame	1990 - 2024
Articles	205
Average citations per document	18.03
Sources (journals, books, etc.)	92
Keywords	488
Number of authors	357
Co-authorship per document	2.01
International co-authorships %	13.17

**Source:** Web of Science (WoS), organized by Mendes (2024).

Chart 1 above provides a general characterization of the main aspects subject to analysis within the Web of Science platform itself. The first element concerns the temporal scope of the works found, which, up to the time of the analysis, ranged from 1990 to 2024. There was a significant increase in the number of publications from 2015 onwards, with an average of 16 annual publications, representing approximately 6.8%

of the total quantity. As observed in Graph 1, production showed some oscillation, peaking in 2019 and 2020, with approximately 25 works published annually.

Graph 1: Evolution of Annual Scientific Production



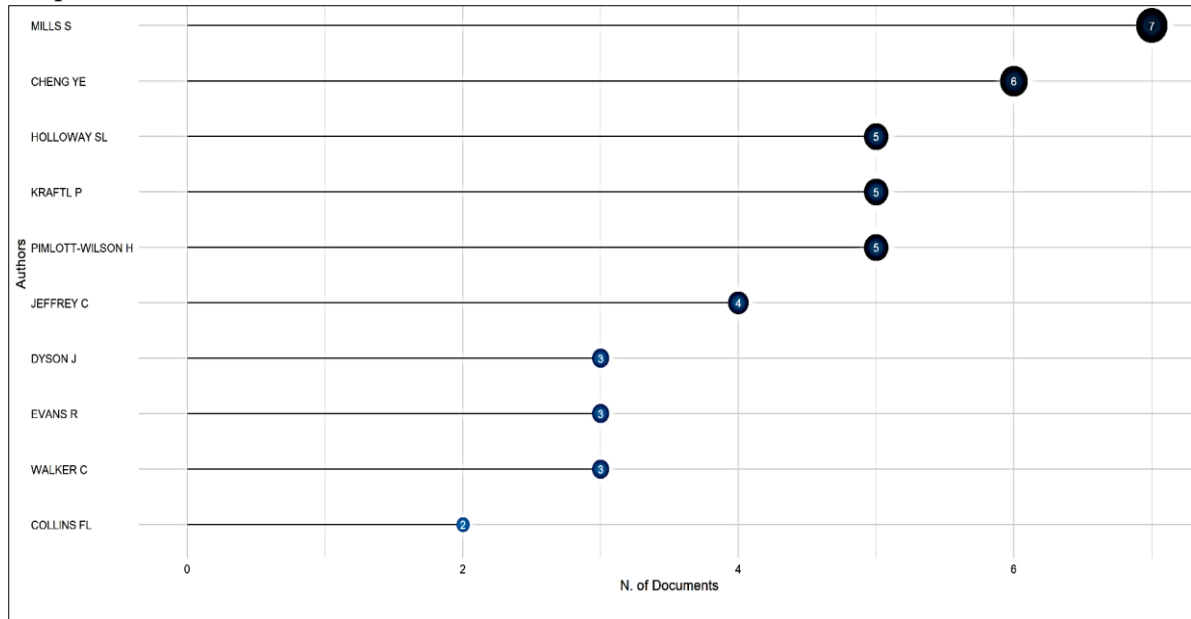
**Source:** Web of Science (WoS), organized by Mendes (2024).

When examining the abstracts of works published during this peak period, we were unable to identify a unifying element that could explain the significant increase in the production of papers. While 2020 marked the beginning of the arduous battle against the COVID-19 pandemic, there is insufficient evidence to directly link this surge in publications to the health crisis; in addition to the fact that we know that the writing, submission, evaluation and publication of articles requires a longer editorial time, therefore, publications in 2020 may be expressing results of research carried out in previous years. Nevertheless, the sustained average of 14 or more publications per year indicates a consistent and ongoing interest in research on youth and geography education, suggesting a strengthening of these discussions over the medium to long term.

Among other notable aspects highlighted in Chart 1, we find an average of 18.3 citations per document, a total of 92 sources (comprising books and scientific journals),

488 keywords, and 357 authors. It is worth noting that, on average, articles had slightly more than two co-authors.

Graph 2: Most Relevant Authors



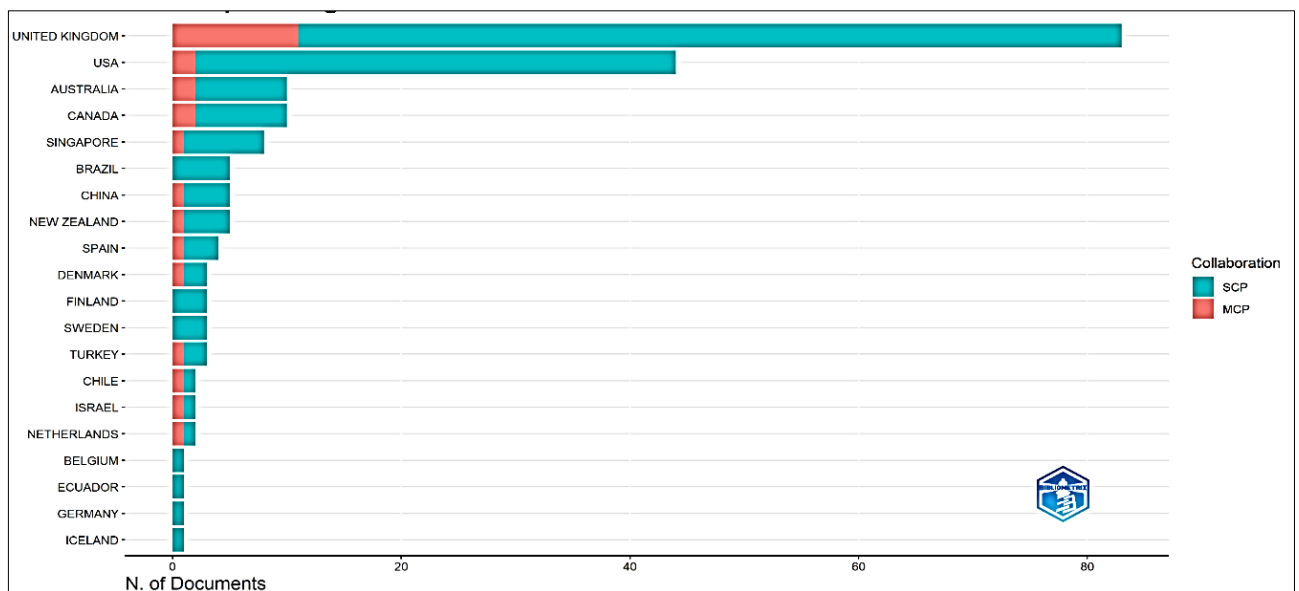
**Source:** WoS using Bibliometrix software, organized by Mendes (2024).

Furthermore, focusing on the authors, the graph above (Graph 2) highlights the most prominent names in the discourse on youth and geography education. It is important to note that this ranking is based on the quantity of publications indexed in the Web of Science per author. The two most prolific authors are Mills S (Sarah Mills), with 7 indexed publications, and Cheng YE (Yi'En Cheng), with 6 publications.

Professor Sarah Mills, Ph.D., is a faculty member in the department of Geography and Environment at Loughborough University (England, United Kingdom) and has conducted long-standing research on the Geographies of Children and Young People in formal and informal educational settings, with a focus on youth citizenship practices and volunteering experiences in the United Kingdom. Professor Yi'En Cheng, Ph.D., is affiliated with NUS College at the National University of Singapore and conducts research on Geographies of Education and Youth, with a particular focus on international mobility of young students, youth citizenship, youth policies, and education in global contexts.

The following three authors, each with five publications indexed in WoS — Sarah L. Holloway (Loughborough University), Peter Kraftl (University of Birmingham), and Helena Pimlott-Wilson (Loughborough University) — share lines of investigation concerning geographical education and learning in Geography, each with distinct emphases. Delineating these aspects, Professor Sarah L. Holloway, for instance, has discussed the Geographies of Childhood and Youth, and, with regard to young people, has addressed the implications of issues such as gender, sexuality, and religion in relation to international mobility trajectories for access to higher education.

Graph 3 – Countries of Corresponding Authors



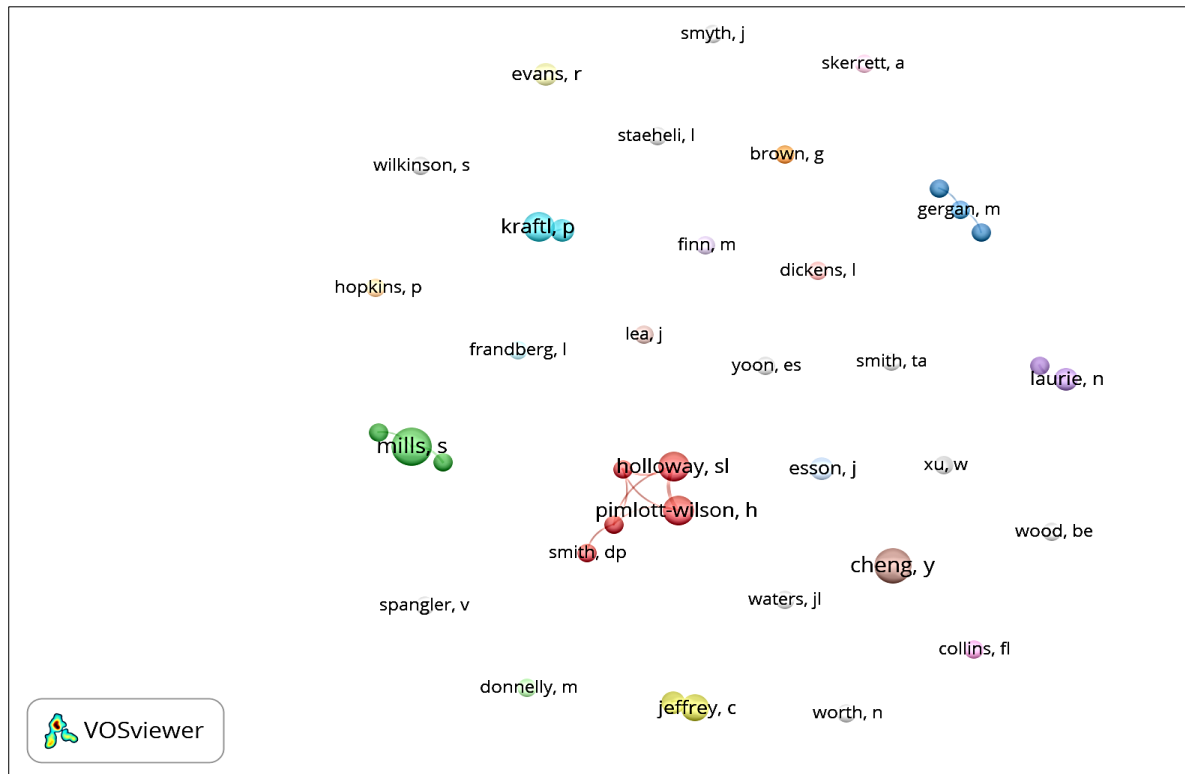
**Source:** WoS using Bibliometrix software, organized by Mendes (2024).

Professor Peter Kraftl, Ph.D., also conducts research in the field of the Geography of Childhood, focusing on the experiences and interactions of children and young people with the environment. Professor Helena Pimlott-Wilson, Ph.D., in turn, develops research related to the projections of school to work and the aspirations of family life for young people originating from diverse socioeconomic contexts.

It is noteworthy that all three authors are associated with higher education institutions in the United Kingdom. This finding is substantiated by Graph 3, which illustrates the primary affiliations of the corresponding authors. The United Kingdom emerges as the leading country of origin, accounting for over 80 of the 205 analyzed

documents. The distinction between Single-Country Publications (SCP) and Multiple-Country Publications (MCP), represented by red and blue, respectively, highlights the prevalence of domestic collaborations. Among all the countries analyzed, there is a significant number of publications among authors from the same country, including Brazil, which occupies 6<sup>th</sup> position on the graph.

Graph 4 – Author Co-authorship Network



**Source:** WoS using VOSviewer software, developed and organized by Mendes (2024).

The network map presented above (Graph 4) provides us with some considerations regarding the co-authorship of the documents, that is, the cooperation relationships among authors in the set of scientific publications of our sample, allowing us to analyze and visualize the collaboration patterns within a research community.

To understand the elements present in the map, we believe a more objective explanation of the nodes, edges, clusters, and colors is necessary. The nodes in the map represent the authors, and the size of the nodes indicates the number of publications or the amount of collaborations in which each researcher is involved. The

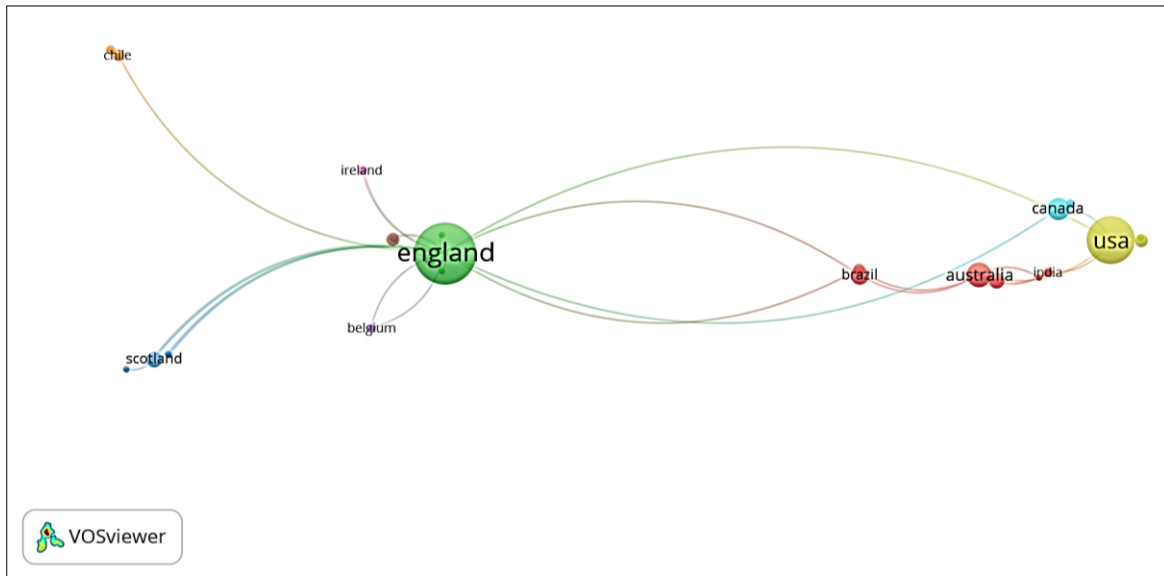
edges between the nodes represent the co-authorship relationship, while the thickness of these edges indicates the frequency of collaborations. The nodes are generally grouped into clusters that represent subgroups of authors who collaborate frequently among themselves, and to facilitate identification, different colors are adopted. The proximity between nodes can also provide us with relevant information about the degree of collaboration, bearing in mind that authors who collaborate frequently tend to be closer together on the map.

Considering these clarifications, the data presented in the map can be interpreted in dialogue with our earlier discussion on the graphs of the most relevant authors and the countries of corresponding authors, with the United Kingdom standing out most prominently. Among the 28 clusters present in the map, that is, the groups with the greatest proximity in terms of co-authorship, we have a greater emphasis on the green, red, brown, and blue clusters.

The green cluster, constituted by the centrality of Professor Sarah Mills' work (United Kingdom), presents the largest node on the map, that is, the highest number of publications. However, with thin lines and few edges, what we have is a restricted collaborative network in terms of joint publications. Regarding the brown cluster, it can be seen as the second largest node in the network, identified by the academic production of Professor Yi En Cheng (Singapore), however, the collaborations through edges and connections with other nodes are also not very expressive.

The indigo blue cluster, primarily represented by the work of Professor Peter Krafft (United Kingdom), despite having a smaller academic output—as evidenced by the size of the nodes compared to the others cited here—also exhibits less evident edges. However, regarding greater complexity in the collaborative network, we have the red cluster, composed mainly of the strong interactions between the British scholars Sarah Holloway and Helena Pimlott-Wilson. This is represented by the thickness of the connecting line as well as by the similar size of their nodes, denoting a similar quantitative number of publications within our sample, with a large part of the articles having both in the condition of co-authors.

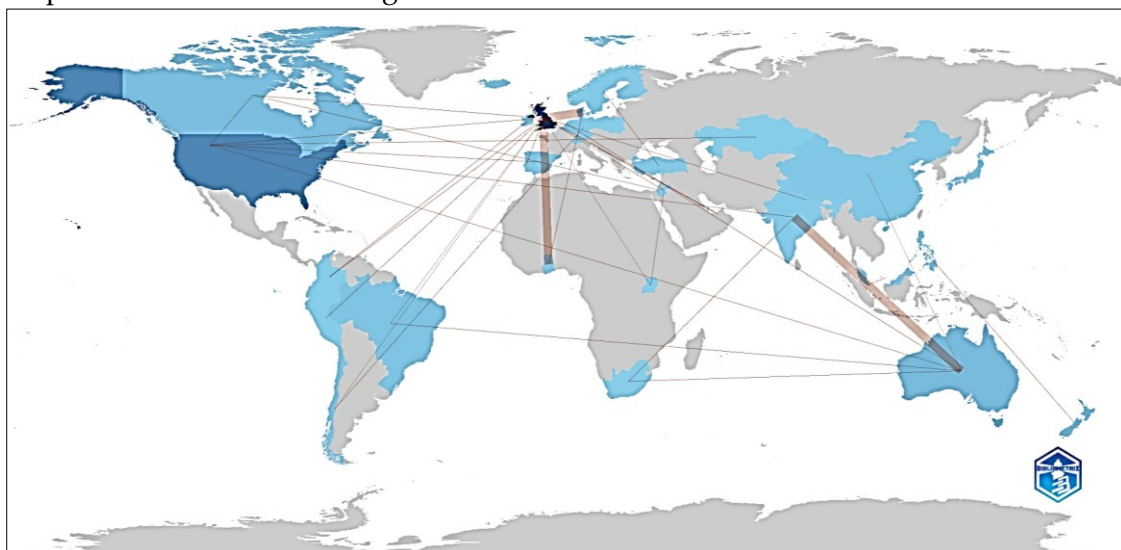
Graph 5 – Co-Authorship Network by Countries



Source: WoS using VOSviewer software, organized by Mendes (2024).

As observed in the representation of the co-authorship network by country above (Graph 5), the main node and the largest cluster are composed of researchers from the United Kingdom. Despite the significant contribution and exception of the scientific production of other regions of the world, there is a prevalence of the vanguardism and hegemony of British institutions, such as Loughborough University and the University of Birmingham, in promoting knowledge about geographic education and youth.

Map 1 – Collaboration Among Countries

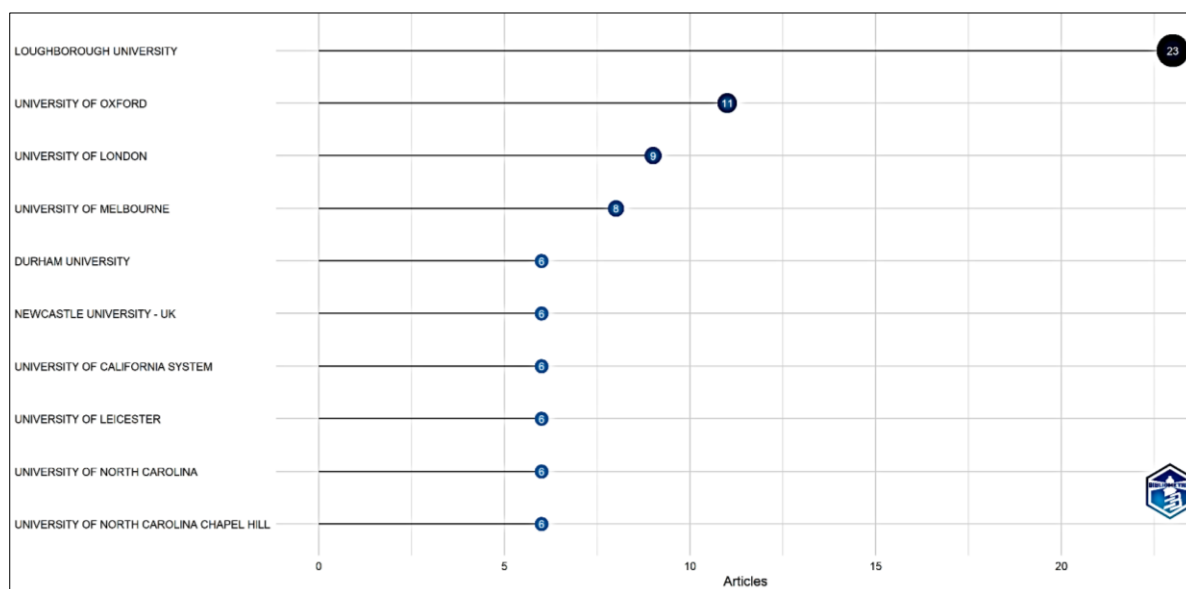


Source: WoS using Bibliometrix software, developed and organized by Mendes (2024).

The representation of collaboration among countries (Map 1) reveals two prominent nuclei in terms of collaborative research output. First, the United Kingdom stands out, maintaining cooperative partnerships with Ghana and Denmark. Next, Australia emerges as another key center, with significant scientific collaborations established with India. In the case of Brazil, our bibliometric analysis indicates established relationships with Australia and the United States of America, particularly concerning discussions on geographical education and youth studies.

It is important to note that the relevance of increasingly concrete and diverse research from research groups and faculty from other countries, in different sociocultural contexts beyond Europe, tends to dialogue and meet the needs involving youth, pluralizing their unique social and spatial experiences at the international, national, regional, state, and local levels, in each neighborhood, school, classroom, and home.

Graph 6 – Most Relevant Institutions



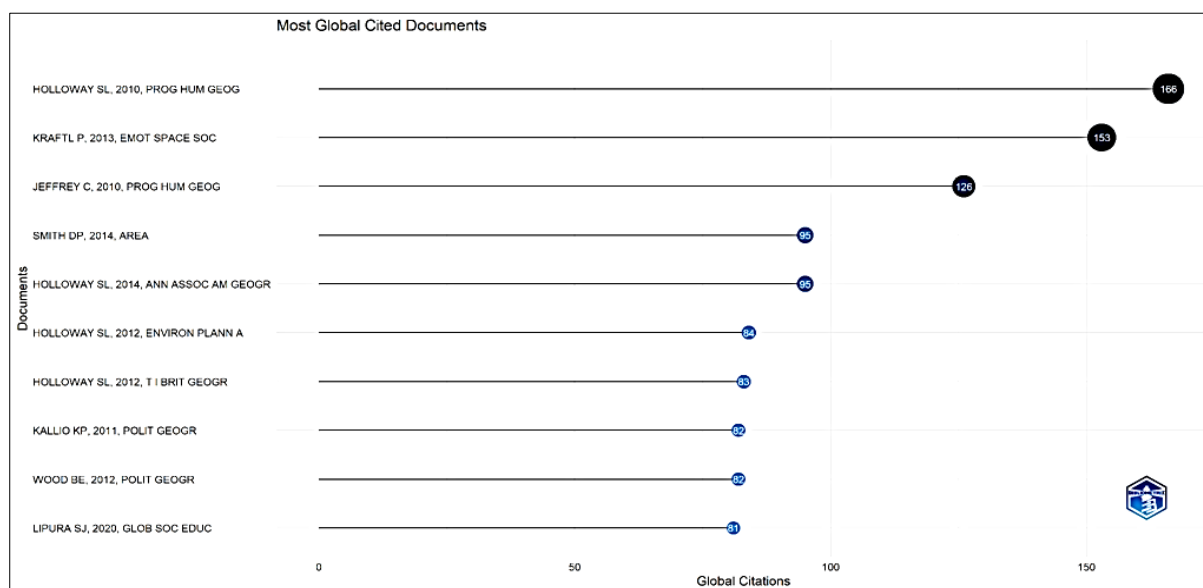
**Source:** WoS using the Bibliometrix software, prepared and organized by Mendes (2024)

Considering the institutions with the greatest prominence (Graph 6), the concentration of works from the Global North is evident, with a significant number of studies from Loughborough University, to which a substantial fraction of the most

relevant and cited authors is linked, followed by the University of Oxford and the University of London. More generally, the graph includes six universities from the United Kingdom, two from the United States of America, and one from Australia, highlighting the predominant affiliations in youth studies in the Western world.

We believe that much of this prominence in youth studies in the United Kingdom and the United States is linked to the legacy and pioneering role of the sociology of youth, which developed vigorously during the 1960s and 1970s alongside the rise of sociocultural studies in these countries. In the United Kingdom, the Centre for Contemporary Cultural Studies at the University of Birmingham played a crucial role, with prominent scholars such as Stuart Hall and Paul Willis. In the United States, the Chicago School, represented by figures like Robert Park and Ernest Burgess, also made significant contributions to the field.

Graph 7: Articles with the Highest Number of Citations



**Source:** WoS using Bibliometrix software, developed and organized by the author (2024).

Regarding the most cited articles, as shown in the graph above (Graph 7), the position of the authors considered most relevant and with the highest academic output in the field varies. In this context, the article “Geographies of Education and the Significance of Children, Youth and Families” by Professor Sarah Holloway (2010), published in the journal *Progress in Human Geography*, stands out in first place, with

167 citations at the time of analysis. It is worth noting that this article has three co-authors, including Professor Helena Pimlott-Wilson, who was mentioned earlier.

The aforementioned article presents an extremely relevant premise in youth studies in education: the consideration of young people as social subjects, and not merely as objects of education or mere students. For Holloway et al. (2010), the contexts and realities experienced by school-age youth in the present, as well as their future perspectives, are fundamental and constitute spatial contents that must be analyzed through the lens of Geography, as well as by educational institutions, in terms of building a supportive environment for the socialization of young people.

Rather than relying on adultist formulations which cast young people as the objects of education, geographies of education which draw on insights from social-cultural work on children, youth and families will need to *focus on the voices and subjectivities of young people* [emphasis added]. This will allow us to highlight the importance of young people's experiences of education in the here and now, as well having concern for education's future impacts, encouraging us to engage with young people as knowledgeable actors whose current and future lifeworlds are worthy of investigation. (Holloway et al., 2010, p. 594)

By advocating these conceptions of geographical education, it becomes evident that the authors seek to broaden the educational perspective of teaching and learning Geography beyond formal learning spaces, emphasizing the importance of interaction with other spaces that permeate the everyday lives of young people.

Another noteworthy aspect addressed in the aforementioned article is the recognition of the scarcity of research in the Global South on geographies of education and on perspectives related to family, childhood, and youth relations. According to the authors, the notion remains that future research agendas should aim for a more balanced global outlook, prioritizing diverse ways of observing socio-spatial spaces and practices that are not limited to the standpoint of the Global North.

Secondly, regarding the most cited article, we have "Beyond 'voice', beyond 'agency', beyond 'politics'? Hybrid childhoods and some critical reflections on children's emotional geographies" (2013) by Professor Peter Kraftl, published in

Emotion, Space and Society journal, with 153 citations. Immediately following is the article by Professor Craig Jeffrey from the University of Melbourne (Australia), published in Progress in Human Geography journal, entitled “Geographies of children and youth I: eroding maps of life” (2010), with a total of 127 citations.

Both authors provide detailed analyses of Geographies of Children, addressing themes that range from the epistemological perspective of Geography in understanding the lived experiences of children and young people to specific methodological aspects. According to Peter Kraftl (2013), studies on childhood and youth activism should not limit forms of collaborative political agency solely to vocal expression, considering that youth socialization and the emotions derived from collective engagement constitute unique experiences regarding the emotional implications and manifestations within young people’s spatial interactions, as observed in political movements such as the Orange Revolution in Ukraine<sup>3</sup>.

Cited and referenced by the aforementioned author, Craig Jeffrey’s (2011) work sheds light on the understanding and mapping of the Geographies of Children and Youth at the interface of globalization and the profound transformations occurring in the educational and labor spheres—from the restructuring and reform of formal education curricula to the impacts of the labor market under the increasing flexibility and precariousness associated with platform economies and informational capitalism.

It is also worth noting that this subfield of Human Geography, known as Children’s Geographies, from which the aforementioned works have emerged with significant influence, raises fundamental questions about the limits and potentialities of youth status within this field, especially when considering the categorization that emphasizes the Geographies of Children.

Considering these aspects and seeking further information on Children’s Geographies, we examined numerous articles and works within this subfield. From

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<sup>3</sup> Between 2004 and 2005, a large popular protest movement known as the Orange Revolution emerged in Ukraine in response to allegations of fraud in the presidential elections. Ukrainian youth played a crucial role in organizing and mobilizing the demonstrations, promoting awareness-raising actions on the importance of free elections and the fight against corruption. Young people used tools such as mobile phones and the internet to share information and coordinate protests, expanding both the reach and the speed of popular mobilization.

Kraftl, Horton, and Tucker (2014), we learned about the breadth and interdisciplinarity of studies involving children and young people, highlighting the centrality of lived experiences and places in the social and spatial construction of childhoods and youths, as well as the identity and cognitive dimensions of the relationships between society and environment.

Our concerns stem from the approaches to children and young people in Brazilian Geography, taking into account research groups that discuss Children's Geographies, such as the *Grupo de Pesquisa e Estudos em Geografia da Infância* (GRUPEGI, Research and Study Group on Childhood Geography) at the *Universidade Federal Fluminense* (UFF, Fluminense Federal University) and *Youth Geographies*, exemplified by the *Grupo de Estudos e Pesquisas em Juventudes e Educação* (GEPJUVE, Research and Study Group on Youth and Education) at the *Universidade Federal do Rio Grande do Sul* (UFRGS, Federal University of Rio Grande do Sul), which operate in ways that are not necessarily integrated. We are not proposing a restrictive perspective on debates involving what it means to be a child or a young person, nor on the potential theoretical and analytical exchanges between them. We merely emphasize, in general terms, how these approaches appear within the landscape of Brazilian Human Geography—with autonomous perspectives on the analysis of youth in Geography that are not necessarily interconnected with studies on childhood, and vice versa.

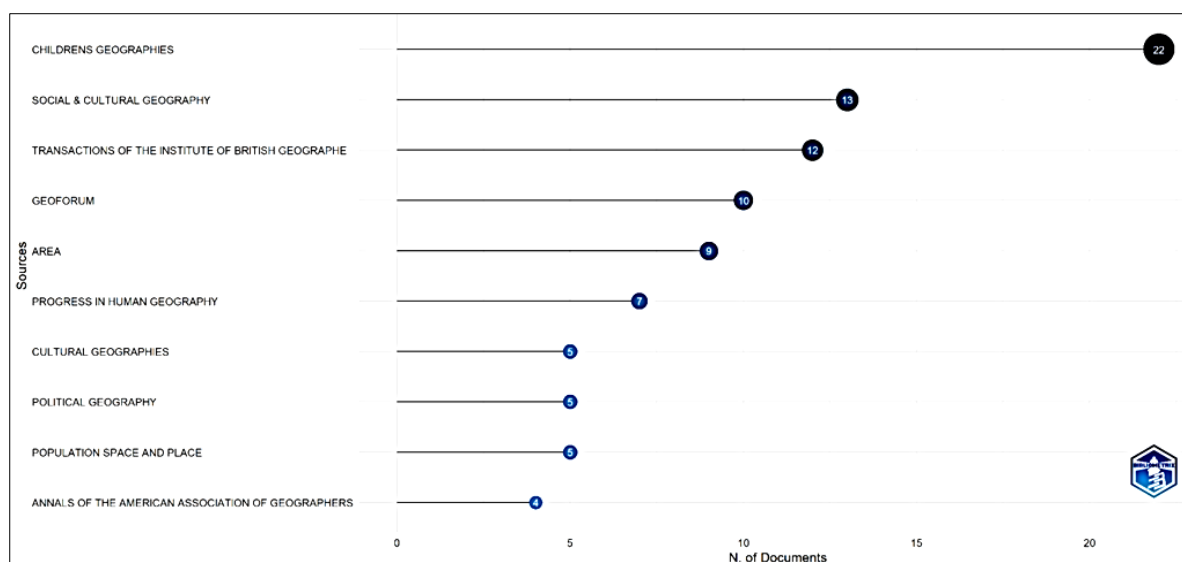
When analyzing geographic education in Brazil, we find important didactic-pedagogical keys that involve subjects in Elementary School (children), who learn Geography through the mediation of the teacher-pedagogue. In Middle School<sup>4</sup> and High School (young people), the geography teacher begins to effectively mobilize content—especially in High School, where the discipline in the second and third years has been incorporated into formative itineraries in response to the demands of the “New” High School reform.

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<sup>4</sup> This school stage consists of four years (6th to 9th grade), and is located between elementary school and high school.

What we are discussing here concerns the subjects of each of these educational stages and the different geographic and pedagogical knowledges articulated within each of them, considering their peculiarities. High School represents a highly relevant field in Brazilian youth studies, being the final stage of Basic Education, with research frequently focused on the young student (Vanderlei; Pereira, 2019). This leads us to question the gaps in a more integrative perspective—ranging from the so-called Geographies of Families (Martins, 2022), which feature prominently in much of our analytical corpus and highlighted in the debates of the most relevant articles and authorships, to the interface between youth and childhood facing anti-adultcentric political disputes and engagement<sup>5</sup>.

Graph 8 – Most Relevant Journals



Source: WoS using the Bibliometrix software, prepared and organized by Mendes (2024).

It is possible to continue outlining such connections in the debate on the geographies of children, given the bibliometric data obtained from the main sources or

<sup>5</sup> An analysis of the academic profiles of Brazilian researchers in the subfield of the Geography of Children and Youth—such as Professor Jader Janer at the *Universidade Federal Fluminense* (UFF, Fluminense Federal University), Professor Maria Lídia Bueno at the *Universidade de Brasília* (UnB, University of Brasília), Professor Nécio Turra Neto at the *Universidade Estadual Paulista* (UNESP, São Paulo State University), Professor Victor Nedel at the *Universidade Federal do Rio Grande do Sul* (UFRGS, Federal University of Rio Grande do Sul), and Professor Clarice Cassab at the *Universidade Federal de Juiz de Fora* (UFJF, Federal University of Juiz de Fora)—highlights several points of dialogue regarding the interaction between the categories Youth and Childhood, much of which occurs through academic events, journal peer reviews, or participation in thesis and dissertation defense committees. However, the publication of articles and books that establish explicit connections between these two fields remains limited, with greater prominence found in the works of Professor Maria Lídia Bueno and Professor Jader Janer, such as the book *“Geografia das crianças, dos jovens e das famílias: temas, fronteiras e conexões”* (2022), published by the University of Brasília Press. Certainly, our considerations do not intend to frame this as a significant loss for geographic studies and research in Brazil, but rather to highlight the distinct perspectives and stages of analysis that exist among research groups and scholars from the Global South and the Global North. To a certain extent, this diversity seems both valid and revealing of the plurality and heterogeneity that characterize this emerging subfield.



In our final bibliometric analysis output, we present the word cloud above (Infographic 1), which seeks to visualize the main keywords found in the selected articles and their frequency. Through this visual tool, the larger and more centrally positioned words represent those most recurrent in the debate developed by researchers within the analyzed dataset.

Considering our word cloud, the most prominent terms are “education,” “youth,” and “geographies,” which reinforces the initial purposes of our article selection criteria within the search categories, focusing on reflections about geographic education and youth. It is interesting to note the plural perspective of the keyword “Geographies,” which resonates with the idea of multiplicity in geographical analysis within the field of geographic education for young people, in relation to the various social, cultural, and spatial phenomena that permeate their youth conditions.

Among other words that appear in the background of the cloud, we find the terms “students,” “school,” “learning,” “citizenship,” “spatial,” and “urban,” forming a cluster of more specific terms related to the dialogues addressed in this research. Considering young people as students, within the context of their school life and in the dimension of learning Geography, implies attributing meaning, memory, and practices aligned with the lived experiences of school subjects—among whom young people constitute a fundamental group. Therefore, it is urgent to think of students not only as learners but as young people, acknowledging their youth condition, identities, cultures, and intersections of class, race, and gender as elements to be actively incorporated into pedagogical practices in Geography—without stigmatization or attempts to homogenize youthful bodies.

It is thus necessary to understand young people in their complexity and diversity, without stereotypes, prejudices, or standardization; ultimately, to understand youth as an important identity for students, marked by a moment of distinguishing themselves from adults and, simultaneously, from children, which allows them to perceive themselves as similar to others while also enabling them to affirm their difference (Cavalcanti, 2013, p.79, author's translation)

Through this line of reasoning, the mobilization and critical examination of young people's everyday spatial practices in both formal and non-formal spaces of geographic education reveal their importance. We are analyzing works that adopt a geographical approach, with reflections centered, among other aspects, on space—our key concept (“Spatial”)—understood as the perceived, conceived, and lived spatial dimension in various contexts, with particular attention to the urban context, as our word cloud visually directs us toward a privileged focus on youth actions in urban space (“urban”).

Urban issues are frequently addressed in youth studies for several reasons, including the high concentration of young people in urban areas due to the educational, labor, and cultural opportunities available there. Moreover, the diversity and complexity of urban life—in ethnic, economic, and religious terms, among others—offer a vast field for analysis and reflection on how youth interact with the urban environment, the implications of city life for their behaviors, values, and aspirations, as well as issues such as urban poverty, access to housing, schools, childcare, universities, basic sanitation, urban transportation, technology, and other essential elements for a dignified life in cities.

In dialogue with urban studies, another theme highlighted in the word cloud is citizenship. This set of rights and duties that an individual holds in relation to society encompasses everything from active participation in the political life of the community to respect for laws and contribution to collective well-being. Youth citizenship implies not only the exercise of rights by a vulnerable group but also the assumption of responsibilities and an ethical and solidary conduct in everyday dynamics inside and outside the school environment.

Among the roles of Geography as a school subject is the promotion of citizen-oriented sociospatial practices. We believe that our science, through its concepts, methods, and approaches to social phenomena, enables young students to engage in multiple forms of mobilizing geographical knowledge as a tool for understanding the world (Marthins de Araújo Junior; Diogo, 2021) and the experiences that shape their

identities, revealing the formative, dynamic, and controversial processes of the society in which they are embedded.

In our view, the significant focus on debates about citizenship in studies on geographical education and youth, as evidenced in this bibliometric analysis, highlights both the urgency and the relevance of this analysis, as well as the theoretical, pedagogical, and epistemological strength of Geography in fostering youth citizenship. This path persists toward the goal of a more equitable, just, and conscious learning process that recognizes and advances the rights of young people within educational environments.

### **Final Considerations**

Among the many concerns that accompanied us throughout the development of this work was the apprehension of conducting a study that would not be limited to a mere measurement of bibliographic records. We recognize the premises of bibliometric research, in which the quantitative aspect is crucial for a general analysis of the state of knowledge within a field or subfield. However, our objective was to extract qualitative insights related to youth studies in Geography—particularly within geographic education—allowing reflections on the paths we have taken: from the existing research strands to those requiring greater attention, from the field's potentialities to its gaps, from the similarities and differences between pioneering countries to the reality of Brazilian research on the Geography of youth.

We believe that many of our initial apprehensions did not materialize, thanks to the findings provided by bibliometric analysis, which enabled us to move beyond a mere acknowledgment of a distant scientific reality, without establishing any kind of dialogue with the Brazilian bibliography addressing the theme. It is, however, important to emphasize that we are addressing only a portion of the overall panorama, and we cannot ignore the existence of other databases, academic outputs,

works not indexed in this platform, theses, dissertations, research projects, and collaborative networks that were not encompassed in our analyses.

Of the total works identified, only five were authored by Brazilian researchers. This does not imply that the themes of youth and education in Geography are of little interest to the Brazilian geographical community. As an example, within Working Group (GT) 5: Youth and the Teaching of Geography at the XVI National Meeting of Geography Teaching Practice, held in September 2024 at the University of São Paulo, there were 14 approved and presented papers listed in the program. The data gathered through WoS also reveal an international geopolitics of scientific production, in which many of the international journals highlighted here are not accessible to researchers from the Global South— whether due to linguistic or financial reasons, as they are non-open-access journals, which does not imply a lower quality of publications in national Brazilian journals.

Certainly, there remains much to be explored within our analytical alignments, but we believe that the data presented here highlight important aspects. The annual evolution of scientific production, for instance, demonstrates a significant continuity in research on youth and geographic education over the past ten years. Despite production peaks in periods such as 2019 and 2020, the overall trend is positive—an encouraging sign for the consolidation of these debates within geographic science.

Another point to consider is the need to deepen scientific collaboration networks, which remain incipient in the Global South, where European and Western perspectives continue to dominate. This represents a vast and necessary field of exploration, particularly given the diversity of experiences and sociocultural contexts among Latin American youth.

Moreover, we wish to highlight some thematic gaps within the selected studies, especially evident in our analyses of titles, abstracts, and keywords used by researchers. The timid approach of research regarding markers of difference— particularly those concerning race, ethnicity, and gender—raises alerts and concerns about the importance of expanding anti-racist practices within our field of study.

More than offering mere suggestions about the fruitful path that the subfield of youth studies in Geography has been following nationally and internationally, we emphasize the importance of ensuring that this trajectory remains accompanied by so-called “new” geographic themes and the social “fragments”. We also question the secondary, and at times marginalized, place that these demands encounter in the face of the lingering legacies of colonial geographies. After all, these debates are not new, considering decades of social movements’ struggles for more equitable educational and curricular policies (Gomes, 2017). We should not conceive of race, gender, sexuality, nationality, regionality, and ethnicity as isolated components of research, or as separate aspects of an individual.

Youth are not “fragmented” by these mentioned aspects; rather, they are integrally traversed, intersected, and interconnected by the multiplicity of identity manifestations that constitute a complex, multifaceted self/being—both individually and collectively. Although we previously addressed the plurality of research themes evident in the selected bibliographic records, much remains to be considered about the diversity of the youthful condition in relation to space, be it school, religious, the neighborhood where they live, the street, the city, rural communities, regional popular cultures, and the different bodies—Black, white, migrant, from the South, from the North, *Quilombola*, Indigenous, Romani. Likewise, it is essential to include discussions of homoaffective and heteroaffective relationships, gender transgressions, and the breaking of moral frameworks rooted in Christianity, among many other overlapping elements that compose the vibrant mosaic of youth geographies. We continue painting it with color!

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### Author Contributions:

Author 1: Conceptualization, data analysis, and discussion of results.  
Author 2: Supervision, final analysis of results, and manuscript review.

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### Data Availability:

The research data are available within the body of the article.

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