Assessment Summary

Education for Sustainable Development and International Solidarity in Catalonia’s Schools: Challenges and Opportunities for Schools and NGOs Working Together
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<th>Acronym</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCD</td>
<td>Catalan Agency for Development Cooperation</td>
</tr>
<tr>
<td>AMPA</td>
<td>Parents' Association</td>
</tr>
<tr>
<td>APS</td>
<td>Aprenenatge Servei (Service Learning)</td>
</tr>
<tr>
<td>ESDIS</td>
<td>Education for Sustainable Development and International Solidarity</td>
</tr>
<tr>
<td>DE</td>
<td>Development Education</td>
</tr>
<tr>
<td>FCONGD</td>
<td>Federació Catalana d’ONG per al Desenvolupament (Catalan Federation of NGOs for Development)</td>
</tr>
<tr>
<td>LOE</td>
<td>Spain’s Fundamental Education Law</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental Organisation</td>
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<tr>
<td>REDDSO</td>
<td>Regions for Education for Sustainable Development and Solidarity</td>
</tr>
</tbody>
</table>
1. Introduction

In this summary, we present the results and conclusions from the analysis conducted as part of the framework of the REDDSO project by the Autonomous Government of Catalonia Department of Education and FCONGD (the Catalan Federation of NGOs for Development), with the aim of exploring the situation of education for sustainable development and international solidarity (ESDIS) within Catalonia’s schools and NGOs.

The assessment also aims to highlight common aspects between ESDIS-based and competency-based approaches, and identify the most commonly used ESDIS themes and methodologies in schools, as well as explore the main challenges and opportunities during implementation in schools. The aim is to provide teaching guidelines to strengthen and optimise relevant activities and initiatives.

Lastly, this study also responds to the Department of Education’s needs in relation to the experimental “Community Service Initiative for Pupils in Compulsory Secondary Education”. Through this project, the Education Department aims to promote the Service Learning\(^1\) as a suitable methodology for enabling pupils to undertake activities relating to civic commitment and active citizenship whilst at school.

### The European project REDDSO - “Regions for Education for Sustainable Development and Solidarity”

The REDDSO project is a 30-month initiative funded by the European Union. It aims to contribute to the training of a global citizenry based on bringing ESDIS public policies to the educational systems of four European regions: Rhône-Alpes (France), Piemonte (Italy), Malopolska (Poland) and Catalonia (Spain).

The project is led by the following administrative organisations and coordinating bodies:

<table>
<thead>
<tr>
<th>Catalonia</th>
<th>FCONGD Catalan Federation of NGO for Development</th>
<th>Department of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>France (Rhône-Alpes)</td>
<td>RESACOOP (Rhône-Alpes Cooperation Support Network).</td>
<td>DERIC (Department for Europe, International Relations and Cooperation)</td>
</tr>
<tr>
<td>Italy (Piemonte)</td>
<td>COP (NGO Coordinator of Piemonte)</td>
<td>Office of International Cooperation</td>
</tr>
<tr>
<td>Poland (Maloposka)</td>
<td>- - - -</td>
<td>Department of Education and Lifelong Learning</td>
</tr>
</tbody>
</table>

The project also has numerous associates in each region, including public universities, regional and local administrative bodies and associations. In Catalonia, the associates are the ACCD (Catalan Agency for Development Cooperation) and the Catalan Confederation of NGOs for Peace, Human Rights and Development.

The REDDSO project was created due to the need to improve consolidation of critical and transformative education, building it into the academic curriculum and creating working areas and coordination between NGOs and teachers. The project aims to

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\(^1\) APS (Service Learning) is an educational initiative that combines processes of learning and service to the community under one single, well-articulated project in which participants deal with the real requirements of the surrounding environment for the purpose of improving it (www.aprenentatgeservei.org)
encourage spaces for exchange, training and implementation of new projects over a two-and-a-half year period, with the objective of creating a bank of innovative Europe-wide experiences and of reinforcing the links between teaching staff, social movements, NGOs and administrative bodies that work to promote ESDIS.

<table>
<thead>
<tr>
<th>General objective</th>
<th>Encourage the development of participative processes in associated regions in order to promote a shared definition and a converging of ESDIS public policies within educational systems through global/worldwide citizenship training.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific objectives</td>
<td>Build a permanent, inter-regional bank of ESDIS-related resources and experiences, made up of multiple players and in collaboration with ACP (Africa, Caribbean and Pacific) countries. Establish the foundation of a network for teachers and NGOs to exchange experiences and training relating to the promotion of a worldwide/global citizenship. Identify new methodologies that contribute to raising awareness and mobilising students in favour of peace, human rights and social justice.</td>
</tr>
</tbody>
</table>

Lastly, REDDSO is aimed at the teachers and students of schools linked to the project and in each region and to the NGOs associated with the participating bodies.

2. **Structure of the report**

This summary is broken down into six sections. It starts with the legal framework with regard to both the Catalan educational system and legislation on peace, human rights and development. We then present the theoretical framework that includes the ESDIS concept and the competency model, together with the methodology and objectives used for the study.

The report continues with the results of the analysis, with regard to how ESDIS is perceived by different educational stakeholders, the ESDIS themes worked with in schools, the methodologies employed, the opportunities for learning and the difficulties of implementing it within the school context.

The report closes with conclusions drawn, proposed improvements relating to the implementation of ESDIS in the school context, and future areas of work.

3. **Legal framework**

3.1. **Catalonia’s educational system**

Catalonia’s educational system establishes compulsory school attendance between the ages of 6 and 16. It is governed by a number of national and autonomous regional laws:

**At national level**

- Article 27 of the Spanish Constitution (1978) determines that basic education should be compulsory and free. Article 148 devolves competence to the different autonomous communities regarding the teaching of their own languages.
Spain’s Fundamental Education Law (“LOE”, May 2006) establishes Spain’s educational framework. Article 6 of that law establishes the basic content of the minimal teaching that make up 55% of school hours for autonomous communities with a co-official language.

At regional level

- Article 131 of the Catalonia’s Statute of Autonomy (2006) grants Catalan institutions competence in defining teaching staff, qualifications, internal regulation of schools, ongoing training of teaching staff, and quality guarantee of the educational system. It also determines the competence shared between the Spanish state and Catalonia with regard to curricula and organisation of schools.

- The Education Act of Catalonia, of 10 July 2010, regulates Catalonia’s educational system. Its purpose is to provide a stable and adequate institutional framework to enable systematic improvement to the quality of Catalonia’s educational system. It aims to ensure that educational practice responds better to the diversity of Catalonia’s student population, such that Catalonia’s schools is able at all times to adopt specific measures in order to meet situations presented by a complex and changing society such as that of the 21st century.

### Table 1: The educational system in Catalonia

<table>
<thead>
<tr>
<th>Compulsory education</th>
<th>Non-compulsory education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery school (0-3 years)</td>
<td></td>
</tr>
<tr>
<td>Pre-school (3-6 years)</td>
<td></td>
</tr>
<tr>
<td>Primary school (6-12 years)</td>
<td></td>
</tr>
<tr>
<td>Compulsory secondary education</td>
<td></td>
</tr>
<tr>
<td>Secondary school (12-16 years)</td>
<td></td>
</tr>
<tr>
<td>A Levels (16-18 years)</td>
<td>Intermediate vocational training (16-18 years)</td>
</tr>
<tr>
<td></td>
<td>Initial vocational qualification programmes (16-21 years)</td>
</tr>
<tr>
<td>University</td>
<td>Higher-level vocational training (18-20 years)</td>
</tr>
</tbody>
</table>

Source: prepared by the author.

### The curriculum

The curriculum defines the objectives, basic competences, content, teaching methods and assessment criteria for each of the educational stages (pre-school, primary, secondary and higher education).

### Language immersion - a differentiating feature of the Catalan education system

The Language Normalisation Law approved by the Catalan parliament in 1983 established Catalan as “the language of Catalonia and the language to be used in teaching at all educational levels”. From then on, Catalan became strongly embedded in schools thanks to the application of language immersion programmes in schools within municipalities where much of the
 population spoke Castilian. These programmes were implemented in the academic year 1983/84.

The Updated Plan for the Immersion Programme is currently being implemented for the period 2007-14, and aims to respond to the new sociolinguistic and sociocultural context.

The Department of Education uses Language Immersion programmes as a way of maintaining Catalan as the leading language and for reasons of social cohesion. These consist of educational strategies that ensure the use of Catalan as a key language in teaching and learning. In defining these strategies, account needs to be taken of the sociolinguistic landscape, pupils’ native tongue(s), and the process of teaching Castilian.

3.2. Legislation on peace, human rights and development

This section refers to two Catalan laws: the Development Cooperation Law (26/2001, of 31 December)\(^2\) and the Promotion of Peace Law (101/2005, of 31 May)\(^3\), which summarise procedures for encouraging and promoting education on peace and education on development within Catalonia. They also summarise references to the two latest Master Plans produced by the ACCD (Catalan Agency for Development Cooperation).


This law was approved in 2001 and regulates the activities of the Generalitat (Catalan regional government) on the matter of development cooperation and international solidarity. It reflects Catalonia’s intention to contribute to commitments made by developed countries, via the United Nations, to devote 0.7% of GDP to support developing countries and their people.

One of the aims of the law is the promotion of education and training to drive civic commitment to solidarity and development. The law also defines education and awareness-raising within society as a means of improving development-related commitments and national capabilities through communication and support campaigns, training programmes, information systems and other activities.

More specifically, the latest Cooperation Master Plans (2007-2010 and 2011-2013) - which express in technical terms Catalonia’s regional government’s policy on development cooperation - define development education as a strategic area of work, with the following objectives:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>To encourage a more integrated and coherent approach to DE (development education) across the work of the regional government.</td>
<td></td>
</tr>
<tr>
<td>To improve the impact and quality of DE in each strategic area of activity and encourage synergies across them: awareness raising, education and training, research and analysis, and political impact and social mobilisation.</td>
<td></td>
</tr>
<tr>
<td>Improve the capabilities and coordination between those involved in Catalan DE cooperation.</td>
<td></td>
</tr>
</tbody>
</table>
Law on Promotion of Peace

This was passed in July 2004 with the aim of establishing activities that must be carried out by the administrative bodies of Catalonia’s regional government and local bodies in order to promote a culture of peace and inter-cultural, inter-religious dialogue as well as contributing to the eradication of violent conflicts and dealing with their causes. One of the areas covered by the law is teaching and education on peace to encourage activities such as: developing school pupil education programmes on peace; applying basic criteria relating to a culture of peace when producing/revising textbooks and teaching materials for schools; and instructing children on values, attitudes, behaviours and lifestyles to enable them to resolve any conflict through peaceful means and within the spirit of respect for human dignity.

4. Theoretical framework

The theoretical approach of the study is based on the crossover between ESDIS-based and competency-based education. These two educational approaches enable us to explain and develop the categories analysed in the study.

4.1. Education for Sustainable Development and International Solidarity (ESDIS)

In Catalonia, the educational approach is identified in the way that Development Education (DE) is planned and designed, and through its values which aim to equip people with the necessary resources to develop the critical and transformational skills to move towards a fairer and healthier world for all.

The definition presented in this report is the result of the work carried out by the Education Committee of the Catalan Confederation of NGOs during the third term of 2013. The aim of this was to review and adapt the conceptual framework for DE contained in one of the working documents (“Education for Development: An Essential Strategy”, 2007). Below, we set out the resulting definition:

“The process of understanding and encouraging critical analysis of local and global realities in order to generate more activity and greater commitment to make the world fairer, more equitable, united and sustainable, on the basis of respect for human rights and bringing about a more humane life for all” (Catalan Confederation of NGOs' Education Committee, 2013).

This agreed definition is an attempt to define further the concept for understanding education which is linked to the strategies of cooperation in development dating from the 1950s and which with the passing of time has grown in importance as a discipline in its own right, backed by specific strategies and methodologies under the term “DE” (Development Education). This transformation has taken place in parallel with the changes in the international context and been developed within the different spaces for reflection and coordination at international, national and regional levels. DE is therefore viewed as something that is dynamic - that is, in a constant state of evolution, which has been developed over five generations or perspectives (Mesa, 2005):
Table 2: The different generations of Development Education

<table>
<thead>
<tr>
<th>Generation</th>
<th>Approach</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>First generation</td>
<td>Charitable/aid approach</td>
<td>Charity and aid do not spread development.</td>
</tr>
<tr>
<td>Second generation</td>
<td>Development approach</td>
<td>The economic development approach does not work because it ignores structural factors.</td>
</tr>
<tr>
<td>Third generation</td>
<td>Education for critical and solidarity-based development</td>
<td>Development in the South is limited by development in the North.</td>
</tr>
<tr>
<td>Fourth generation</td>
<td>Education for human and sustainable development</td>
<td>The growth model has an ecological limit. Fundamental human development for all exists and can be measured.</td>
</tr>
<tr>
<td>Fifth generation</td>
<td>Education for global citizenship</td>
<td>Advances are being made towards a growing global interdependence. Development needs to be seen within the context of global processes.</td>
</tr>
</tbody>
</table>


This change in perspective is directly linked to the changes of how human and social relationships are viewed in a world undergoing constant transformation and profound interdependencies that increasingly connect local and global aspects. Furthermore, both approaches can occur simultaneously, thus generating two main routes for interpreting DE, which can be found in the normative and reference framework as well as in educational practice itself:

- A specific and restricted concept, the content of which is limited to the North-South relationship and which is therefore clearly different to any other area of education.
- A broad concept that integrates other types of education into DE - for example, education for peace, education for sustainability, education for human rights, education for consumption, education for inter-cultural practices, etc

As shown by some studies, the trend at European level since the 1990s has been to encourage education that aims to integrate education about the values mentioned previously, known as “Global Education”. Similarly, different international networks and organisations drive “Education for Global Citizenship” which, starting from the defence of human dignity, focus on working from the basis of rights, facilitating comprehension of interdependence, recognising diversity and identities constructed around feelings of belonging and is also an ethical and political proposal for transforming society (Baobab, 2010).

This broader interpretation driven by Europe supposes the integration of the two related forms of education, offering a broader working framework capable of responding to the educational needs identified.
Characteristics and principles
The international consensus on the importance of DE is reflected in the above-mentioned processes and documents to be identified and enable certain basic concepts, which have been summarised in the ESDIS proposal resulting from this assessment:

● **Socio-educational process:** ESDIS is not reduced to specific activities and actions to raise awareness, criticise or inform. Understanding the relationships between rich and poor countries and the promotion of fair and solidary values is a complex task that requires a change of attitude that leads to individual and collective commitment. This entails constant, systematic and continuous work in terms of both educational space and time.

● **Global citizenship:** Globalisation brings to light factors such as the interconnection between rich and poor countries and presents a new challenge for ESDIS. ESDIS needs therefore to provide a response, facilitating understanding of the relationships between the lives and people from different parts of the world by promoting “glocal” thinking (i.e., thinking globally and acting locally).

● **Critical conscience:** ESDIS invites critical awareness of the relationships that explain and provoke the existence of poverty and inequality in the world, with the aim of enabling citizens to become analytical and responsible for their own actions as well as those of others. However, critically understanding these relationships is not something that is solely intellectual; it requires a process based around practice and the different human dimensions (cognitive, affective and attitudinal).

● **Political commitment:** ESDIS considers any educational activity to be political. This implies that education involves values and ideological responsibilities that can legitimise, question or transform existing power relationships in society and their structures. In this sense, ESDIS seeks to train citizens who are committed to using political action as a way of avoiding situations where rights and social inequalities are infringed.

● **Social transformation:** ESDIS implies a commitment to the idea of effecting change—towards increased democracy, social justice, solidarity and dignity for all, and guaranteeing respect for human rights. Education in itself changes neither the world nor reality. However, it makes it possible to influence people’s values and attitudes so that they may be able to bring about to progress to a better life.

Dimensions
Due to its complexity, DE does not offer well-defined conceptual limits. Learning that stimulates conforms, then, to four interrelated dimensions that can give rise to many different forms of action. These are as follows:

● **Awareness raising:** these are specific short-term activities that arouse a sense of critical awareness and the need for solidarity practices, and highlight the causes of inequality and exclusion. However, they don’t go into detail in terms of analysing these causes; nor do they put forward proposals for change.
● **Education and training:** these are medium- to long-term processes aimed at training that provides content, skills, competencies and values. This training is capable of generating greater understanding of both the causes and consequences of poverty as well as proposals for change.

● **Research and analysis:** these are activities that focus on in-depth analysis of the structural causes behind exclusion, inequality and poverty.

● **Political advocacy and social mobilisation:** these are strategies that take account of all the activities relating to information, advocacy, pressure and/or criticism that is aimed at changing public policy or promoting decisions that are in favour of human sustainable development principles, objectives and priorities.

### Spheres

Understood as an educational process, DE cannot be viewed from one single perspective and can be explained from the different dimensions that include: cognitive, procedural and attitudinal as well as the different educational spheres in which it is delivered. Below, we refer to Coombs’ proposed spheres (1985):

● **Formal education:** takes place in officially recognised institutions (schools, institutes, vocational training centres, universities and so on).

● **Non-formal education:** not officially recognised but has educational objectives and methodologies aimed at specific groups.

● **Informal education:** Ongoing learning processes conducted in a range of social interaction contexts without a pre-established educational goal. Frequently there are no established objectives or explicit educational goals.

### Content

The definition above includes wide-ranging learning content (knowledge, procedures, skills, attitudes and values), which can be categorised into the following six themed groupings: *Human rights, citizenship and governance, Economic and social sustainability, Gender perspective, Culture of peace, Intercultural promotion, and Environment, territory and nature* (Egea, Massip, Matamoros y Barbeito, 2013). Below, we give a brief description of each of these.

● **Human rights, citizenship and governance:** Promoting the learning content necessary for encouraging citizens to be critical, responsible, act in solidarity and actively defend human rights and democratic participation aimed at the construction of a fairer and more equal society.

● **Economic and social sustainability:** Promoting the learning content necessary for committing oneself as a responsible and socially active citizen. Knowledge of the organisational mechanisms, structures and economic players together with a capacity for analysis and assessing equitable
relationships enables people to become agents of change and, in their everyday life, to build an alternative producing and consumption economy.

- **Gender perspective:** Promotion of learning content related to constructing a citizenry that enhances equality between men and women and which works to eliminate discrimination based on gender, sex and sexuality.

- **Culture of peace:** Promotion of learning content that helps people to behave in peaceful ways and with a commitment to the environment and society, based on understanding the concept of peace and developing cooperative, participative, empathetic, assertive and critical skills.

- **Interculturalism:** Incorporation of learning content that enables people to act in ways that are conscious, open, tolerant and critical with regard to cultural diversity, cultural identity and social cohesion, and by favouring inclusive attitudes and establishing equal relations.

- **Environment, territory and nature:** Promotion of learning content that develops natural, social and cultural values that affect and determine people’s well-being both in today’s society and for future generations.

### 4.2. Competency-based approach

A competency-based educational approach is also a way of considering education from a global, committed and responsible perspective for how people are trained. The concept of competencies refers to the proven ability to use knowledge and skills. Knowledge is the result of assimilating content and/or information as part of any learning process, whereas a skill refers to the ability to apply the knowledge and use procedures in order to understand and resolve complex problems or situations in the most realistic contexts.

The European Parliament (2006) defines competency as “the combination of knowledge, skills and attitudes adequate to the context” (2006). Meanwhile, Spain’s Fundamental Education Law (“LOE”, 2006) refers to “the competencies that young people need to develop when completing their compulsory education in order to achieve personal fulfilment, exercise active citizenship, satisfactorily join adult life, and be capable of carrying out ongoing learning throughout their life”.

In the case of Catalonia’s educational system, the following eight competencies are identified for primary and secondary education; these form part of the curriculum (Autonomous Government of Catalonia, 2009):
CORE COMPETENCIES

Communication competencies
- Linguistic and audio-visual communication competency
- Artistic and cultural competency

Methodological competencies
- Information processing and digital competency
- Mathematical competency
- Learning to learn competency

Personal competencies
- Autonomy and personal initiative competency

Specific competencies centred on living in and inhabiting the world
- Competency in knowledge and interaction with the physical world
- Social and civic competency

The objectives and content of each of the areas of the curriculum should take account of the overall development of all the basic competencies and it will therefore be necessary for all areas to take account of the communication, methodological and personal competencies, and of the specific competencies, any aspects that are related to the discipline itself. The evaluation criteria provide a benchmark for assessing the degree to which the different competencies are progressively achieved.

4.3. Common aspects between ESDIS-based and competency-based educational approaches

In recent years, progress has been made towards education focused on content and therefore on formative instruction. There has also been a move towards a concept of education focused on creating learning conditions for life and training people to be autonomous and have a critical capacity in order to meet the challenges of an increasingly complex, dynamic and plural world. This shift has meant a commitment to encouraging education that is holistic and which references proposals made by Faure (1970), based on the concept of “learning to be” and later extended by Delors (1996) to the four pillars of learning: “learning to know”, “learning to do”, “learning to be”, and “learning to live together”.

In this vein, the study has enabled us to demonstrate that both an educational focus based on core competencies and an ESDIS-based educational approach are founded upon this concept of viewing education as an opportunity to move towards a model that promotes the conditions necessary for meaningful, functional and lifelong learning.

Below, we present some commonalities regarding the five elements of analysis:

- **Educational purposes**: both ESDIS-based and competency-based educational approaches aim to educate people so that they are autonomous, critical, active and learn permanently in order to respond to the needs of building a fairer, more equitable, solidary and sustainable world.

- **Educator**: both ESDIS-based and core competency-based education requires educators who create the conditions for teaching students to learn autonomously so that they progressively extend their understanding of the world and improve their ability to change it.
● **Student**: both ESDIS-based and competency-based education approaches are based on the belief that the student is an active and autonomous subject committed to his or her own permanent learning plan and therefore a constructive agent of learning.

● **Educational relationship**: both approaches encourage a horizontal educational relationship - that is, one where there is a process of permanent construction based on dialogue and interaction with a clear intention to jointly build knowledge.

● **Learning**: both ESDIS-based and competency-based approaches encourage deep learning and connection with an interest in the subject, as characterised by understanding, comprehending, analysing and finding ways of interacting with the world.

● **Assessment**: both ESDIS-based and competency-based approaches take the view that assessment plays an important role in student learning and in the development of their self-regulation skills both within learning itself and lifelong learning.

5. **Objectives and method**

Below, we present the study objectives and method used. Using a mixed methodology approach, combining quantitative and qualitative methods, was found to be the most suitable for achieving the study objectives set out below.

5.1. **Objectives of the study**

**General objective:**
Explore the current situation with regard to education for sustainable development and international solidarity within Catalonia’s schools and NGOs.

**Specific objectives:**
1. Highlight ESDIS-based teaching content within Catalonia’s school curriculum.
2. Identify the most-used ESDIS themes and methodologies and assess which contribute to improving the impact of education in this field.
3. Identify the main learning opportunities and challenges in implementing ESDIS initiatives in schools.

5.2. **Sample**

Sixty-seven public and privately-owned schools 4 in Catalonia took part in the research. This sample was defined by the Department of Education, and the questionnaire was distributed to all those taking part in the experimental “Community Service Initiative for Pupils in Compulsory Secondary Education” 5, being run by that department. Being unable to access schools in a random manner had consequences in terms of the structure and content of the questionnaire and the results contained in this report.

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4 Private schools are sustained by public funds and owned either by a natural person or private legal entity (article 16 of Spain’s Fundamental Law on Education).

5 The community service for secondary school students initiative is intended to encourage students to experiment and lead civic engagement activities, learn through the active exercise of citizenship, and bring into play their knowledge and skills to serve the community. For more information on this Department of Education initiative, please see the following link: http://www.xtec.cat/web/comunitat/serveicomunitari
With regard to the sample of NGO projects to be studied, this was defined by the FCONGD, in accordance with the following criteria: 1) the ability to access the reports within the established period of time and in line with the terms determined by the administrative bodies, and 2) time criteria - the nature of the study meant that it was necessary to access projects that were already completed in order to be able to assess the entire process.

Lastly, 22 final reports for projects undertaken by the organisations between 2009 and 2012, and financed by the following public administrative bodies, were consulted: Catalan Agency for Development Cooperation - 12 projects; Barcelona City Council - 4 projects; the Autonomous Government of Catalonia’s Office for the Promotion of Peace and Human Rights - 6 projects. The study sample also presented limitations - for example, difficulties in comparing justification reports for projects with widely different sections and indicators.

5.3. Information-collection strategies and study phases

As mentioned above, the study used a mixed methodology approach with the following phases:

1. Bibliographic review and research

The review focused on the political-legislative framework for education in Catalonia and ESDIS’s theoretical/methodological framework as an educational approach.

2. Creation of tools to collect information

- An ad hoc survey for teachers was created using an internet-based form (Google Form). The survey included questions regarding details about the school and opinions on the different aspects related to ESDIS educational approaches, with particular emphasis on APS (Service Learning) as an innovative methodology.

- A tool was used to analyse the NGO projects that brought together different categories and units of analysis such as objectives, learning content, methodology, assessment, stakeholders, involvement of beneficiaries, and innovative aspects of the project.

- A number of face-to-face sessions were held with NGO technical staff in order to discuss and understand in detail some of the aspects covered by this study, such as how ESDIS is defined in the context of schools and the identification of criteria to highlight benchmark educational practices.

3. Administration of tools

- The surveys were completed by teachers during July 2013.

- The research team analysed the projects in May and June 2013.

- Sessions with the NGO technical staff were carried out face-to-face and online between July and September 2013.
4. Analysis and data handling

The working method used was a field study combining qualitative and quantitative data-collection strategies structured in line with the aims and objectives of the project. Quantitative data processing and handling was done using Google Form's statistical package, applying descriptive statistical procedures. For qualitative data, Excel was used enabling data to be grouped into categories and units of analysis with the aim of supplementing the results from the above statistical analysis.

5. Actions and timetable

We followed the working plan and timetable set out below:

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<thead>
<tr>
<th>Steps to be followed</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparing the design and structure of the study</td>
<td>May - June</td>
</tr>
<tr>
<td>2. Bibliographic review and research</td>
<td>May - July</td>
</tr>
<tr>
<td>3. Creation of tools to collect information</td>
<td>June</td>
</tr>
<tr>
<td>4. Implementation of tools (questionnaires and interviews)</td>
<td>July</td>
</tr>
<tr>
<td>5. Analysis and data handling</td>
<td>July - September</td>
</tr>
<tr>
<td>6. Write up conclusions</td>
<td>September - October</td>
</tr>
<tr>
<td>7. Write up the report</td>
<td>October</td>
</tr>
<tr>
<td>8. Disseminate</td>
<td>November</td>
</tr>
</tbody>
</table>

6. Results from the study

Below, we present the main findings regarding the use of ESDIS in schools in Catalonia, focusing on the perception of ESDIS among the different educational stakeholders involved and the methodologies that are most used in schools. Lastly, we also specify the opportunities and difficulties for implementing ESDIS in the school context.

6.1. The concept of ESDIS

The majority of teachers (89%) consider ESDIS to be the set of educational activities aimed at promoting critical awareness; generating processes of personal, relational and collective change; and reaffirming the link between development,
justice and fairness (transformational vision). 8% consider it to be the set of educational activities that affect the causes of underdevelopment, poverty and global interdependence and which aim to raise awareness about the problems of the world (critical vision). Lastly, 3% consider ESDIS to be a set of educational activities relating to the status of populations in the south with the aim of raising funds to carry out cooperation projects (aid vision).

As regards the NGOs, it is concluded that the majority of the initiatives of the 22 projects analysed have a fairly clear proposition and direction. On the one hand, the NGOs focus primarily on developing proposals that support students in improving their skills and capacity for “critically analysing reality”. Equally, their proposals also focus on other aspects such as “personal self-knowledge”, the promotion of “inquiry and joint building of knowledge”, “collaboration and positive interdependence” and improving “participation” in educational organisations. It is also interesting to note that proposals aimed at “social transformation and community development” are mainly based on APS (Service Learning).

These results show therefore that schools and NGOs agree on a more global, committed, responsible and transformative concept of ESDIS.

### 6.2. Themes and fit within the curriculum

As can be seen in figure 3, the themes most frequently covered in schools are: Human rights, citizenship and governance (21%), Environment, territory and nature (18%), and Interculturalism and
gender (16%). Schools select ESDIS themes based on their potential to be covered within the curriculum. On this matter, a trend was identified to link the proposals in the framework of specific subjects such as Education for personal development and citizenship, Ethical/civic education, Social sciences, geography and history, and Natural sciences, which enable this type of theme to be directly incorporated.

**Figure 3.** ESDIS themes in schools

NGO initiatives for schools, meanwhile, are focused firstly on the theme of Human rights, citizenship and governance. Second are projects linked to Culture of peace, followed by projects related to Interculturalism and economic sustainability, while proposals relating to Gender perspective and Environment, territory and nature are less prominent.

**Figure 4.** ESDIS themes worked on by NGOs

<table>
<thead>
<tr>
<th>Theme</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human rights, citizenship and governance</td>
<td>36%</td>
</tr>
<tr>
<td>Economic and social sustainability</td>
<td>9%</td>
</tr>
<tr>
<td>Gender</td>
<td>5%</td>
</tr>
<tr>
<td>Interculturalism</td>
<td>18%</td>
</tr>
<tr>
<td>Culture of peace</td>
<td>27%</td>
</tr>
<tr>
<td>Environment, territory and nature</td>
<td>5%</td>
</tr>
</tbody>
</table>

Source: prepared by the author.

**Table 3: Priorities for ESDIS themes (schools and NGOs)**

<table>
<thead>
<tr>
<th>Priority</th>
<th>Schools</th>
<th>NGOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>First order</td>
<td>Human rights, citizenship and governance</td>
<td>Human rights, citizenship and governance</td>
</tr>
<tr>
<td>Second order</td>
<td>Environment, territory and nature</td>
<td>Culture of peace</td>
</tr>
<tr>
<td>Third order</td>
<td>Interculturalism</td>
<td>Interculturalism</td>
</tr>
<tr>
<td>Fourth order</td>
<td>Gender</td>
<td>Economic and social sustainability</td>
</tr>
<tr>
<td>Fifth order</td>
<td>Economic and social sustainability</td>
<td>Gender</td>
</tr>
<tr>
<td>Sixth order</td>
<td>Culture of peace</td>
<td>Environment, territory and nature</td>
</tr>
</tbody>
</table>

Source: prepared by the author.
6.3. Methodological approach

The results show that the bulk of ESDIS initiatives implemented in schools are done so on an occasional basis. The most preferred formats are talks, workshops and conferences (figure 5), which strictly should fall under the area of awareness raising. However, it is interesting to note the intention of schools and NGOs to implement ESDIS proposals on an ongoing basis and use more comprehensive and integrative approaches with a view to introducing these topics in the context of specific subjects, the incorporation of ESDIS learning content into the curriculum itself, and the inclusion of this perspective within the school’s educational plans, using for example proposals such as APS (Service Learning).

Chart 5: The ESDIS approach to methodology and teaching in the school context

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conferences</td>
<td>6%</td>
</tr>
<tr>
<td>Workshops</td>
<td>10%</td>
</tr>
<tr>
<td>Talks</td>
<td>18%</td>
</tr>
<tr>
<td>Social theatre</td>
<td>3%</td>
</tr>
<tr>
<td>Collecting money</td>
<td>8%</td>
</tr>
<tr>
<td>Sending material</td>
<td>5%</td>
</tr>
<tr>
<td>Twinning</td>
<td>3%</td>
</tr>
<tr>
<td>Within the framework of a subject</td>
<td>15%</td>
</tr>
<tr>
<td>Curricular work</td>
<td>9%</td>
</tr>
<tr>
<td>APS (Service Learning) project</td>
<td>12%</td>
</tr>
<tr>
<td>School educational project</td>
<td>7%</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
</tr>
</tbody>
</table>

Source: prepared by the author.

6.4. Service Learning

Of the 67 centres that responded to the questionnaire, 72% claimed to have implemented APS (Service Learning) educational initiatives during the previous academic year, with 28% saying that they had not.

Chart 6: Service Learning as a methodological initiative

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>72%</td>
</tr>
<tr>
<td>No</td>
<td>28%</td>
</tr>
</tbody>
</table>

Source: prepared by the author.
With regard to the sphere in which APS (Service Learning) projects have been implemented, 17% of the responses provided state that they carried out projects in the area of Cooperation and solidarity; 17% were related to Generational exchange; and 13% were related to Mentoring and schooling support. Also noteworthy are the projects to Support basic needs (12%) and the Environment (11%).

Chart 7: Areas in which Service Learning has been applied

Lastly, 23% of schools surveyed said that they had implemented an APS (Service Learning) initiative in the context of the subject Education for personal development and citizenship, while 13% responded that it had been in the context of the subject Natural sciences. The remainder were spread across Languages (8%), Social sciences, geography and history (8%), and Technology (6%). It is worth noting the absence of initiatives in the area of Mathematics and Other, with a total of 19% of the sample.

Chart 8: Subjects chosen for working with Service Learning

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages</td>
<td></td>
</tr>
<tr>
<td>Natural sciences</td>
<td></td>
</tr>
<tr>
<td>Social sciences</td>
<td></td>
</tr>
<tr>
<td>Physical education</td>
<td></td>
</tr>
<tr>
<td>Education for citizenship</td>
<td></td>
</tr>
<tr>
<td>Sculpture and visual arts education</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
</tr>
<tr>
<td>History and culture of religions</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Source: prepared by the author.
6.5. ESDIS learning opportunities in the school context

Both schools and NGOs consider ESDIS to be an excellent opportunity to contribute to training people who are more autonomous, critical and who play an active part in creating a fairer, more equitable, solidary and sustainable world. Schools and NGOs also emphasise that ESDIS proposals and initiatives foster relationships between the different educational stakeholders and expand educational opportunities for interaction both inside and outside schools.

NGOs and schools highlight the following opportunities:

**Understanding the local and global environments**
ESDIS in particular offers the opportunity to understand the physical world and promote closer involvement with the natural and social environment as well as the opportunity to deepen understanding of the reality in different far-off countries and cultures.

**Awareness of the problems of social reality (local and global)**
Students’ awareness of their own reality, understanding the problems and needs of their environment, and understanding the causes and consequences of social, economic and political injustice both locally and globally - all of this is an area of work for ESDIS that has been broadly identified by schools.

**Promoting action for social transformation**
Teachers also directly link ESDIS work with education on taking action to build a new form of society. Being aware of and understanding the world opens doors for students to get involved and “do their bit” at individual and group levels in creating a fairer, more equal and humane world.

**Acquiring solidary values and commitment**
ESDIS is defined as an umbrella for delivering education on values. Teachers highlight values such as solidarity, friendship, cooperation, equality, respect, critical thinking, social justice, responsible consumption, social awareness and sharing or helping others.

**Political commitment and action**
ESDIS offers the opportunity to develop the concept of citizen participation based on responsibility and commitment.

**Capacity for critical analysis**
ESDIS is also identified as an opportunity for training people in critical analysis, and strengthening their involvement in promoting social justice.

**Strengthening personal resources**
Schools value ESDIS initiatives because they help support student motivation, promote self-esteem and value their effort, by providing them with personal resources and promoting active learning and knowledge transfer.

For NGOs, student motivation and involvement are key when evaluating the success of an initiative and especially where this motivation has enabled the initiative to continue running at the
school. NGOs further relate this motivation with the use, for example, of socio-affective dynamics that enable students to experience and empathise with social and economic injustice that is often remote to them.

**Promotion of cooperative effort**

As a form of encouraging collaborative effort, ESDIS also has the potential for strengthening good organisation of work and managing information as well as the capacity for interaction and sharing, through values such as self-criticism, assertiveness, and promoting and thinking about new ways of evaluating and making proposals.

**North-South dialogue and interaction**

NGOs see an opportunity within ESDIS initiatives to create spaces for North-South dialogue and exchange which - with the involvement of international cooperation agents, witnesses from the South, and immigrants - enable direct and personal exchange.

6.6. Difficulties in incorporating ESDIS into the school context

Challenges expressed by schools and NGOs when implementing ESDIS proposals and projects in the school environment refer firstly, to organisational aspects related to coordination and time commitment; secondly, to the lack of financial resources and administrative support to facilitate the implementation of projects; and thirdly, to the lack of involvement of management, teachers and staff.

Below, we summarise some of the difficulties expressed by NGOs and teachers:

**Educational community**

- There is some resistance on the part of teachers, and often the teachers that drive these initiatives do so as personal projects within the school.
- Lack of ESDIS training and knowledge on the part of teaching staff.
- Workload
- The emotional and geographic distances involved in ESDIS initiatives does not encourage the involvement of students.
- The current economic and social context means that some students are living in financially vulnerable situations and this increases their resistance to initiatives that involve looking outside and engaging in solidarity initiatives that they perceive as being remote to their own lives.
- ESDIS initiatives are not adapted for students with special educational needs.

**Organisation of schools**

- The lack of time and the rigidity of the established timetable and curriculum are considered to be the main obstacles for implementing ongoing ESDIS initiatives. NGOs for example highlight the difficulty of working with students studying for “A” Levels due to their already high workload.
- The mismatch between the school calendar and the dynamic of NGO projects is also a problem.
- Lack of means and resources in schools in a context of growing cuts.
Lack of managers’ “complicity” in resolving management problems related to administrative protocols and authorisations, making it difficult to implement activities and actions, and making them complicated and costly (for example, school trips).

NGOs also referred to challenges of accessing schools and publicising their educational proposals.

**NGO resources**

Schools also currently identify problems related to the lack of resources on the part of the bodies that directly affect planning and implementation of the proposals. The organisations themselves highlight the delay in subsidies being paid, and the lack of resources for developing the stronger proposals and those that are ongoing.

7. **Conclusions of the study**

Below are some of the conclusions from the study:

- Both schools and organisations agree on the more transformative definition of ESDIS. The overlap between learning opportunities identified by schools and ESDIS principles established by institutions demonstrate a convergence of educational aims within the two sectors, suggesting that it is a good area for strengthening and introducing ESDIS to schools. In both cases, emphasis is placed on work being conducted as a process, knowledge of the environment, encouragement of critical awareness, and autonomy oriented towards action and social commitment.

- The gap between the perception of ESDIS among schools and NGOs and the type of ESDIS activities carried out in schools is still very significant. Although ESDIS initiatives proposed for the medium- and long-term are of greatest value, both for their impact on the educational community and for the achievement of results, we identified a high number of specific actions such as talks, workshops or conferences.

- Based on the wish expressed by teachers, the trend is to gear initiatives and activities towards more global proposals, by putting forward initiatives that are more ongoing in nature and by developing comprehensive schools projects. However, this wish on the part of teachers is hindered by their lack of ESDIS training and by a lack of involvement among both management teams and the teachers themselves.

- The core competency-based curriculum is an excellent opportunity for undertaking ESDIS work. Its underlying approach (objectives, learning content and assessment criteria) gives priority to a concept of education which - being based on a global, committed, responsible and transformative vision - goes beyond the teaching process and encourages a comprehensive approach to the teaching of students.

- Adapting the curriculum is seen as the most decisive criterion when proposing ESDIS initiatives in schools. The study shows that teachers more easily incorporate ESDIS into areas of subjects such as: Languages; Understanding the environment, society and culture; Social sciences, geography and history; Education for personal development and citizenship; and Ethical-political education. Nevertheless, analysis of primary
and secondary school curricula reveals that a significant part of ESDIS-related content forms part of the official curriculum. Therefore, it could be included in subjects such as Mathematics, Sculpture and visual arts education, Physical education, Technology, Classical culture, and History and culture of religions - areas and subject matters where teachers seem to have greater resistance and/or challenges for working on ESDIS initiatives.

- The participation and involvement of schools’ management teams, students and families is considered a key success factor for ESDIS initiatives in schools. For example, initiatives that involve students of families across all phases of a project enable it to be extended to work at home. In a similar vein, ways of working that involve coordinating with the school’s council or creating specialist school committees or steering groups are considered to be good ways of increasing the involvement of the whole educational community and for promoting ESDIS work in schools.

- APS (Service Learning) is seen as a suitable methodology for implementing ESDIS initiatives in schools because it enables schools to open up to the environment and social needs. Its proactive approach and its aims for social change encourage the development of all the skills necessary for active and committed citizens in creating a fairer, more equal and solidary world.

- In terms of the relationship between schools and social organisations, we note the need to establish a sense of shared responsibility when designing, planning and implementing ESDIS initiatives in order to work in the most profound and continual way. When developing ESDIS initiatives, educational stakeholders are hindered most in collaboration between schools and social organisations due to problems of timetable misalignment.

8. Proposals for improvement

Lastly, we present a number of proposals for improvements and areas of work that would contribute to better incorporating ESDIS into the educational sphere.

1. It is recommended that joint training programmes for teachers and technical staff of social organisations be designed around the core ESDIS themes and around the most suitable methodologies for developing content in ways that have meaning and context for students. With regard to training that is aimed at teachers, it is proposed that this should be specialised and in line with their needs by using, for example, virtual or semi-virtual formats.

2. With the aim of making progress on joint (schools and NGOs) implementation of ESDIS initiatives, it is recommended that improvements be made to project management processes and networking with other educational stakeholders. On this matter, creating mixed working groups involving teachers and NGO staff could be a way of overcoming the problems of timetable misalignment between schools and organisations, which is one of the aspects that most hinders collaboration between the two stakeholders when developing this type of initiative.
3. It is recommended that research and analysis be undertaken for developing initiatives that are linked to subjects such as Mathematics, Sculpture and visual arts education, Physical education, Technology, Classical culture, and History and culture of religions which also include in the curriculum aspects related to core ESDIS themes.

4. We propose that ESDIS initiatives be put forward based on participatory and socio-affective methodologies, based on a creative perspective that allows students to empathise and connect emotionally with these topics. Aligning proposals to students’ reality should also take account of geography and learning content. For example, educational activities should encourage local action with a global outlook, based on methodologies such as APS (Service Learning) or other proposals that involve community-oriented working. Also in this should vein, we recommend adapting proposed initiatives to different levels of students’ cognitive, affective and attitudinal development.

5. It is suggested that encouragement be given to spaces for reflection, exchange and design of APS (Service Learning) proposals based on ESDIS, given that this offers the opportunity to approach the complexity of today’s world in a critical manner; it also requires direct action and involvement with the social needs of their surrounding environment. In summary, APS (Service Learning) enables the development of all the skills necessary for active citizens that are committed to creating a fairer, more equal and solidary world.

6. Putting forward medium- and long-term proposals for ESDIS initiatives is recommended as a way of optimising impact within the educational community and immediate environment, as well as improving how well results are achieved. This requires advancing more integrated initiatives that impact the whole school and taking a cross-departmental approach, while also taking into consideration the difficulty that this presents for the way that teachers operate. It also seems necessary to encourage the return and dissemination of results obtained during the process of developing initiatives - for participants, for the educational community and for the surrounding environment.

7. It is recommended that activities be promoted that bring together leading figures from the South. This could include meeting people that live in their community or facilitating highly direct exchanges between students, pupils and other stakeholders from different contexts.

8. Whilst this study did not look in detail at the matter of assessment, we consider progress needs to be made towards proposals that improve assessment processes and the way in which ESDIS projects and initiatives are monitored. Examples of tools that enable the short, medium and long-term impact of initiatives to be observed and to assess the knowledge that has been built up include: active research, incorporating criteria and indicators during the project design stage, and collecting evidence through observation diaries, interviews and students’ final products.
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