

OPPORTUNITIES AND CHALLENGES OF IMPLEMENTING GLOBAL CITIZENSHIP EDUCATION POLICIES IN ANDALUSIA

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0. Glossary

AACID	Andalusian Agency for International Development Cooperation
CAONGD	Coordinadora Andaluza de ONGD
DE	Development Education
ESD	Education for Sustainable Development
GCE	Global Citizenship Education
GET	Global Education Time
LOCE	Organic Law on the Quality of Education
LOE	Organic Law on Education
LOMCE	Organic Law for the Improvement of Educational Quality
LOMLOE	Organic Law Amending LOE
ODA	Official Development Assistance
NGO	Non Governmental Organization
PACODE	Andalusian Cooperation Plan for Development
POED	Operational Program for Education for Development
SDG	Sustainable Development Goals
TEGC	Transformative Education for Global Citizenship



1. Brief contextualisation

Introduction to the "It's Global Education Time (GET)" Project

The "It's Global Education Time (GET)" project, co-financed by the European Commission, aims to integrate Global Citizenship Education (GCE) into the formal education systems of eight European countries, including Spain, where it focuses on the regions of Andalusia and La Rioja. The project seeks to promote critical awareness and active engagement of students and teachers in addressing global challenges such as climate change, gender inequalities, and migration, connecting these issues to local realities.

The project is structured into various work packages, covering key aspects of GCE such as the creation of educational materials, teacher training and the evaluation of global citizenship policies within European education systems. These research efforts combine documentary and qualitative approaches to ensure that GCE strategies are adapted to national and regional contexts, ensuring a long-term sustainable impact.

One of the cornerstones of the project is Work Package 1, which aims to identify both the opportunities and challenges posed by the implementation of GCE in different contexts. In Andalusia, this analysis is essential as it evaluates how GCE policies can be adapted to the formal education system, promoting active citizenship and commitment to the Sustainable Development Goals (SDGs).

Andalusia's Link with the Project

In Spain, the GET project is implemented with two co-applicants: Coopera, which operates in Northern Spain, and the Andalusian NGO Platform (CAONGD), which assumes coordination in Andalusia. This role is pivotal given Andalusia's broad educational autonomy, which allows national and European policies to be adjusted to its specific characteristics.

Research in Andalusia serves as the organising axis: it identifies specific entry points and guides adaptations that respond to the features of the autonomous education system. The documentary and qualitative analysis assesses the extent to which key actors in formal education (teachers, students, education authorities and development-cooperation authorities, NGOs, among others) integrate GCE into their practices. This includes gathering evidence on the implementation of GCE-related education policies, identifying institutional barriers, and evaluating the effectiveness of strategies in schools.

The research also seeks to strengthen collaboration among the Regional Ministry of Educational Development and Vocational Training of the Andalusian Government, the Andalusian Agency for International Development Cooperation (AACID), NGOs and other key actors in the education system, establishing a cycle of evaluation and continuous improvement of GCE implementation. It likewise delves into the experiences of educational communities, identifying good practices and areas requiring greater institutional support to ensure the sustainability of the strategies implemented.

This investigative approach translates GCE theoretical frameworks into concrete classroom actions, with a strong emphasis on teacher training, the development of curricular materials, and active student participation in activities that promote social justice and sustainable development.

Thus, the role of research in Andalusia does not rest solely on the theoretical analysis of GCE, but on underpinning the construction of a strategy contextualised to local needs, in which education policies foster active citizenship committed to global challenges.



1.1 Key Concepts - Terminology and Definitions

Development Education (DE): an active, transformative educational process that promotes the construction of a critical global citizenship committed to eradicating poverty; defending human rights; achieving gender equity; advancing environmental sustainability; and fostering a culture of peace. It is grounded in social justice and international solidarity, aiming to analyse the structural causes of inequality and to encourage attitudes and actions oriented toward sustainable human development.

This approach—recognised in the Spanish Cooperation’s Development Education Strategy (2007)—has been developed in Andalusia through public policies such as the PACODE (2008–2011) (Andalusian Plan for Development Cooperation, a legislature-based planning instrument), which underscores the importance of integrating DE into education systems as a lever to transform local realities by understanding global challenges.

In this context, AACID has played a key role by funding and promoting pedagogical projects that embed DE principles in educational centres, in collaboration with NGOs and educational communities. These initiatives have made Andalusia a pioneering territory and a national reference point, linking critical reflection on global interdependence with situated educational proposals that have an impact on the local environment.

(Sources: MAEC, 2007; Regional Government of Andalusia, 2008–2011; Movimiento 4.7, 2020.)

Global Citizenship Education (GCE): a transformative educational approach that enables people to take an active role in building more just, peaceful, tolerant, inclusive, safe, and sustainable societies. It promotes the development of knowledge, skills, values, and attitudes that enable learners to understand global interconnections, recognise inequalities, and act in favour of equity and human rights.

According to UNESCO, GCE seeks to “**empower learners to engage and assume active roles, both locally and globally, to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive and secure world**” (UNESCO, 2014, p. 14, author’s translation).

In the Spanish and Andalusian contexts, GCE aligns with policies such as the LOMLOE, which integrates values education within the school curriculum, reinforcing social justice, sustainability, and active citizenship in formal education (LOMLOE, 2020; III Andalusian Plan for In-Service Teacher Education, 2014).

Transformative Global Citizenship Education (TGCE): a critical, emancipatory pedagogical approach that goes beyond the mere transmission of knowledge. Its purpose is to transform attitudes, values, and practices within the educational community to foster a deep understanding of global interdependencies, the structural causes of inequality, and social, environmental, economic, and cultural challenges at both local and global levels.

This approach promotes the development of an active, critical, and engaged citizenry, capable of questioning the status quo and acting in favour of a more just, equitable, and sustainable world. It is grounded in principles of social justice, democratic participation, gender equity, sustainability, human rights, and a culture of peace (a designation and framework advanced by networks such as Movimiento 4.7 and the Spanish NGDO Platform).

In Andalusia, TGCE has been driven primarily by NGOs, with support from AACID and other public entities (provincial councils and municipalities). Although it has often lacked full structural backing from formal education policies, these institutions have played a key role in implementation through formal and non-formal



education projects, providing teacher professional development and raising learner awareness on themes such as sustainability, gender equality, global justice, and social activism.

(Sources: Movimiento 4.7, 2020; Regional Government of Andalusia, 2008–2011; NGDO Platform, 2019.)

Intercultural Education: a pedagogical approach that promotes the recognition, respect, and active valuing of cultural diversity as a source of social and educational enrichment. Beyond mere coexistence, it fosters dialogue, equity, and social justice, combating stereotypes, discrimination, and structural inequalities through mutual learning and the inclusion of all cultural identities in educational processes (aligned with UNESCO Guidelines, 2006).

In an increasingly interconnected world, this approach prepares learners to understand and interact with people from diverse backgrounds, developing key competencies for global citizenship such as empathy, critical thinking, and a commitment to equality.

In Andalusia, the Regional Ministry of Educational Development and Vocational Training promotes active intercultural education policies through programmes such as the Andalusian network “School: Space for Peace”, which supports a culture of peace, conflict resolution, and intercultural coexistence. Likewise, the III Gender Equality Plan in Education (2024–2028) incorporates an intercultural perspective alongside gender, ensuring classrooms that are inclusive, safe, and respectful of all cultural, ethnic, and gender identities.

(Sources: UNESCO, 2006; Regional Government of Andalusia — “School: Space for Peace” network; Regional Government of Andalusia, 2024–2028.)

Education for Equality: closely linked to GCE and coeducation, it promotes social justice and equity by integrating gender and inclusion perspectives into the education system. In Andalusia, the Regional Ministry of Educational Development and Vocational Training has developed plans such as the III Gender Equality Plan in Education (2024–2028), which sets out actions to ensure gender equality in schools. Other initiatives, such as the Andalusian “School: Space for Peace” network, embed equality as a pillar for inclusive school environments.

(Sources: Regional Government of Andalusia, 2024–2028; Regional Government of Andalusia, 2008–2011.)

Education for Sustainable Development (ESD): addresses climate change, biodiversity conservation, and natural resource management, with the aim of fostering citizenship committed to environmental protection and social well-being. In Andalusia, the Regional Ministry of Educational Development and Vocational Training implements the ALDEA Programme (environmental education for sustainability), which promotes environmental awareness and active learner participation to tackle global challenges from a local perspective. In this way, Andalusia adapts the principles of the 2030 Agenda to its context, advancing a critical citizenship committed to environmental protection.

(Sources: Regional Government of Andalusia — ALDEA Programme, 2020; AECID — Education for Sustainable Development and Global Citizenship.)

1.2 Key actors

In the Andalusian context, the key actors in the implementation of GCE are as follows:



Regional Ministry of Educational Development and Vocational Training of the Andalusian Government: this public organism is responsible for adapting and applying educational policies at the regional level. Through its strategic plans, it promotes initiatives focused on gender equality, sustainability and intercultural education in Andalusian schools.

Regional Ministry of Social Inclusion, Youth, Families and Equality of the Andalusian Government: this organism plays a crucial role in promoting gender equality and social justice policies within the Andalusian education system. Through various collaborations with the Regional Ministry of Educational Development and Vocational Training, it fosters Education for Equality as part of the comprehensive training of Andalusian students, linking formal education with social inclusion and equity initiatives.

Andalusian Agency of International Cooperation for Development (AACID): a key player in promoting Development Education (DE) and Global Citizenship Education (GCE) in Andalusia. It provides funding for educational projects and works in collaboration with NGOs to foster social justice, gender equality, and sustainable development within the Andalusian education system.

Provincial Councils and City Councils: These entities also participate in the funding and support of GCE projects within the Andalusian local education system. They collaborate with NGO and other key stakeholders to implement awareness and education programs on sustainability, equality, and civic participation, fostering the creation of partnerships between the education sector and NGO. This collaboration supports the implementation of GCE in schools and promotes active participation by the educational community in activities that foster solidarity and social justice.

CAONGD: A platform currently made up of 71 NGOs working to drive social change toward sustainable human development in impoverished countries, strengthening its member organizations and promoting networking. Through awareness-raising, training, technical support, research, political advocacy, and public denouncement, CAONGD seeks to generate a critical and solidarity-driven consciousness that contributes to a more just and equitable world. Representing NGO in Andalusia, it acts in the public eye, with political forces and other social actors, establishing itself as a key player in the sector. Its principles are based on unity, transparency, and respect for diversity, ensuring that the actions of NGO are carried out with coherence and responsibility.

One of CAONGD's main objectives is to strengthen DE as a strategic pillar by promoting civic empowerment and fostering critical awareness of global injustices. It also prioritizes collaboration among NGO, the analysis and dissemination of best practices in DE, and advocacy in public policies to ensure that DE is effectively integrated into Andalusia's educational and social policies, contributing to the creation of a more active and engaged citizenry.

A key component within CAONGD is the DE Group, established in 1997, whose mission is to coordinate efforts among NGO, educational centers, and public institutions to promote GCE across different educational spheres. Throughout its trajectory, the group has driven research, training sessions and NGO support, establishing connections with public administrations and working in networks with other regional coordinators and the national coordinator. Additionally, it has contributed to the development of key documents such as POED and PACODE and has actively advocated for allocating 10% of Official Development Assistance (ODA) to DE, thereby reinforcing the role of education in sustainable development.

NGO: These organizations play a key role in introducing and consolidating GCE and DE in the Andalusian education system. Although they often lack direct support from the Ministry of Education, they are crucial in promoting GCE through their projects and activities. NGO typically operate with the backing of AACID or other local funders (such as provincial councils and city councils that also fund educational projects) and collaborate



closely with schools to promote GCE values. Their work is vital to ensuring that global citizenship initiatives reach the formal education sector, contributing to transforming pedagogical practices and empowering students, their families, and teachers.

Through extensive awareness-raising and training efforts, these NGOs manage to introduce innovative approaches in schools, facilitating the incorporation of GCE into school curricula. In many cases, they act as catalysts for change by offering specific training to teaching staff, designing educational materials, and promoting projects that link the local context with global challenges. This work is especially important in a context where public educational policies do not always prioritize these topics adequately.

The collaboration between NGOs and AACID is crucial for ensuring that GCE and DE projects can be effectively developed, providing the necessary resources and training for their implementation. This work complements the efforts of educational administrations, filling existing gaps in the formal education system and ensuring that global citizenship issues are present in Andalusian classrooms.

Teacher Training Centers (CEPs): these centers provide ongoing professional development for teachers in Andalusia to ensure their training in GCE and innovative approaches such as Education for Equality and Sustainability. These centers are essential for ensuring that educational policies are effectively implemented in the classroom.

Andalusian Universities: key players in promoting DE and GCE. Many of them have specialized chairs and research projects focused on global citizenship, sustainability, and human rights. Programs like the Master's in DE, Awareness-Raising and Global Citizenship at Pablo de Olavide University are essential for training future teachers and professionals committed to social justice and sustainable development.

In addition, other universities, such as the University of Seville and the University of Granada, also contribute by organizing seminars, international cooperation projects, and collaborating with NGOs, further reinforcing the implementation of these approaches in the formal education system.

1.2 Timeline of GCE policies

Methodological note: In addition to policies specifically focused on GCE, this chronology includes certain organic education laws. While not GCE policies in the strict sense, they are relevant because they shaped the curricular and regulatory spaces within which GCE has been integrated in Spain and Andalusia.

Color legend:

-  Green: Policies related to environmental education.
-  Light blue: Policies related to development cooperation or intercultural education.
-  Orange: Policies related to the general school system.
-  Violet: Policies explicitly related to Global Citizenship and Global Citizenship Education.



- 2002: Adoption of the LOCE (Organic Law 10/2002). The law was scarcely implemented and would be replaced by the new LOE framework (2006).
- 2003: Andalusian Environmental Education Strategy (EAdEA). Publication of the Andalusian framework to promote environmental education in schools, with a focus on sustainability and participation.
- 2006: Adoption of the LOE (Organic Law on Education). Formally introduces the subject “Education for Citizenship,” a clear first step toward its institutionalisation.
- 2007: Spanish Cooperation’s Development Education Strategy. Establishes a framework for development education with components of global citizenship, human rights, and solidarity.
- 2008–2011: I PACODE (Andalusian Plan for Development Cooperation). Andalusian strategic framework that integrates development education and lays the groundwork for GCE in the region.
- 2010: Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education. Strengthens EDC/HRE in Europe, serving as a reference for adaptation in Andalusia through PACODE and educational programmes.
- 2013: LOMCE (Organic Law 8/2013). Modifies the curriculum and the status of “Education for Citizenship”; Andalusia maintains GCE integration through cross-cutting approaches.
- 2014: III Andalusian Plan for In-Service Teacher Education. Incorporates specific training so that teachers can integrate GCE/ESD into their practice with learners.
- 2015: Adoption of the Sustainable Development Goals (SDGs). Target 4.7 drives the integration of GCE/ESD into education systems; Andalusia aligns its policies and practices.
- 2018–2021: Fifth Master Plan of Spanish Cooperation. Consolidates GCE/DE as a cross-cutting approach and a reference for training and curricular actions.
- 2020: LOMLOE (Organic Law 3/2020). Strengthens values, sustainability, and active citizenship in the school curriculum.
- 2021–2025: PAEAS (Action Plan for Environmental Education for Sustainability). State framework guiding the integration of sustainability and environmental education, with effects on the work of schools and educational communities.
- 2022–2028: Strategic Plan for Equality between Women and Men in Andalusia. Emphasises gender equality in education, a key dimension of GCE and consistent with cooperation frameworks.
- 2024–2028: III Gender Equality Plan in Education (Andalusia). Advances coeducation and global citizenship through concrete measures in schools, for teaching staff and learners.

2. Key GCE policy documents



2.1 Documentation by actor

Ministry of Education and Vocational Training (Government of Spain):

Organic Law amending the LOE (LOMLOE) – 2020: reform of the 2006 Education Law that incorporates principles of Global Citizenship Education (GCE), sustainability, human rights, and democratic participation. It underscores the importance of educating in values such as social justice, gender equality, and sustainable development.

- Link to Andalusia: Andalusia adapts this framework through Decree 102/2023 of 9 May (lower secondary curriculum), integrating cross-cutting elements of education for sustainable development, equality, and democratic citizenship.

Ministry of Foreign Affairs, European Union and Cooperation:

Law 1/2023 of 20 February on Cooperation for Sustainable Development and Global Solidarity: a recent milestone that strengthens the legal framework for international cooperation, aligned with the SDGs, and incorporates “education for sustainable development and global citizenship” (Art. 11); it recognises the role of autonomous communities and local entities, and establishes coordination bodies such as the Sectoral Conference.

- Link to Andalusia: the law strengthens coordination between national and regional policies and fosters coherence between cooperation and education in the Andalusian sphere (Arts. 27, 36–37).

Master Plan of Spanish Cooperation for Sustainable Development and Global Solidarity (2024–2027): sets out Spanish cooperation strategy in line with the SDGs, promoting social justice, sustainable development, and GCE; it also reinforces the role of education as a tool for social transformation.

- Link to Andalusia: articulates synergies with PACODE and AACID, facilitating the funding and delivery of projects on education for sustainable development/global citizenship and advancing teacher professional development and school-based activities.

Spanish Cooperation’s Development Education Strategy (2007): a pioneering document that provides a framework for integrating Development Education (DE) into Spain’s education systems, raising awareness of global inequality, poverty, and sustainability.

Link to Andalusia: has guided educational interventions through PACODE with support from AACID, driving advocacy and awareness-raising projects in GCE/DE.

Regional Ministry of Educational Development and Vocational Training, Government of Andalusia:

Lower Secondary (ESO) Curriculum in Andalusia: adapts LOMLOE to the Andalusian context, integrating global citizenship, gender equality, and sustainable development as cross-cutting strands in secondary education.

III Gender Equality Plan in Education (2024–2028): aims to guarantee gender equality in Andalusian schools through coeducation, teacher training, and prevention of gender-based violence.





CIMA Programme (Programme for Innovation and Improvement of Learning): a Regional Ministry initiative that drives educational innovation in Andalusian schools, fostering pedagogical reflection and continuous improvement; aligned with the new curricular framework, it covers areas such as sustainability, well-being, media literacy, and STEAM competencies.

ALDEA Programme (environmental education for sustainability): promotes environmental education and sustainable development in schools, with active learner participation in conservation and climate-action projects.

Andalusian Agency for International Development Cooperation (AACID):

Andalusian Plan for Development Cooperation — PACODE 2008–2011, approved by Decree 283/2007 of 4 December (BOJA 16-01-2008): strategic framework setting the guidelines and priorities of Andalusian cooperation. It integrates GCE as a pillar for fostering a critical, engaged citizenry. Subsequently renewed through the III PACODE 2020–2023 and the ongoing process toward the IV PACODE.

In the education sphere, PACODE promotes the integration of GCE principles into Andalusia's education system, funding—together with NGOs, provincial councils, and municipalities—projects that advance human rights, gender equality, and sustainability in schools.

2.2 Context and development of policies and plans around the implementation of the GCE.

The analysis of the context in which the aforementioned policies and plans originate, develop, and are implemented reveals a coordinated effort, both at the national level and in the Andalusian region, to align education systems with the SDGs and the principles of GCE. In this framework, Spain, and specifically Andalusia, have implemented a series of legislative reforms, strategies, and programs that consolidate an inclusive educational vision, aimed at shaping citizens committed to social justice, sustainable development, and gender equality.

The LOMLOE, approved in 2020, has been the key educational reform to update the system in response to contemporary challenges. This law incorporates values and competencies associated with global citizenship, including environmental sustainability, gender equity and human rights across all educational levels. In addition, the LOMLOE embeds ethical and civic principles firmly in the curriculum. The emphasis is on enabling learners to acquire competencies that allow them to participate actively in society and to act on global issues such as climate change and social inequalities.

In Andalusia, this reform has been implemented by adapting its approach to the region's socioeconomic and cultural particularities. The secondary education curriculum has been modified to integrate global citizenship and sustainability as cross-cutting axes. This not only entails changes in curricular content but also in the pedagogical approach, which now prioritizes the development of civic competencies. The aim is for students to not only acquire academic knowledge but also critical skills and values that allow them to actively participate in society and address global challenges like climate change and social inequalities.

The implementation of LOMLOE in Andalusia has required joint efforts between the Ministry of Education and Sports of the Andalusian Regional Government and the region's educational institutions. One of the key aspects has been the integration of GCE as a cross-cutting approach that extends beyond specific subjects.



Issues such as human rights, gender equality, sustainability and democracy are not only addressed in traditional subjects like history or social sciences but are also integrated into subjects such as mathematics, biology, and even physical education. This approach promotes a holistic understanding of the role each individual can play in building a more equitable and sustainable society.

NGOs have played a crucial role in this process, supporting the implementation of GCE through collaborations with public institutions such as AACID, provincial councils and/or city councils. These organizations have promoted projects that reinforce the values of social justice, sustainability and global solidarity in classrooms. Through teacher training, pedagogical resources, and extracurricular activities, they have ensured that students gain not only academic knowledge but also critical awareness and active social engagement.

Support for these values has been reinforced through specific programmes such as the CIMA Programme, which connects theoretical and practical learning—including sustainability—and the ALDEA Programme (environmental education for sustainability), which promotes environmental education from early ages. Likewise, the III Gender Equality Plan in Education (2024–2028) has incorporated gender equality as a central component, ensuring that it is addressed across all educational areas and fosters cultural change toward equity.

In sum, the context for GCE development in Andalusia reflects clear alignment with the international principles of the SDGs, building an education that not only prepares young people to be competent at the local level, but prepares learners to face global challenges, promoting critical and solidaristic citizenship in an interconnected world.

2.3 Levels and forms of implementation.

The implementation of GCE in secondary education (ESO) in Andalusia has followed a multifaceted approach, where national policies, regional strategies and collaboration with key actors such as NGOs converge. This process seeks not only the transmission of knowledge but also the development of students with a critical and global awareness, capable of understanding and responding to contemporary challenges such as climate change, inequalities, and human rights.

Curriculum and Cross-Cutting Approach

One of the key pillars of the implementation has been the cross-cutting nature of GCE values. While subjects like Geography and Social Sciences have traditionally addressed global citizenship issues, the Andalusian approach goes further by integrating these principles into less conventional subjects such as Natural Sciences, Mathematics and Language and Literature. This approach ensures that students gain a global understanding in every area of knowledge, connecting the content of each subject with global issues like environmental impact or social inequalities.

This interdisciplinary approach is crucial because, through cross-curricular projects, students have the opportunity to work in teams and apply knowledge from different fields to solve global problems such as poverty, access to education, or gender equity.

These projects, such as those carried out within the framework of the CIMA Program, promote creativity and critical thinking, encouraging students to propose local solutions to global problems.



The Role of NGO in the Implementation of GCE in Secondary Education

As previously analyzed, a key actor in the implementation of GCE in Andalusia is NGO, which play a complementary role to the formal education system by providing resources, projects and experiences that enrich the entire educational community's training in global citizenship.

NGO work closely with secondary schools offering specific educational projects that allow for a deeper exploration of global challenges such as poverty, climate change, and inequalities. These projects not only address these issues from a theoretical standpoint but also provide opportunities for participation in simulations, debates and collaborative projects that promote active learning and critical reflection.

Additionally, NGO provide educational resources and specific training for teachers, ensuring they have access to updated materials aligned with GCE objectives. For example, teaching guides and online resources have been developed to help teachers integrate global citizenship values into their history, science, or physical education classes. This type of support is essential for teachers to consistently apply GCE principles across all areas of the curriculum.

Another key aspect is the promotion of extracurricular activities, where NGO organize volunteer programs and awareness campaigns in schools. These activities allow students to apply global citizenship principles to concrete actions, engaging in projects that promote solidarity and social justice both locally and internationally.

Finally, NGO also participate in educational networks that facilitate cooperation among various actors in the education system, ensuring a more coherent implementation of GCE. These networks, such as the Movement 4.7, connect NGO with schools, teachers, and local governments to create strategies that more effectively promote education for global citizenship.

Some examples of this can be found on the CAONGD web site: <https://epd.caongd.org/>

2.4 Evaluation of the implementation.

The implementation of GCE in the Andalusian education system has been developed within the framework of both national and international policies, notably the LOMLOE and the 2030 Agenda for the SDGs, and this has been reinforced by regional initiatives such as the CIMA Program and the Gender Equality Plan.

Beyond the institutional framework, the role of NGO, supported by the AACID, has been key in promoting DE projects within formal education. However, the practical application of these principles in Andalusian secondary schools reflects a complex interaction between political guidelines and the daily dynamics of the various actors involved in the educational process, such as NGO, teachers, school leadership teams, and public administration. Institutional barriers persist, affecting the coherence and effectiveness of GCE implementation across educational centers.



Evaluation of the Regulatory Framework: LOMLOE

The LOMLOE, in alignment with SDG Target 4.7, provides a robust regulatory framework for integrating GCE transversally into the curriculum. However, one of the identified challenges has been the disparity in the implementation of these principles in Andalusian schools, related to limitations in the scope and effectiveness in educational practice. This points to a structural problem: the official curriculum design, though flexible in its articulation, does not always translate into effective and coherent classroom implementation.

Although the regulations are clear, the lack of resources and specific teacher training has led to a fragmented implementation, limiting the reach of global citizenship principles in the classroom.

From the public administration's perspective, the approach to GCE tends to be more prescriptive than collaborative, creating a gap between the regulations and schools' ability to adapt them to their specific contexts. This is evident in the fact that, although LOMLOE provides clear guidelines on the need to educate for global citizenship, the lack of concrete support and adequate resources for teachers has left many of these guidelines at a theoretical level.

One of the most critical aspects hindering a uniform implementation of GCE is the complexity of the curriculum. In the Andalusian curriculum design, although the importance of the cross-cutting nature of GCE is recognized, specific spaces within subjects such as Mathematics or Natural Sciences, which could and should address issues of sustainability, equity and global citizenship, have not been clearly defined. The curricular overload in these areas has left little room for teachers to integrate global citizenship topics into their daily lessons.

For instance, while Social Sciences directly address issues related to human rights, interculturality, and sustainable development, in subjects such as Science or Physical Education, the connections with GCE are often diluted or left to the discretion of individual teachers. Scientific content, such as the impact of climate change or biodiversity, could be approached from a global and ethical perspective, but this rarely happens due to the lack of clear guidance and adapted resources.

Moreover, knowledge of the law varies significantly between schools, exacerbating the fragmentation in GCE implementation. Some schools, with committed leadership teams and experience in sustainable development or international cooperation projects, have been better able to adapt LOMLOE's guidelines and actively collaborate with NGO and other entities. However, other schools, with less support or fewer resources, struggle to apply these policies. The lack of teacher training, adequate teaching materials, and poor coordination with NGO aggravates this problem. In many cases, teachers are unsure how to implement GCE principles, resulting in limited or no adoption of these contents.

To date, the evaluation of GCE implementation in Andalusia has been insufficient and remains in its early stages. There are reports and studies conducted by NGO and some academic institutions that have analyzed specific projects or activities within initiatives such as the CIMA Program and the Aldea Program. However, no systematic and comprehensive evaluation has been carried out by the educational administration to accurately measure the impact of LOMLOE in terms of the effective integration of GCE at different educational levels.



The CIMA Program: Scope and Limitations in Educational Innovation and Curricular Education

The CIMA Program has become one of the main strategies in Andalusia for modernizing the educational system through curricular transversality, innovative education, and key competency development. Its implementation has aimed to enhance educational quality by promoting active methodologies, the integration of STEAM areas (Science, Technology, Engineering, Arts, and Mathematics), environmental education, media literacy, and the development of healthy lifestyle habits. In this sense, the program has not only contributed to fostering environmental sustainability but has also served as a tool to strengthen the connection between the school curriculum and contemporary global challenges.

Its interdisciplinary approach allows educational centers to design projects where students can apply their knowledge to real-life situations, fostering the acquisition of global citizenship competencies. In some schools, the program has promoted initiatives such as educational innovation labs, robotics projects applied to sustainability, data analysis for improving the school environment, and activities that combine critical thinking with artistic creativity. These initiatives have demonstrated that learning becomes more dynamic and meaningful when subjects are interconnected, and student-centered methodologies are prioritized.

Despite these advancements, its implementation faces significant structural challenges. First, its application has been uneven, with a stronger presence in schools that already had a prior inclination toward pedagogical innovation, whereas in others, it has been reduced to isolated projects without deep curricular integration. Although sustainability and transversality are promoted in theory, they have not always translated into structural changes in learning organization.

Another major challenge has been the administrative workload and the lack of time and resources for teaching staff. Participating in the program requires planning, evaluation, and documentation, which in some cases represents an added burden for educators, particularly in schools with less institutional support. Furthermore, the availability of specific training for teachers in active and interdisciplinary methodologies remains insufficient, limiting their ability to effectively apply these approaches.

At the curricular level, the lack of systematic integration of CIMA's principles into the official curriculum has reduced its impact. While the program's activities have shown potential to enhance student learning and motivation, many are still perceived as complementary rather than essential to the educational process. The absence of a clear structure that ensures the continuity and evaluation of these projects has hindered their consolidation as a long-term learning strategy.

The analysis of the CIMA Program's implementation reveals a complex landscape, where significant progress coexists with structural limitations. On one hand, the program has facilitated the development of active methodologies and the integration of interdisciplinary approaches in some schools, fostering more dynamic and participatory educational experiences. On the other hand, its unequal application, largely dependent on each school's predisposition and resources, has resulted in gaps in its reach and impact.

The lack of clear curricular integration, the excessive workload for teachers, and the limited availability of specialized training have affected its implementation, making it difficult for its principles to become structurally embedded in the Andalusian educational system. Additionally, the absence of systematic evaluation mechanisms prevents an accurate measurement of the program's real scope and its impact on student learning.



These findings highlight the need for a more coordinated approach between the administration, teaching staff, and educational communities to ensure that the program is not limited to isolated experiences but instead achieves a more structured and sustained impact on educational practice.

The Role of NGO in the Implementation of GCE: Innovation and Institutional Resistance

NGO have played a decisive role in the implementation of GCE in Andalusia, contributing to transforming pedagogical practices and raising global awareness among students. By promoting values such as social justice, gender equality and sustainable development, these organizations have complemented the shortcomings of the formal education system, fostering active global citizenship. Initiatives such as Service-Learning, along with transformative methodologies like project-based learning, collaborative work and critical pedagogy have allowed the connection between theory and action, engaging students and teachers in a real and committed way with their local and global environment. These transformative methodologies promote a participatory and reflective approach, where students not only acquire knowledge but also develop skills to address social and environmental challenges. However, this implementation has also revealed structural limitations that affect its continuity in schools.

Over the past few years, various NGO have actively worked to promote GCE in Andalusia, providing educational resources, teacher training and developing educational projects that integrate values such as social justice, gender equality and sustainable development. These organizations, often supported by AACID and other local institutions (provincial councils and city councils), have brought an innovative approach to classrooms, connecting theoretical learning with social action, which has had a positive impact on the development of citizenship skills among students.

The evaluation of these initiatives has shown that NGO-led projects have been effective in increasing awareness within the educational community about global issues and their role as active citizens. Students participating in these programs have shown greater interest in topics such as human rights, environmental sustainability and economic justice. In many cases, the activities promoted by NGO have fostered the development of critical and socio-emotional skills, such as empathy, solidarity and social responsibility, allowing students to feel more engaged with the issues affecting their community and the world at large.

Through various participatory methodologies, NGO have enabled students to apply the knowledge acquired in the classroom to real-life situations, leading to deeper and more motivating learning experiences. This connection between theory and practice has been particularly valuable in areas related to sustainable development and global citizenship, which are often addressed more abstractly in the formal curriculum. Service-Learning (ApS) projects, in particular, have proven to be an effective tool for engaging students in community service activities, allowing them to experience firsthand how their local actions can have a global impact.

As for teachers, evaluations have shown that NGO have provided significant support in terms of resources and training, enabling them to more effectively integrate global citizenship values into their lessons, enriching the learning experience. However, a lack of broader and continuous structural training has also been identified, limiting teachers' ability to systematically implement these approaches across all subjects and educational levels.

The impact of GCE implementation by NGO is limited by the lack of long-term sustainability of the projects, which often depend on temporary funding calls and do not have the necessary resources to continue once the



funding periods end. This lack of continuity creates a problem of fragmentation in GCE implementation, as many of the projects are carried out as isolated or complementary activities, without being fully integrated into the formal curriculum of schools.

Another challenge is the lack of a shared vision between NGO, schools, and public administration on how GCE should be comprehensively articulated within the education system. Despite the efforts of NGO to provide resources and training, schools, and specifically teachers, perceive the implementation of these projects as an additional task in an already overloaded curriculum, making long-term adoption difficult. This perception is exacerbated by the lack of clear institutional recognition of the role of NGO as key actors in educational transformation, limiting their ability to generate structural changes in schools.

Overall, NGO play a crucial role in the implementation of GCE in Andalusia, contributing pedagogical innovation and facilitating the engagement of both students and teachers in global issues that are fundamental to developing active and committed citizenship. However, it is essential to address the barriers of sustainability and fragmentation to maximize the long-term impact of these initiatives. This requires a stronger commitment from the educational administration to formally integrate GCE projects into the curriculum, as well as greater investment in teacher training and the creation of structures that allow these initiatives to be sustained and consistently maintained in schools.

3. Stakeholders inputs

3.1 Brief description of the methodology

The study on the integration of GCE in the Andalusian educational system is based on a qualitative methodology designed to gain an in-depth understanding of the processes, perceptions and challenges associated with its implementation. To achieve this, various data collection strategies were employed, enabling a detailed analysis of the experiences of different stakeholders involved in promoting GCE in formal education.

Data Collection Techniques

To ensure a rigorous approach and obtain a comprehensive view of the implementation of GCE, several qualitative techniques were applied. Each method was selected to capture the experiences and perceptions of key stakeholders from different perspectives.

- Semi-structured interviews, which allowed for identifying common patterns, recurring obstacles and best practices within the educational system. Interviews were conducted with key stakeholders in the field of GCE, including:
 - Representatives of NGO with experience in implementing development education and global citizenship programs in schools.
 - Teachers and program coordinators from different levels of the Andalusian education system, aiming to understand their perception of GCE integration in the curriculum and the challenges they face.
 - Technical staff from AACID, to analyze the regulatory framework, funding strategies and institutional support for GCE.

- Focus group with NGO: A dialogue space was organized with representatives of various civil society organizations working in education, specifically members of the DE group of CAONGD. This session explored key aspects such as cooperation between NGO and schools, achieved impacts and challenges in effectively integrating GCE into the curriculum.
- Survey for NGO and public education teachers: two structured questionnaires with open-ended and closed-ended questions were designed and distributed: one was directed at organizations developing educational programs within the GCE framework and the other targeted teachers in the formal education sector. This instrument allowed for the collection of quantifiable data on the scope of GCE projects, their relationship with the education system and the main challenges encountered.

The collected data was analyzed qualitatively, identifying common trends, structural barriers and areas for improvement. This approach has facilitated the construction of a detailed picture of the implementation of GCE in Andalusia from the perspective of the stakeholders involved.

Profiles of Interviewed Stakeholders

The selection of participants was carried out with the aim of ensuring a diverse representation of the key actors involved in the implementation of GCE. The interviewed stakeholders include:

- ➔ NGO that design and implement GCE programs in both formal and non-formal educational settings.
- ➔ Teachers and educational coordinators with experience in applying GCE approaches in the classroom.
- ➔ Technical staff from the administration, responsible for funding and supporting the implementation of strategies related to GCE.

ACTOR	TECHNIQUE	NUMBER
DE GROUP CAONGD	Focal group	5
NGO	Online form	8
	Semi-structured interview	4
Teaching staff Master DE	Semi-structured interview	1
Teaching staff	Online form	2
AACID technical staff	Semi-structured interview	1



Data Analysis

The information gathered through interviews, the focus group and the survey has been analyzed qualitatively, identifying recurring patterns, shared narratives and contrasts between different stakeholders. This methodology has enabled the construction of a comprehensive and detailed perspective on how GCE is implemented in Andalusia, highlighting both achievements and limitations, as well as strengths and weaknesses.

This approach has not only facilitated the collection of relevant insights on the application of GCE in the Andalusian context but has also contributed to generating a critical analysis based on the experiences of the involved stakeholders. This provides a solid foundation for the recommendations presented in this report.

3.2 Integration of GCE in formal education – policies

The Andalusian regulatory framework for the integration of GCE in the educational system is based on national and international directives, with particular emphasis on LOMLOE and the 2030 Agenda. These policies establish fundamental principles for education in global citizenship, sustainability and human rights, aligning the education system with the SDGs. However, the analysis of interviews and survey responses reveals that this normative support does not translate into a homogeneous implementation or a structured commitment within educational institutions.

The interviews indicate that, while technical staff from the educational administration and NGO acknowledge GCE as a key element in policy frameworks, teachers and school leadership teams have limited and unstructured knowledge on how to implement it effectively. There are no clear criteria guiding its application in classrooms, resulting in inconsistent integration that depends largely on the initiative and prior training of teachers.

A critical issue highlighted is the lack of consultation spaces and collaboration mechanisms between the educational administration, NGO and teachers for the design and monitoring of GCE policies. NGO have played a crucial role in the dissemination and development of GCE programs in schools, but their impact remains limited due to the lack of coordination with public institutions and the absence of mechanisms to institutionalize their initiatives.

Furthermore, the analysis reflects that the educational administration lacks effective monitoring and evaluation systems for the implementation of GCE in schools. Currently, there are no clear indicators to measure its impact, nor evaluation strategies that allow the identification of replicable best practices in other institutions.

As a result, GCE continues to be perceived as a complementary approach rather than a consolidated educational pillar. To advance its integration, it is essential to strengthen collaboration between educational stakeholders and develop strategies that go beyond isolated initiatives, ensuring its effective inclusion in the school curriculum.



3.3 Integration of GCE in formal education - implementation

Throughout the report, it has been demonstrated that GCE has solid regulatory support and involves key stakeholders in its promotion. However, its application in the educational sphere has not followed a homogeneous development. The implementation of GCE in Andalusian educational centers does not adhere to a structured model. The analysis of interviews and survey responses has also revealed results that reflect an unequal implementation of GCE in Andalusian schools, marked by the lack of institutionalized strategies, variability in teacher training, and dependence on individual or external initiatives.

Firstly, it is evident that GCE is not systematically integrated into the school curriculum. While some schools have managed to apply it through interdisciplinary projects and active methodologies such as Project-Based Learning (PBL), in most cases, its implementation depends on teachers' willingness and the availability of specific resources. This has created a gap between schools that have developed successful experiences and those where GCE is practically nonexistent.

Secondly, the fieldwork analysis reflects that the leadership of school management teams and the individual motivation of teachers are determining factors in the implementation of GCE. In schools where the leadership has promoted an innovative and cross-cutting approach, GCE has been consolidated as a relevant educational pillar. However, in those where there is no strong institutional commitment, its presence is reduced to isolated projects without continuity.

3.4 Limitations and obstacles for the introduction and implementation of GCE in formal education

The analysis of data collected from interviews, surveys, and documents reveals that the integration of GCE in the Andalusian education system faces multiple structural and operational obstacles. Despite the favorable regulatory framework and the existence of programs and initiatives that promote its development, the implementation of GCE remains unequal and fragmented, as previously analyzed. Below, the main limiting factors identified are detailed.

Lack of structural integration into the curriculum: Despite a supportive regulatory framework, GCE continues to face multiple challenges that hinder its consolidation in the education system. The most significant barriers include curriculum rigidity, which prevents its transversal integration across all subjects, the lack of specific teacher training, which creates uncertainty in teaching these contents, the absence of evaluation mechanisms, which makes it difficult to measure its real impact, and the dependence on external initiatives, without a stable education policy ensuring its continuity.

Lack of teacher training and institutional support: According to the fieldwork findings, most teachers have not received specific training on how to integrate GCE into their subjects. Although some training programs are promoted by NGO and certain educational institutions, these are often insufficient and do not form part of a structured, ongoing professional development plan.

Additionally, the lack of institutional recognition of GCE training leads teachers to perceive its application as an additional burden rather than an essential pedagogical tool. The lack of incentives and resources makes it



difficult for educators to feel motivated to assume the responsibility of incorporating these approaches into their teaching practices.

Dependence on external initiatives and unstable funding: NGO have played a crucial role in introducing GCE into Andalusian schools. However, the lack of coordination with public administration and dependence on temporary funding calls limit the sustainability of these efforts. In practice, many GCE projects do not receive structural support within educational institutions, resulting in their limited impact and disappearance once external funding ends. This fragmented model prevents GCE from becoming a fundamental and lasting component of the curriculum.

Lack of systematic monitoring and evaluation: Another critical issue identified is the absence of evaluation and monitoring mechanisms that would allow for the measurement of GCE implementation and impact in schools. Currently, there are no standardized protocols to systematically track its integration or document best practices that could be replicated in other institutions.

Interviews indicate that, although some AACID-funded programs require follow-up reports, these reports tend to be bureaucratic exercises rather than in-depth assessments of GCE's impact on student learning. Without proper evaluation, it is difficult to identify which strategies are effective and which require modifications.

Inequalities in implementation among schools: The degree of GCE implementation varies significantly across different educational institutions. While some schools have successfully incorporated GCE in a structured way, largely due to the commitment of school leadership and teaching staff, others have virtually no presence of GCE.

The primary factors contributing to this disparity include a lack of institutional support in schools that do not prioritize GCE, differences in resource availability and teacher training, and a greater presence of GCE in schools with established NGO collaboration networks, in contrast to those that do not participate in such initiatives. Addressing these challenges requires a more coordinated strategy, stronger institutional commitment and sustainable funding mechanisms to ensure the long-term integration and effectiveness of GCE in the Andalusian education system.

3.5 Opportunities for the introduction and implementation of GCE in formal education

Although interviews and documentary analysis reflect that the implementation of GCE remains uneven, they also highlight that the existing regulatory framework provides a solid foundation for its development. The LOMLOE and the 2030 Agenda establish clear guidelines, and several initiatives in Andalusia have sought to align with these principles.

However, the challenge does not lie exclusively in the existence of a regulatory framework but in its effective and sustained implementation. According to interviews with NGO representatives and education professionals, there is a widespread perception that current policies have allowed some progress but have not ensured their consolidation within the education system.

A recurrent statement among interviewees summarizes this concern: *"The problem is not the lack of a framework, but rather the absence of a clear strategy to implement it in schools' daily practice. There are no specific criteria, nor is there sufficient support for teachers to integrate GCE into their lesson planning."* In this



regard, the opportunity lies in transforming these guidelines into concrete strategies, including implementation guides, structured teacher training and effective evaluation mechanisms.

The collected data reflect **a growing interest among teachers in methodologies that incorporate GCE**. 72% of survey responses indicate that teachers consider these approaches necessary for education, yet only 35% report having received specific training in the subject.

Additionally, some interviews highlight successful experiences that could serve as models: *“At our school, we have worked on GCE through interdisciplinary projects. Although they started as isolated initiatives, they are now part of the school’s identity. Students get involved, and there is increasing demand for more activities of this kind.”*

These results suggest that when GCE is implemented with adequate institutional support and sufficient resources, the outcomes are positive and sustainable. The key to strengthening this trend lies in **ensuring support strategies and training programs for educational institutions**.

So far, NGO have been the main drivers of GCE in Andalusia, developing training programs, educational materials and pilot experiences in various schools. However, as noted in previous sections, their impact remains limited due to the lack of articulation with the education administration, which restricts their ability to achieve structural transformation within the curriculum.

The interviews reveal that many NGO have developed innovative strategies that could be developed with adequate institutional backing: *“When we implement GCE programs in schools, the results are clear: students develop critical thinking skills and engage actively. But the problem is continuity. There is no system to ensure the permanence of these initiatives beyond temporary projects.”*

This represents one of the key opportunities: **strengthening the collaboration between NGO and the education administration** so that their work does not rely solely on temporary funding calls but becomes institutionalized within the education system.

One of the most frequently mentioned aspects, both in interviews and in survey responses, is the need for specific GCE training for teachers. A teacher interviewed summarizes this concern as follows: *“The training opportunities available are sporadic and often depend on external initiatives. We need GCE to be integrated into teacher training programs, not just an additional subject.”*

This demand is also reflected in survey data, where teachers indicate they do not feel prepared to integrate GCE into their subjects. Additionally, they cite the lack of practical resources that facilitate its implementation and stress the importance of applied training programs that enable them to adapt their teaching methodologies.

The use of active learning methodologies, such as Project-Based Learning (PBL), service-learning or gamification, has proven to be an effective approach for the cross-curricular integration of GCE. Teachers’ testimonies highlight experiences like this: *“We work on GCE through sustainability projects with students. We have realized that when they connect theory with concrete actions, learning becomes much more meaningful.”*

In this sense, **digitalization and the rise of interactive educational platforms open new opportunities for GCE implementation**. Online learning and digital resources allow GCE to transcend traditional classroom barriers, facilitating access to international experiences, global debates and collaborative learning with students from other countries.



Current global challenges, such as climate change, inequality and international conflicts have generated growing social and educational interest in global citizenship. According to interviews, this context has increased the demand for GCE-related content from families and the educational community. An education professional explains: *“Students are becoming increasingly aware of global issues. They ask us about topics that were never previously discussed in class. This is a key moment to harness their motivation and channel it into meaningful learning experiences.”*

This growing interest represents a unique opportunity to solidify GCE as a fundamental pillar of 21st-century education, promoting a more engaged approach to global issues and fostering critical thinking development among students.

3.6 Importance given to GCE and global issues and its relationship with the curriculum

The analysis of the interviews and survey responses reflects that, while GCE is seen as a key educational tool, its importance within the curriculum remains ambiguous and dependent on multiple factors. Both teachers and technical staff recognize the potential of GCE in shaping more critical and engaged students, but its integration into formal education is perceived as a constant challenge due to the lack of institutionalization and clear implementation strategies.

The LOMLOE and the 2030 Agenda provide a solid regulatory framework, but the testimonies collected indicate that GCE has yet to be consolidated as a structural pillar of the curriculum. As emphasized by one participant, *“It appears in official documents, but in the classroom, it is still seen as something supplementary. It is unclear how we should work on it or how to assess it transversally.”*

Similarly, one of the most frequently mentioned challenges in the interviews is the rigidity of the curriculum and the lack of specific training. As one educator pointed out, *“It is not just about including GCE in the content, but about changing the way it is taught. Traditional teaching methods do not facilitate its integration, and without active methodologies, students do not internalize these concepts in a meaningful way.”*

In this regard, some schools have found ways to incorporate GCE into various areas of knowledge. However, not all schools have the same capacity to develop this approach, leading to inequalities in its implementation.

The participation of NGO has been key in addressing these gaps, but their impact remains limited due to the lack of coordination with the education administration. A representative from an NGO highlighted this issue in their testimony, stating, *“We work with motivated teachers, but without institutional support. Many times, GCE projects depend on the individual will of each school rather than on a long-term strategy.”*

This statement reinforces the idea that GCE still largely depends on the initiative of individual schools and teachers, without a clear strategy to ensure its sustained integration.

Another key point highlighted in the survey is the relationship between GCE and the development of students' critical thinking and civic engagement, emphasizing the idea that, *“It is not enough to talk about inequality or climate change; students need tools to take action in their communities. If they see these issues as abstract problems, they do not feel part of the solution.”*



Finally, the analysis reveals that GCE has a high transformative potential when implemented through active and participatory methodologies. Its effectiveness increases when content is linked to students' local realities, allowing them to understand the interconnection between global problems and their own environments. However, the lack of clear strategies for continuity and evaluation limits its consolidation as a structural approach within the education system.

Despite the growing recognition of GCE as a key pillar for fostering critical and engaged citizenship, its implementation still relies on individual efforts and specific projects, rather than being systematically integrated into the curriculum. The absence of monitoring mechanisms makes it difficult to consolidate successful initiatives, causing many of them to remain isolated experiences without generating sustainable changes in the educational model.

3.7 Recommendations from the actors

The recommendations derived from the analysis of interviews, the survey, and the available documentation reflect a clear consensus among stakeholders involved in GCE in Andalusia: a more structural, coordinated and sustained approach is necessary. Although there is widespread recognition of its importance, the actual implementation still presents significant gaps that require concrete actions.

Need for better curricular integration: The main recommendation in this regard is that GCE should include specific assessment criteria and concrete methodological references, ensuring that its implementation does not depend solely on individual teacher initiatives or external projects.

Greater teacher training and pedagogical support: Stakeholders recommend that GCE training should be part of initial teacher education rather than just an optional complement through specific courses. Additionally, they emphasize the need for continuous pedagogical support to ensure that teachers can effectively apply what they have learned.

Coordination between administrations and NGO: It is suggested to establish regular dialogue spaces between the education administration, NGO and schools to ensure that efforts are not isolated and that successful projects can be replicated in different contexts.

Evaluation of GCE impact: To achieve this, it is recommended to: develop specific evaluation tools to analyze how GCE is being integrated into classrooms, implement periodic monitoring processes with teachers and students to adjust methodologies and strategies and create a repository of best practices, where schools can share successful experiences and learn from each other.

4. Conclusions and recommendations

The state of GCE in Andalusia reveals a complex, fragmented reality that remains highly dependent on individual initiatives. While there is institutional support for its inclusion in formal education, GCE has not yet been consolidated as a structural pillar within the educational curriculum. In this sense, it is essential for the various stakeholders involved—education authorities, teachers, NGO and the school community—to work in a coordinated manner to ensure its effective implementation.



The following conclusions and recommendations are based on the main challenges identified:

Strengthening the Presence of GCE in the School Curriculum

Although GCE is reflected in regulatory documents such as LOMLOE and the 2030 Agenda, its application in schools remains optional and fragmented. The lack of clear guidelines on its implementation results in some schools actively incorporating it, while others barely mention it. This disparity creates inequalities in students' access to global citizenship education and critical thinking training.

The educational curriculum should recognize GCE as a cross-cutting component, with defined assessment criteria that facilitate its integration into different subjects. To prevent its implementation from depending solely on teachers' motivation or external projects, it is necessary to develop a clear and operational reference framework that establishes how and to what extent it should be applied at each educational stage.

Furthermore, it is crucial to align GCE with active methodologies and interdisciplinary projects, ensuring that students not only acquire theoretical knowledge but also develop citizenship skills through practical engagement. For instance: teaching based on global challenges and their connection to students' local realities has proven to be an effective strategy for enhancing meaningful learning and fostering social commitment.

Ensuring Continuous Teacher Training and Support

One of the main challenges for the implementation of GCE is the lack of specific teacher training. The absence of adequate training creates uncertainty and makes many teachers feel unprepared to integrate GCE into their subjects.

To consolidate GCE within the educational system, it is essential that teacher training is not optional or complementary, but rather an integral part of the training pathway from initial teacher education. University programs and education master's degrees should include specific content on GCE, active methodologies and tools for its implementation across different subjects.

At the level of continuous professional development, it is necessary to establish mandatory training courses for in-service teachers, which go beyond theoretical sessions and focus on applicable pedagogical strategies for the classroom. Additionally, ongoing pedagogical support is crucial to ensure that training translates into effective changes in educational practice. Spaces for experience exchange, pedagogical mentoring, and learning communities could help teachers access the necessary resources to implement GCE without adding extra workload to their planning.

Improving Coordination Between the Education Administration, NGO, and the School Community

The analysis of the interviews reveals that GCE in Andalusia has been largely driven by NGO. However, its impact remains limited due to the lack of coordination with the educational administration and the absence of continuity strategies. Therefore, it is necessary to establish permanent collaboration mechanisms between the Regional Ministry of Education, AACID and NGO, allowing for better coordination of efforts and avoiding duplication of actions.

The creation of inter-institutional working groups could facilitate the design of joint strategies that integrate GCE in a structural manner within educational plans.



Ensuring Stable and Sustained Funding for NGO and GCE Programs

One of the most significant obstacles identified in the analysis is the lack of financial stability for GCE initiatives, particularly those led by NGO. While these organizations have played a fundamental role in the implementation of GCE in educational centers, their work relies on temporary funding calls, which in many cases prevents program continuity and limits their long-term impact.

In this context, recognizing the work of NGO is crucial to strengthening their role within the education system. Their contribution has been essential in the development of educational materials, teacher training, and awareness programs. Therefore, it is necessary to institutionalize their participation in the design and development of educational policies, as well as to ensure a stable budget that allows for the development of initiatives coordinated with the educational administration.

Implementing Evaluation Mechanisms to Measure the Impact of GCE

To ensure effective implementation, it is necessary to develop monitoring and evaluation tools that allow for measuring students' progress in relation to GCE objectives. Furthermore, these mechanisms should be accessible and useful for teachers, preventing them from becoming bureaucratic procedures with no real impact on teaching.

Regular assessments could facilitate the identification of best practices and the adjustment of strategies based on the results obtained. The creation of a repository of successful experiences would enable schools to access tested methodologies and replicate those that have proven to be most effective.

Linking GCE to Students' Reality and Promoting Active Methodologies

One of the key findings from the analysis is that GCE has a greater impact when integrated through active methodologies that enable students to develop meaningful learning experiences. Teaching approaches based on problem-solving, connecting global and local issues, and incorporating participatory strategies facilitate the internalization of GCE principles and foster a deeper commitment to global citizenship values.

Project-Based Learning (PBL), service-learning, and gamification have proven to be effective approaches for integrating GCE transversally across different subjects, promoting student interaction with their environment, and strengthening their sense of social responsibility. Additionally, digitalization and access to interactive platforms have opened new opportunities for GCE, allowing students to connect with peers from other countries, participate in international forums, and access online educational resources that broaden their perspectives on global challenges.

Finally, the current social context reinforces the need to establish GCE as an essential educational pillar. The growing concern about climate change, social inequality, and international conflicts has sparked students' interest in these topics. Schools should take advantage of this motivation to offer an education that not only provides knowledge but also helps students develop critical and creative competencies, enabling them to understand their role in global society.



Promoting Student Agency and Active Participation in GCE

For GCE to be truly transformative, the implementation of active methodologies alone is not enough; students must also take on a leading role in their own learning process. At present, student participation in the design, implementation, and evaluation of GCE initiatives remains limited and largely depends on the organizational structure of each educational institution.

It is recommended to foster participatory spaces where students can contribute to the development of GCE projects within their educational communities. Student councils, school assemblies, or service-learning projects can serve as platforms for students not only to reflect on global challenges but also to propose and implement concrete actions to address them.

Furthermore, GCE should be seen as a tool for enhancing students' autonomy, enabling them to identify issues that directly affect them and develop initiatives with a real impact on their surroundings. To achieve this, it is crucial to integrate consultation and participation mechanisms within schools, ensuring that students' voices are considered in the planning and evaluation of educational programs related to global citizenship.

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