

MAPPING THE COMPULSORY SECONDARY EDUCATION (ESO) CURRICULUM: OPPORTUNITIES AND CHALLENGES OF THE GCE

CASE STUDY: ANDALUSIA

STUDIES

GCE in curriculum

Luisa López López
Elisabet Padial García



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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 Gubernamental Organization
PACODE	Andalusian Cooperation Plan for Development
PBL	Project-Based Learning
SDG	Sustainable Development Goals
SL	Service Learning
TEGC	Transformative Education for Global Citizenship



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MAPPING THE COMPULSORY SECONDARY EDUCATION (ESO) CURRICULUM: OPPORTUNITIES AND CHALLENGES OF THE GCE.

CASE STUDY: ANDALUSIA

This study is carried out within the framework of the project *“GET – It’s Global Education Time. From curriculum to action: young people for sustainable development”*, co-financed by the European Union through the DEAR (Development Education and Awareness Raising) Programme. The project is promoted by CISP (Comitato Internazionale per lo Sviluppo dei Popoli) and coordinated in Andalusia by CAONGD. Its overarching aim is to contribute to the strengthening of educational systems in eight European countries through the promotion of Global Citizenship Education.

Building on a previous study that analysed the opportunities and challenges related to the implementation of Education and Global Citizenship Education strategies, this second report offers a more focused examination of the Andalusian education system, with particular attention to its curricular framework in the ESO (Compulsory Secondary Education) and its relationship with Global Citizenship Education (GCE).

The report includes an analytical section dedicated to three case studies drawn from the official curriculum in the ESO (Compulsory Secondary Education) in Andalusia: Geography and History, Biology and Geology, and Civic and Ethical Values. In this section, the learning outcomes proposed by the international GET project are cross-referenced, from a Global Citizenship Education perspective, with the learning outcomes established for each subject within the regional curriculum. This comparative approach allows for the identification of the presence, scope, or absence of GCE-related elements in these curricular areas.

The analysis is based on a GCE learning outcomes matrix developed by the GET project and applied consistently across the eight participating countries. This framework is organised around four thematic dimensions: Climate Change, Gender Equality, Global Inequalities, and Migration. For each dimension, a set of learning outcomes articulated from a GCE perspective is used to assess the extent to which Global Citizenship Education is reflected in the essential learning outcomes defined by the Andalusian curriculum.

On the basis of the subject-specific analyses, the study compiles evidence that enables a clearer understanding of how and to what extent Global Citizenship Education in relation to the four thematic dimensions is incorporated into the curriculum in the ESO (Compulsory Secondary Education) in Andalusia through the selected subjects.



Section A: Introduction

1. OVERVIEW OF THE FORMAL EDUCATION SYSTEM

1.1. Brief introduction to the formal education system in Andalusia.

The formal education system in Andalusia is structured according to the national framework set by Spain, with certain regional adaptations governed by the Consejería de Educación y Deporte de Andalucía. Education is divided into various stages, each with specific objectives, content and governance, covering children from early childhood through to secondary education. These stages reflect a commitment to inclusivity, free public education, and the development of key competencies aligned with the European educational agenda, which also supports the integration of GCE.

Early Childhood Education (Educación Infantil)

Age Range: 0 to 6 years

Structure: Early Childhood Education is divided into two cycles: the first cycle from 0 to 3 years, and the second cycle from 3 to 6 years.

Purpose: This stage is voluntary, though the second cycle (3-6 years) is free in public institutions and widely attended. The curriculum focuses on the development of social, emotional, and cognitive skills, preparing children for formal schooling. Emphasis is placed on values such as cooperation, diversity, and inclusion, which can introduce basic principles related to Global Citizenship Education (GCE).

Primary Education (Educación Primaria)

Age Range: 6 to 12 years

Structure: Primary education is compulsory and spans six academic years, organized into three cycles (two years per cycle).

Curriculum: The core curriculum includes subjects such as Spanish Language and Literature, Mathematics, Natural Sciences, Social Sciences, and Physical Education. English and other foreign languages are also integrated early on. In this stage, cross-curricular competences like sustainable development and global awareness, often associated with GCE, are introduced through subjects like Social Sciences and Natural Sciences. Citizenship and human rights are indirectly covered in various subjects, though not always as standalone topics.

Assessment: Evaluation is continuous and formative, with standardized assessments introduced at key stages to monitor student progress, primarily in linguistic and mathematical competencies.

Secondary Education (Educación Secundaria Obligatoria, ESO)

Age Range: 12 to 16 years

Structure: Compulsory secondary education consists of four academic years. Students are required to complete ESO, after which they may choose to continue with either Bachillerato (a two-year academic track) or Vocational Training (Formación Profesional, FP).



Curriculum: The secondary education curriculum is designed to deepen students' understanding of core subjects such as Mathematics, Spanish Language and Literature, Foreign Languages, History, Geography, and the Natural Sciences. There are also elective subjects, which may vary depending on the school. Within the framework of secondary education, elements of GCE/DE/ESD (Development Education, Education for Sustainable Development) are addressed through subjects like Ethical Values, Social Sciences, and extracurricular activities, though they are often not explicitly identified as GCE.

Assessment: Secondary education includes continuous assessment, with a final set of evaluations that determine whether students receive their Graduado en Educación Secundaria Obligatoria diploma. This qualification allows them to continue their academic journey or enter the workforce.

Bachillerato

Age Range: 16 to 18 years old.

Structure: Non-compulsory, consisting of two academic years with different pathways according to areas of knowledge (Science and Technology, Humanities and Social Sciences, Arts).

Curriculum: Includes common subjects (*Spanish Language and Literature, History of Spain, Philosophy, and Foreign Languages*) and specialized subjects depending on the chosen pathway. At this stage, critical thinking, argumentation, and project development with social impact are encouraged, with links to GCE and ESD through subjects such as Civic and Ethical Values, History, and Philosophy.

Assessment: Continuous assessment, with a final university entrance exam (EBAU) for students wishing to pursue higher education.

Vocational Education and Training (Formación Profesional)

Age Range: From 16 years old (though there are options starting at 15 years old with Basic VET).

Structure: Divided into three levels:

- Basic VET (FP Básica): Ages 16-17, for students who do not complete ESO.
- Intermediate VET Programs (Ciclos Formativos de Grado Medio, CFGM): Ages 16-18, equivalent to Bachillerato.
- Higher VET Programs (Ciclos Formativos de Grado Superior, CFGS): From 18 years old, with direct access to university.

Curriculum: More focused on professional specialization. Depending on the sector, some programs include content on sustainability, labor rights, social entrepreneurship and business ethics, in alignment with the principles of GCE and ESD.

Assessment: Theoretical-practical assessment, including workplace training (FCT, Formación en Centros de Trabajo) as part of the curriculum.



2. CURRICULUM REVIEW AND REDEVELOPMENT

2.1 What Motivates Curriculum Change?

The evolution of the curriculum in Andalusia has been shaped by a combination of global, national, and regional influences, reflecting a commitment to addressing contemporary educational needs and preparing students for a rapidly changing world. Key drivers of curriculum change include international educational benchmarks, societal shifts, and legislative mandates. The most recent educational reforms highlight significant advancements in integrating cross-cutting themes such as sustainability, gender equality, and digital literacy.

One of the pivotal legislative changes impacting the Andalusian curriculum is the implementation of the LOMLOE, which was introduced in 2020. This law emphasizes a holistic and inclusive approach to education, aiming to address pressing global challenges such as climate change, social inequity, and the digital divide. The LOMLOE framework introduces several modifications compared to its predecessor, the LOMCE, which was often criticized for its rigidity and lack of emphasis on values-based education.

Key Changes and Examples

1. **Inclusion of Global Citizenship Education (GCE) and Sustainability:** Under the LOMLOE, GCE and Education for Sustainable Development (ESD) are explicitly recognized as core components of the curriculum. This represents a shift from the previous focus on traditional academic subjects to a more integrated approach. For instance, in secondary education (ESO), subjects such as Social Sciences and Biology have been revised to incorporate sustainability topics. The curriculum now requires that students engage with real-world issues like environmental conservation and human rights, fostering a sense of responsibility and active citizenship.
2. **Emphasis on Equity and Inclusion:** The new educational framework places a strong emphasis on reducing educational disparities and promoting inclusion. One notable change is the integration of gender equality education, which is now embedded across multiple subjects. The Third Gender Equality Plan in Education (2024-2028) in Andalusia further reinforces these principles, mandating teacher training programs that address gender-based biases and promote coeducation. This contrasts with the previous curriculum, which treated such themes as optional or supplementary.
3. **Digital Competency and Technological Integration:** Responding to the increasing digitalization of society, the updated curriculum includes enhanced provisions for digital literacy. The LOMLOE mandates that digital skills be taught across all stages of education, starting from primary school. Compared to earlier curricula, which often relegated digital education to isolated subjects, the current approach integrates technology into everyday learning experiences. For example, coding and data analysis have been introduced in mathematics, while digital media literacy is now a component of language and social studies courses.
4. **Project-Based and Experiential Learning:** The new curriculum encourages pedagogical methods that promote active learning and critical thinking. Unlike the more exam-centric focus of the past, current reforms emphasize project-based learning, particularly in addressing global challenges. Programs like the CIMA Plan and the Aldea Program have been pivotal in implementing experiential environmental education. These initiatives allow students to engage in activities such as managing school gardens or conducting local sustainability audits, linking classroom knowledge to tangible community impact.



5. **Assessment Reforms:** Assessment practices have also undergone a transformation. While standardized testing remains an important component, there is now a greater emphasis on formative and continuous assessment. The LOMLOE promotes a more comprehensive evaluation of students' competencies, including their ability to collaborate, solve problems, and apply knowledge in practical settings. This marks a departure from the high-stakes testing culture of the past and aims to provide a more nuanced understanding of student progress.

Opportunities and Future Directions

The current framework offers several opportunities for further development. One area ripe for exploration is the deeper integration of NGO-driven educational projects that align with GCE and DE principles. Partnerships with organizations such as the Andalusian Agency for International Development Cooperation (AACID) could facilitate teacher training and the development of innovative curricular materials. Additionally, the curriculum provides room for the use of interdisciplinary approaches, where subjects such as science, geography, and ethics collaborate on projects that address issues like climate change or migration.

However, challenges remain. Despite the progressive nature of the LOMLOE, the effective implementation of these reforms depends on adequate teacher training and resource allocation. Moreover, the decentralized nature of Spain's education system means that regional adaptations, like those in Andalusia, must balance local needs with national guidelines, creating a complex landscape for educational policymakers.

In summary, the drivers of curriculum change in Andalusia reflect a broader global and societal push towards more inclusive, interdisciplinary, and future-oriented education. The ongoing reforms highlight a significant departure from past practices, aiming to prepare students not only for academic success but also for active and responsible global citizenship.

2.2 How Often Does Curriculum Change Occur?

In Andalusia, curriculum changes are driven by national legislative cycles and the need to adapt the education system to contemporary social, environmental and technological challenges. The most recent and significant reform stems from the enactment of Organic Law 3/2020, of December 29 (LOMLOE), which mandates a shift toward a competency-based curriculum across all educational stages.

The Andalusian government developed and formalized the regional curriculum accordingly, as detailed in the Order of May 30, 2023, which regulates the structure and pedagogical guidelines for the Compulsory Secondary Education (ESO) curriculum in the region.

Curriculum changes typically occur in line with major legislative reforms, which in Spain tend to happen every 8 to 10 years. However, intermediate updates—such as adjustments in assessment methods, methodological recommendations, or inclusion of transversal themes—are implemented more frequently to address evolving educational needs.

Although the legal framework provides room for adaptation at the regional level, the effective implementation of reforms varies considerably across schools. This disparity often depends on the availability of teacher training, resources and institutional support.

Therefore, while curriculum change follows a predictable legislative rhythm, its implementation remains uneven, highlighting the need for enhanced coordination among the regional government, schools and civil society organizations to ensure equitable access to a transformative and high-quality education across the territory.



2.3 Who Is Responsible for Curriculum Change? Provide a Profile of the Main Actor(s) and Their Specific Responsibilities.

Curricular change in Andalusia is a complex and dynamic process that involves multiple stakeholders at different levels of educational governance. While the Ministry of Education and Vocational Training of Spain sets the general guidelines, the Regional Ministry of Educational Development and Vocational Training of the Andalusian Government is responsible for adapting them to the specific characteristics of the autonomous community. This decentralized framework allows for regional adjustments in the curriculum but also presents challenges in its implementation.

The **Ministry of Education and Vocational Training** is the governing body that defines the general regulatory framework for the curriculum across Spain. Through organic laws and royal decrees, the Ministry establishes learning objectives, minimum mandatory content and general assessment guidelines. However, this model is not applied uniformly, as the Spanish educational system allows for decentralization, granting autonomous communities the power to adjust and complement curricular content within their respective territories.

In this context, the **Regional Ministry of Educational Development and Vocational Training** of Andalusia plays a key role in the adaptation and implementation of these changes. Its function is to develop the Andalusian curriculum in alignment with national guidelines, determining subject workload, designing learning pathways and promoting pedagogical strategies that respond to the needs of Andalusian students. Through regional decrees, the Regional Ministry introduces modifications to the curriculum structure. Nevertheless, although Andalusia has some flexibility, it must operate within the national regulatory framework, which sometimes creates tensions between educational autonomy and coherence within the national system.

Schools and teachers are responsible for translating normative principles into concrete pedagogical practices. The ability of each school to adapt is reflected in its Educational Center Projects (PEC), which establish strategic guidelines to contextualize the curriculum according to student characteristics and the surrounding community. Additionally, school leadership teams and pedagogical coordinators are responsible for organizing the educational offer, selecting methodologies and designing competency-based learning strategies. However, one of the main challenges at this level is the availability of adequate teacher training to effectively implement curricular changes.

The role of evaluation and oversight institutions is also essential in measuring the impact of curricular reforms. In Andalusia, the **General Directorate for Curriculum Planning and Educational Evaluation** conducts periodic studies on curriculum implementation, identifying challenges and areas for improvement. These reports help adjust policies and enhance the effectiveness of implemented changes. However, a recurring issue in curriculum evaluation is the lack of agile mechanisms to assess its impact in the short and medium term, which can delay the implementation of necessary improvements.

Moreover, the participation of **civil society, NGOs and families** has gained greater relevance in the educational debate in Andalusia. NGOs actively promote the inclusion of topics such as sustainability, gender equality and global citizenship within the curriculum. Likewise, parent associations have called for greater curriculum flexibility and adaptation to contemporary challenges. However, their influence on curricular design remains highly limited, if not nearly nonexistent, compared to institutional decision-making bodies.



2.4 How does curriculum change happen? What is the process? How long does it usually take?

The process of curricular change in Andalusia is a structured phenomenon driven by regulatory mandates, social demands and advancements in pedagogy and educational research. It is a **progressive procedure** involving multiple levels of decision-making, from the national level to school-level implementation. The time required to implement a curricular change depends on its scope, current regulations and regional adaptation strategies. Generally, structural curriculum reforms take place every 8 to 10 years, coinciding with national educational legislation changes. However, intermediate adjustments occur more frequently to update content, methodologies and assessment criteria.

The starting point for any curricular change is the national regulatory framework. When a new education law—such as the LOMLOE (2020)—is enacted, a process begins to define objectives, competencies, and assessment criteria, establishing a new framework for different educational stages. This process is formalized through royal decrees, which define common core content across Spain. At this stage, the central administration sets strategic guidelines and educational priorities while allowing autonomous communities to develop their own specific adaptations.

In Andalusia, the Regional Ministry of Educational Development and Vocational Training is responsible for adapting the national curriculum to the regional context. To do this, it issues regional decrees that define subject distribution, instructional hours and specific assessment criteria. During this phase, curricular changes can take between one and two years to be designed, as they require preliminary studies, expert consultations and coordination with educational institutions. This design and planning period is crucial to ensure that the curriculum adaptation is relevant and effective within the Andalusian territory.

One of the fundamental steps in curricular reform is **consultation and participation** from various educational stakeholders. In Andalusia, this consultation process takes place through sectoral roundtables, school councils and pedagogical forums, where representatives from the educational administration, school leadership teams, teachers, education researchers and civil society organizations contribute to decision-making.

The time required for the actual implementation of a curricular change varies. While regional decrees can be approved relatively quickly, their effective application in schools may take three to five years, depending on teacher training availability, schools' capacity to adapt and resource allocation. During this period, interim evaluations are conducted to identify challenges and make necessary adjustments to curriculum implementation.

The monitoring and evaluation of the impact of curricular reforms is a key phase of the process. In Andalusia, this responsibility falls on the **General Directorate for Curriculum Planning and Educational Evaluation**, which oversees curriculum implementation through indicators such as academic performance, teacher satisfaction and student perceptions. However, the lack of agile feedback mechanisms hinders the ability to respond effectively to emerging issues. In many cases, necessary modifications are only incorporated in future revisions, creating a gap between current educational needs and the system's ability to adapt.

2.5 Who Has a Voice in Curriculum Change Processes? What Opportunities Are There for NGOs and GCE Actors to Influence Curriculum Change?

The curricular change process in Andalusia is led by educational administrations at both the national and regional levels. The **Regional Ministry of Educational Development and Vocational Training** of the Andalusian Government adapts and develops the curriculum in accordance with the guidelines established



by the **Ministry of Education and Vocational Training**. This process is formalized through decrees and orders that specify the content and competencies to be taught at different educational stages.

2.6 Are There Any Current Curriculum Changes in Train or Planned? (Especially Those That Will Impact on GCE/DE/ESD Teaching, Learning, and Assessment)

Yes, curricular changes are currently being implemented in Andalusia, affecting teaching, learning and assessment in general.

In May 2023, the Andalusian Government approved new decrees establishing the curricula for different educational stages:

- [Decree 101/2023, of May 9](#): Establishes the structure and curriculum for Primary Education in Andalusia.
- [Decree 102/2023, of May 9](#): Regulates the structure and curriculum for Compulsory Secondary Education (ESO), detailing specific competencies, assessment criteria, and essential knowledge for each subject and grade.
- [Decree 103/2023, of May 9](#): Defines the structure and curriculum for Bachillerato in Andalusia.

These decrees reflect the adaptation of Andalusian educational regulations to Organic Law 3/2020, of December 29 (LOMLOE).

Regarding GCE, although it is not explicitly mentioned in the decrees, the key competencies promoted in the new curriculum—such as cultural awareness and expression, social and civic competence, and a sense of initiative and entrepreneurship—are aligned with the objectives of GCE and DE.



Section B: Analysis of curriculum documentation for students aged 11-16 years

3. CURRICULUM: GENERAL SECTION

3.1 Vision and Purpose

The ESO curriculum in Andalusia is framed within the objectives established by the LOMLOE (2020) and its regional adaptation through Decree 102/2023. Its purpose is to provide comprehensive education based on key competencies, equity, sustainability, and personal development, aiming to prepare students to face the challenges of the 21st century.

Vision of the ESO Curriculum

The vision of the Andalusian ESO curriculum focuses on competency-based learning and the development of global citizenship. This involves not only the acquisition of knowledge in fundamental areas such as Mathematics, Sciences, Language, and Humanities but also the mainstreaming of values such as equality, sustainability, and inclusion. The goal is to promote an educational model that shapes students into critical, reflective individuals who are prepared to actively participate in democratic society.

The current approach seeks to move away from an excessively memoristic education and shift towards more dynamic methodologies, in which students not only learn theoretical concepts but also apply them to real-life situations, strengthening their problem-solving skills and teamwork abilities.

Additionally, the current curriculum promotes the use of new technologies and digital literacy as fundamental tools in the educational process. This aligns with the increasing digitalization of society and the need to prepare students for a constantly evolving professional environment.

Purpose and Justification of the Curriculum

The objective of the Andalusian ESO curriculum is to ensure that all students, regardless of their socioeconomic background, have access to quality education. In this regard, strategies have been implemented to reduce educational inequality, particularly through measures such as:

Diversity and Educational Equity Support

- Strengthening support programs for students with learning difficulties.
- Flexible curricular adaptation to address different educational needs.
- Implementation of the Third Gender Equality Plan in Education (2024-2028) to ensure gender equity in teaching.



Development of Key Competencies

- Linguistic communication, mathematical, and digital competency.
- Sense of initiative and entrepreneurial spirit.
- Cultural awareness and expression.

Formative and Learning-Oriented Assessment

- Reduction of the emphasis on traditional exams, implementing a more comprehensive evaluation system.
- Introduction of rubrics, self-assessments and collaborative projects as assessment strategies.
- Prioritization of continuous assessment to measure student progress in a holistic manner.

Integration of Sustainability and Global Citizenship

- Inclusion of content on climate change, social equity, and sustainable economy in key subjects.
- Reinforcement of interdisciplinary projects that promote sustainability and global citizenship.

3.2 Key Competencies/Skills

Within the framework of the ESO curriculum in Andalusia, the key competencies aligned with the concepts and objectives of GCE, DE and ESD relate to the following approaches:

- Personal, Social and Learning to Learn Competence: Encourages self-awareness, emotional management and empathy, which are fundamental pillars for engaged and responsible citizenship.
- Citizenship Competence: Promotes active participation in society, knowledge of human rights and social equity.
- Entrepreneurial Competence: Fosters initiative and creativity to develop projects that contribute to the common good and sustainable development.
- Cultural Awareness and Expression Competence: Encourages appreciation of cultural diversity and intercultural respect.
- Digital Competence: Equips students with ethical and critical use of technology, essential for digital citizenship and sustainability.

Through the development of these key competencies, students are shaped into global citizens, aware of current challenges and committed to sustainable development and social justice. However, while this approach strengthens the mainstreaming of GCE in compulsory education, its effective implementation still depends on adequate methodological planning and teacher training.

Additionally, assessing these competencies requires alternative evaluation models that go beyond traditional exams, favoring the practical application of knowledge in both global and local contexts. However, as previously noted, these aspects are not yet fully regulated, which remains one of the main challenges in ensuring equitable and effective implementation across educational centers.



3.3 Basic Curriculum – Mandatory Subjects

(Extracted from the [Andalusian Government](#))

1º ESO	2º ESO	3º ESO	4º ESO	
MANDATORY				
Biology and Geology	Physics and Chemistry	Biology and Geology	ACADEMIC STUDIES FOR INTRODUCTION TO BACHELORETTE	APPLIED STUDIES FOR PREPARATION TO VOCATIONAL TRAINING
		Geography and History	Geography and History	
Geography and History	Geography and History	Geography and History		
Spanish Language and Literature	Spanish Language and Literature	Spanish Language and Literature	Spanish Language and Literature	
Mathematics	Mathematics	Mathematics oriented to Academic or Applied Education	Mathematics for Academic Purposes	Mathematics oriented to Applied Education
First Foreign Language	First Foreign Language	First Foreign Language	First Foreign Language	
Physical Education	Physical Education	Physical Education	Biology and Geology	Applied Activity Sciences
Plastic, Visual and Audiovisual Education	Plastic, Visual and Audiovisual Education			Professional
Music	Music	Technology	Economic	Initiation to the Activity
	Technology			Entrepreneurship and Business
Religion/Ethical values	Religion/Ethical values	Religion/Ethical values	Physics and Chemistry	Technology
			Latin	
			Physical Education	
			Religion/Ethical values	

COMPULSORY (CHOOSE ONE OF THE MARKED SUBJECTS))			COMPULSORY (CHOOSE TWO FROM THE MARKED SUBJECTS)
Social Change and Gender *	Social Change and Gender *	Social Change and Gender *	Performing Arts and Dance
Classical Culture	Classical Culture	Classical Culture	Classical Culture
Initiation to the Activity Entrepreneurship and Business	Initiation to the Activity Entrepreneurship and Business	Initiation to the Activity	Cultura Científica
		Entrepreneurship and Business	
		Plastic, Visual and Audiovisual Education	Plastic, Visual and Audiovisual Education *
Second Foreign Language *	Second Foreign Language *	Second Foreign Language *	Second Foreign Language *
Tecnología Aplicada *			Philosophy
Subjects to be included by the centre, either as an extension or of the centre's own design	Subjects to be included by the centre, either as an extension or of the centre's own design	Music	Music *
			Information and Communication Technologies *
		Subjects to be included by the centre, either as an extension or of the centre's own design	Subjects to be included by the centre, either as an extension or of the centre's own design
TEACHING HOURS			
30	30	30	30

Role of Key Competencies in the Basic ESO Curriculum in Andalusia

Key competencies structure the ESO curriculum, guiding not only the teaching of each core subject but also the pedagogical and assessment approach of the educational system. These competencies ensure that students' education is not only academic but also develops cross-cutting skills necessary in a globalized context. Therefore, the structure integrates key competencies transversally into mandatory subjects. For example:

- Linguistic communication competence is developed in Spanish Language and Literature, but also in History, where critical analysis of historical texts is essential.



- Mathematical competence and STEM (Science, Technology, Engineering and Mathematics) is fostered in Mathematics, Physics and Chemistry, as well as in Technology and Digitalization, encouraging logical and computational thinking.
- Citizenship competence is linked to Geography and History and Civic and Ethical Values, promoting reflection on democracy, human rights and sustainability.

The basic curriculum allocates 80% of school hours to core subjects, while the remaining 20% is dedicated to elective subjects and autonomous or school-specific courses.

The adoption of a competency-based educational model means that teaching is no longer limited to rote memorization but instead promotes active and applied learning. This shift has led to changes in teaching methodologies and the incorporation of formative assessment, reducing reliance on traditional exams and introducing rubrics, self-assessments, and interdisciplinary projects as tools for measuring learning progress. However, the real-world application of this structure highlights several challenges that have already been identified:

- Difficulties in teacher training, as many educators still apply traditional teaching models.
- Gaps in resources and digitalization, affecting the uniform implementation of active methodologies across all schools.
- Inequality in assessment, where the application of competency-based models varies depending on students' socioeconomic context and each school's educational approach.

3.4 None core curriculum

The complementary curriculum refers to elective subjects that students can choose based on their interests and academic goals. These subjects complement the mandatory core curriculum and provide an opportunity to deepen knowledge in specific areas or develop new skills.

Percentage of time is allocated to the non-core curriculum

The exact time allocation varies depending on the educational institution and regional policies. However, a specific percentage of weekly instructional hours is allocated to elective subjects, generally ranging between 10% and 20% of the total instructional time, depending on the grade level and the school's organizational structure.

Role of Key Competencies in the non-core curriculum

Elective subjects play a crucial role in the development of the key competencies established in the educational curriculum. Below is an outline of how they contribute to strengthening these competencies:

- Linguistic Communication Competence: Electives such as Second Foreign Language help improve communication skills in other languages, expanding students' expressive and comprehension abilities.
- Digital Competence: Subjects like Robotics and Computing or Technology and Digitalization provide students with the opportunity to familiarize themselves with advanced technological tools, fostering computational thinking and digital literacy.
- Cultural Awareness and Expression Competence: Courses such as Classical Culture, Music, or Performing Arts and Dance enrich cultural knowledge, promoting appreciation of artistic and cultural heritage.



- Entrepreneurial Competence: Electives like Introduction to Business and Entrepreneurship encourage entrepreneurial spirit, teaching students to develop projects, manage resources and take calculated risks.
- Personal, Social, and Learning to Learn Competence: Subjects such as Interdisciplinary Projects or Public Speaking and Debate foster teamwork skills, critical thinking and autonomous learning, essential for personal and social development.

3.5 Assessment

The assessment of students in ESO is governed by specific regional regulations that establish procedures and criteria to ensure quality and equitable education.

The assessment of student learning in secondary education, as was the case under LOMCE, remains continuous, formative and integrative. Decisions regarding student promotion from one grade to another are made collectively by the teaching team, based on the achievement of objectives and the degree of competency acquisition. Additionally, LOMLOE introduces the consideration of measures that support student progress, which has a direct impact on promotion decisions.

Below are the key aspects of assessment in Andalusian ESO, in accordance with current regulations:

- Decree 102/2023, of May 9: Establishes guidelines on assessment, promotion and certification, emphasizing a continuous and formative approach that considers each student's individual progress.
- Order of May 30, 2023: Complements Decree 102/2023 by providing specific tools for the effective implementation of assessment practices in schools.

Characteristics of Assessment in Andalusian ESO

Continuous and formative assessment: It is carried out throughout the entire educational process, allowing teachers to adjust teaching strategies according to students' needs. This approach not only evaluates performance but also guides and improves learning.

Specific assessment criteria for each subject: These criteria are aligned with educational objectives and competencies that students must achieve, serving as a reference to evaluate key competency acquisition and essential knowledge.

Promotion and graduation decisions: The decision to advance to the next grade or obtain the ESO diploma is based on a joint evaluation by the teaching team, considering achievement of educational objectives and competency development. Current regulations allow for some flexibility, taking into account individual student circumstances.

Adapted assessment measures: Specific measures ensure equitable evaluation for students with special educational needs or those at risk of exclusion, guaranteeing fair access to assessment processes.

One of the most recent updates is Royal Decree 86/2025, of February 11, which regulates the assessment and accreditation of basic competencies acquired through work experience or non-formal education. While this decree primarily affects Vocational Education and Training (VET), it reflects a growing trend toward recognizing learning acquired outside the formal education system, which may influence future regulatory updates in ESO.

National Standardized Testing in ESO

In the 2nd year of ESO, all schools conduct a diagnostic assessment to measure students' competency levels in key areas such as linguistic communication and mathematical competence. This assessment is informative,



formative and advisory, and is overseen by educational administrations, which use the results to develop improvement plans for schools.

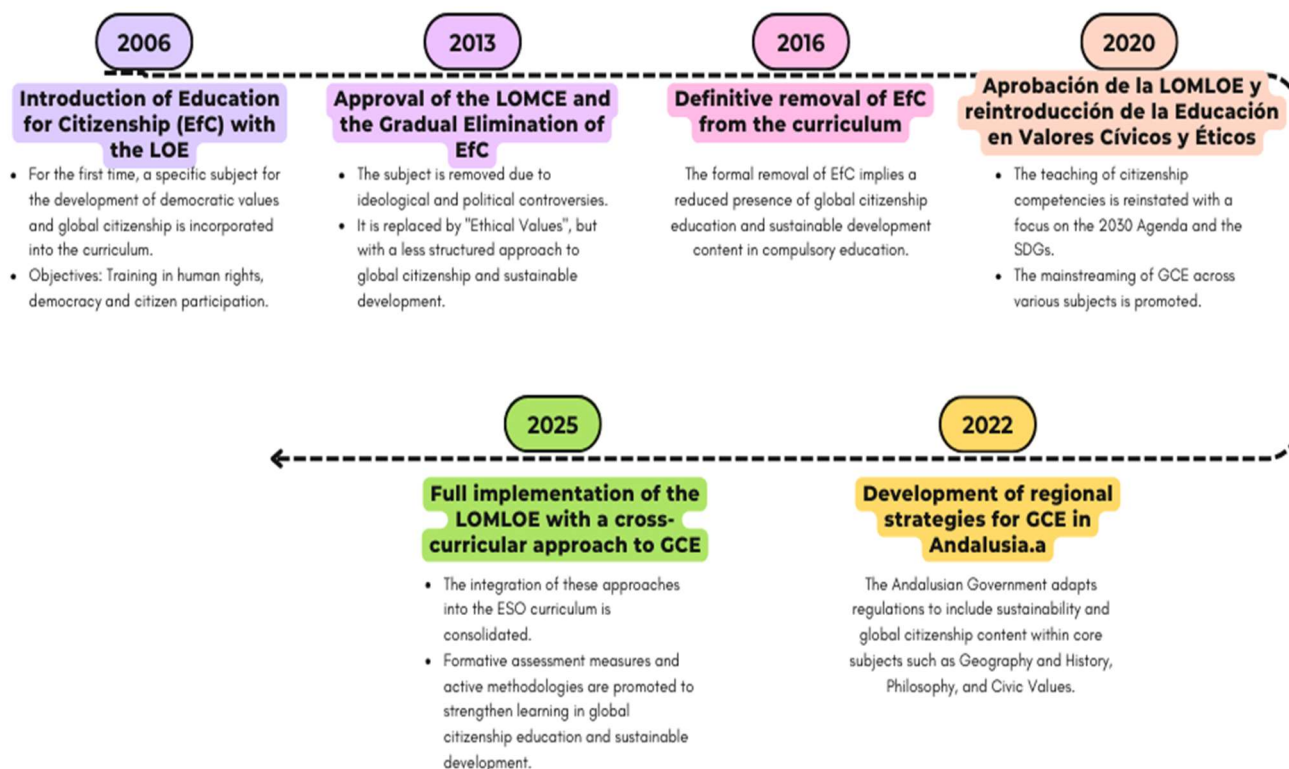
The main objective of this diagnostic assessment is to provide an accurate overview of students' competency levels, identify areas for improvement and facilitate the planning of strategies to support educational diversity. The implementation process is monitored by the Educational Inspectorate, while test grading is carried out by the teaching team designated by each school's administration. The results are recorded in the Séneca Information System, enabling the evaluation of educational quality and the guidance of future pedagogical interventions. For students who do not obtain the ESO diploma, the Andalusian Government offers annual free-access exams that allow them to certify the required competencies for the official qualification.

Additionally, Andalusian regulations include specific adaptations to ensure fair access to the diagnostic assessment, such as extended time for test completion, accessible materials (Braille, audio formats, enlarged text) and adapted tests for students with linguistic difficulties, including those who recently joined the Spanish education system.

4. GCE/DE/ESD in the curriculum (11-16 years)

4.1 History of GCE in the curriculum

TIMELINE





Introduction of GCE in the Curriculum: Context and Motivations

Global Citizenship Education—or rather, the concepts of GCE, DE and ESD—were incorporated into the Spanish educational curriculum with the enactment of the LOE (2006). This inclusion responded to the need to educate students in democratic values, human rights and sustainability, in alignment with Spain's international commitments. Organizations such as UNESCO and the European Union actively promoted education in citizenship, democratic participation and sustainable development as fundamental pillars for preparing future generations. Moreover, UNESCO's Decade of Education for Sustainable Development (2005-2014) influenced the curriculum's orientation towards competencies related to social justice, equity, and environmental responsibility.

The modernization of the curriculum was also a key motivation. The objective was to equip students with the tools to understand and actively participate in an increasingly globalized and diverse society. Within this framework, the subject Education for Citizenship and Human Rights was introduced in ESO and Bachillerato, covering topics such as civic education, democratic ethics, sustainable development and gender equality. In Primary Education, these contents were integrated transversally across various subjects.

The implementation of this subject aimed to promote an educational model committed to sustainable development, environmental awareness and active civic participation.

Transformations and Adaptations of GCE in the Curriculum

Since its introduction in 2006, GCE has undergone various transformations within the Spanish curriculum, influenced by political, pedagogical and international factors.

A significant shift occurred with the approval of the LOMCE (2013), which eliminated the subject Education for Citizenship and Human Rights, replacing it with Ethical Values. This reform was driven by ideological debates and concerns that the original subject might promote political and social indoctrination. As a result, the explicit teaching of content related to democratic participation, human rights and sustainable development was reduced in compulsory education.

Despite the removal of this specific subject, competencies related to global citizenship, social justice and sustainability were maintained transversally within other subjects, albeit in a less structured manner. This situation changed with the enactment of the LOMLOE (2020), which reintroduced the teaching of civic and ethical values, aligning them with the SDGs. The LOMLOE reinforced the presence of GCE across multiple subjects, promoting a value-based education with a transversal and integrated vision within the curriculum.

These legislative changes reflect the need to adapt education to current global challenges, such as the climate emergency, social equity and sustainable development. The regulatory framework emphasizes the teaching of competencies for digital citizenship, critical thinking and the resolution of socio-environmental issues, aligning with international trends aimed at preparing students to tackle global challenges.

In regions such as Andalusia, adaptation to the LOMLOE has involved the integration of these contents into subjects such as Geography and History, Philosophy and Civic and Ethical Values, while also encouraging experiential methodologies, including service-learning and project-based learning.

Beyond legislative reforms, the evolution of GCE within the curriculum has been influenced by international initiatives, such as the United Nations 2030 Agenda, which promotes global citizenship education and sustainability as fundamental elements for societal development. This has led to a curriculum that not only integrates these themes into specific subjects but also encourages their application through interdisciplinary projects and educational programs promoted by local administrations and NGO.



In terms of assessment, the transition from a specific subject to a transversal approach has sparked debates on how to effectively measure the acquisition of these competencies. In Andalusia, the new guidelines have promoted the use of rubrics, projects and participatory activities as methods to evaluate students' understanding and application of these concepts in real-world contexts.

4.2 Is GCE currently core or non-core?

Currently, in Andalusia, GCE does not have a dedicated curricular space as a core subject within the ESO curriculum.

Decree 101/2023, of May 9, which regulates the ESO curriculum in Andalusia, establishes that the thematic areas covered by GCE must be addressed across various subjects, particularly through the subject Education in Civic and Ethical Values. This subject has a clear focus on democratic citizenship, human rights and sustainability. However, since GCE is not a core subject, and its delivery is spread across multiple disciplines, the depth of its instruction may be limited compared to a structured approach integrated throughout the entire educational stage.

4.3 Is GCE currently a discrete timetabled subject, part of another subject(s) or curriculum area(s)?

It does not exist as an independent subject; rather, as previously mentioned, GCE-related themes are integrated transversally across various subjects within the educational curriculum, such as Geography and History, Philosophy, and Civic and Ethical Values. This integration allows principles of social justice, human rights, sustainability, and civic participation to be addressed in different areas of knowledge, though without a dedicated curricular structure to ensure their systematic instruction.

Despite this, initiatives have been developed in Andalusia to strengthen the presence of GCE in the curriculum. A notable example is the project "[Including Development Education in the ESO Curriculum](#)", funded by AACID and developed in collaboration with teachers, researchers and the Pablo de Olavide University. This initiative has promoted the integration of DE as an elective subject in ESO, addressing topics such as the climate crisis, poverty and inequalities exacerbated by the COVID-19 pandemic. These types of experiences reflect a strong commitment to consolidating GCE within the Andalusian education system.

Ultimately, although GCE does not have its own designated subject within the official curriculum, key actors in its implementation, such as NGOs, actively develop and explore strategies for its more structured incorporation, both through its transversal integration into various subjects and by promoting specific educational projects within the elective course offerings in ESO.

4.4 How many hours is GCE currently allocated per programme/subject/curriculum area/year?

There are no specific hours assigned to GCE, as it is not an independent subject. However, some of its themes and concepts are covered within the subject of Ethical Values, which is taught in all ESO grades.

Each school adjusts its teaching schedule, but generally, a minimum of 1–2 hours per week per grade is allocated to Ethical Values, depending on the school's curricular planning.



4.5 What recommendations are there (if any) from the government about the teaching, learning and assessment of GCE?

No official recommendations from educational institutions have been identified.

4.6 Who Teaches GCE/DE/ESD? What Are Their Qualifications? What Other Subjects Do They Usually Teach?

In Andalusia, there is no specifically designated teaching body for GCE within the educational curriculum. These contents are taught by teachers from various disciplines, whose involvement often depends on their own interest and personal motivation. Their participation in teaching these topics is driven by individual initiative rather than a structured plan from the educational administration.

In many cases, teachers begin integrating GCE concepts into their subjects after participating in training programs, projects, or initiatives led by NGO and other third-sector organizations.

4.7 How Is GCE/DE/ESD Assessed?

It is not assessed, as it is not an independent subject.

4.8 What supports are in place to assist with implementation of GCE in schools?

The implementation of GCE in Andalusian schools benefits from certain structural and methodological support. However, the degree of integration and effective development varies depending on the engagement of schools and teachers. Below is an analysis of the existing support mechanisms:

Although there is no dedicated subject for GCE, regional regulations, such as Decree 102/2023, incorporate these learning objectives into subjects like Geography and History, Philosophy and Civic and Ethical Values, encouraging project-based learning and active methodologies.

One of the main institutional supports for the promotion of GCE is the Andalusian Agency for International Development Cooperation (AACID), which provides funding and support for awareness-raising programs and educational projects aligned with GCE concepts and strategies. However, its role remains more prominent in international cooperation than in the structured integration of these approaches into the Andalusian education system.

The role of school leadership teams and teachers is key to the implementation of GCE. Some schools have developed innovative educational projects aligned with the principles of global citizenship and sustainability. However, the lack of specific training and clear guidelines means that the teaching of these topics largely depends on individual teacher initiative.

NGO are among the key actors in the implementation of GCE in formal education. However, as previously discussed, their involvement in curriculum policymaking is nonexistent, as decision-making follows a predominantly institutional model.

NGO play a major role in the development of educational materials, workshops and intervention projects in the formal education sector, contributing to the practical application of GCE in Andalusian schools. However, the lack of a consolidated strategy between the educational administration and these organizations limits the structural impact of these initiatives.



The incorporation of GCE-related content has begun, especially following the implementation of LOMLOE and the SDG. However, the presence of these topics remains partial, and in many cases, stereotypes and biases are still reproduced. The effective application of these materials in the classroom largely depends on the discretion of teachers and school leadership.

4.9 Are there any government/public entity policy documents that are supported by GCE/DE/ESD teaching, learning and assessment for 11-16-year-olds?

In the Spanish and Andalusian context, there are various regulations, strategies and plans that include GCE within the educational frameworks:

State and Regional Regulations:

- Organic Law 3/2020 Amending the LOE (LOMLOE): Introduces GCE as a transversal approach in the curriculum, promoting democratic citizenship, human rights and sustainability.
- Law 1/2023 on Cooperation for Sustainable Development and Global Solidarity: Emphasizes education as a key tool for sustainable development and global justice.
- Decree 102/2023, which regulates ESO in Andalusia: Defines the curricular structure of ESO and incorporates GCE transversally in subjects like Geography and History, Philosophy, and Civic and Ethical Values.
- III Gender Equality Plan in Education (2024-2028): Incorporates the global citizenship perspective with a focus on gender equity and human rights.

Strategic Plans and Cooperation Documents:

- Director Plan for Spanish Cooperation for Sustainable Development and Global Solidarity (2024-2027): Establishes Spain's cooperation strategy in alignment with the SDGs, promoting social justice, sustainable development and GCE.
- Development Education Strategy of Spanish Cooperation (2007): A pioneering document that sets the framework for integrating DE into Spain's educational systems, raising awareness on issues of global inequality, poverty and sustainable development.
- Andalusian Cooperation for Development Plan (PACODE, 2009): Includes GCE as a key pillar for training citizens committed to social justice and sustainability.
- Development Education Orientation Plan (POED): Reinforces the need to integrate GCE/DE in formal education through teacher training and specific materials.

Educational Strategies and Programs in Andalusia:

- CIMA Program (Program for Innovation and Learning Improvement): Promotes the integration of active methodologies and transversal approaches for GCE.
- Andalusian Network "School: Space for Peace": Promotes coexistence, intercultural education and global citizenship in Andalusian schools.
- Aldea Program (Environmental Education for Sustainable Development): Promotes environmental education and sustainable development in Andalusian schools, through student participation in environmental conservation projects.



4.10 What is the status of GCE/DE/ESD? That is, how is it regarded by stakeholders in schools and the wider education system? How can any status related challenges be addressed by the GET project and/or by other actors?

As previously mentioned, GCE in Andalusia is recognized as part of the curriculum, though it is not implemented through a specific subject but rather transversally across various disciplines. The presence of these approaches in the Andalusian education system remains largely dependent on the commitment and willingness of teachers, as there is no specific regulation ensuring its uniform development across all educational institutions.

Regarding educational stakeholders, their perception of GCE varies depending on their role:

Teachers: They are the primary agents responsible for its implementation. However, a lack of specific training in these topics has been identified, leading to uncertainty in applying them in the classroom. According to the analysis conducted through interviews, focus groups and survey responses, the teaching of these concepts is often contingent on individual teacher interest and their level of involvement in NGO projects or external initiatives.

Students: Their perceptions are primarily derived from evaluations conducted by NGO as part of their educational interventions. These findings indicate that engagement and commitment are higher when active and participatory methodologies are employed. However, when these contents are introduced in a theoretical or marginal manner within other subjects, their impact is significantly lower.

Educational administrations: While the Regional Ministry of Educational Development and Vocational Training of Andalusia has promoted the mainstreaming of these approaches, clear mechanisms for their assessment have not been established, nor have specific training plans for teachers been developed. In fact, no consultation with these administrations was possible during the preparation of this analysis.



Section C: GCE curriculum case studies (11-16 years)

5. Curriculum case studies (ESO)

The purpose of the curriculum case studies was to identify opportunities and challenges for teaching, learning, and assessment in relation to the four key ideas of the GET project. To achieve this aim, each country participating in the project completed three curriculum case studies based on official curriculum documentation for learners aged 11–16. The three subjects selected for analysis were Geography and History, Biology and Geology, and Civic and Ethical Values. These subjects were chosen because they show strong potential for the development of Global Citizenship Education (GCE) throughout ESO (Years 1–4), as they address global, social, environmental, and ethical issues within their curricular frameworks.

Each curriculum case study followed a common structure and included three main components. Part 1 provided introductory information about the subject or course, including its aims and position within the curriculum. Part 2 involved a systematic mapping of the subject or course against the GET project learning outcomes related to climate change, gender equality, international inequalities, and migration. For each of the four key ideas of the GET project, between seven and eight learning outcomes were identified and presented in separate tables. Part 3 summarised the main conclusions drawn from the analysis. Overall, the analysis showed that all three curricula incorporate key competences, promote active learning approaches, and emphasise formative assessment, creating favourable conditions for the integration of Global Citizenship Education across ESO.

Within these three subject-based case studies, the project's learning outcomes (see box), derived from the Big Ideas documents, were compared with the expected learning outcomes set out in the curricular structure of ESO in Andalusia. This comparison focused on the three subjects analysed, as well as on key competences and cross-curricular themes.

GET project Climate Change learning outcomes

Students should be able to...

- LO 1. discuss root causes of climate change from historical and scientific perspectives and the interconnectedness of local and global consequences
- LO 2. assess society's impact on the natural world in terms of resource consumption and climate change
- LO 3. discuss how global governance structures interact with national and local structures in relation to climate change
- LO 4. express respect for all living entities and cultivate empathy and solidarity towards other individuals, social groups and the entire natural world
- LO 5. critically reflect on a range of values and beliefs in relation to climate change
- LO 6. assess the benefits and challenges of individual and collective action in relation to climate change in different times and locations throughout the world
- LO 7. demonstrate skills for active engagement and take climate action

GET project Gender Equality learning outcomes

Students should be able to...

- LO 1. discuss gender equality, gender inequality, gender equity and the power dynamics and assumptions that underpin these concepts
- LO 2. identify the root causes of gender inequality in different local, national and global contexts, including the role of stereotypes and prejudice in processes that lead to discrimination (and violence)
- LO 3. express respect for difference and empathy towards individuals and social groups who are subject to stereotypes, prejudice or discrimination in relation to gender inequality
- LO 4. discuss how global governance structures interact with national and local structures in relation to gender equality
- LO 5. critically reflect on a range of values and beliefs in relation to gender equality
- LO 6. assess the benefits and challenges of individual and collective action on gender inequality and gender inequity in different times and locations throughout the world
- LO 7. demonstrate skills for active engagement and promotion of gender equality, gender equity and social justice



GET project International Inequalities learning outcomes

Students should be able to...

- LO 1. discuss equality and inequality and ways in which these are measured
- LO 2. identify the root causes and consequences of inequality in different local, national and global contexts
- LO 3. discuss how global governance structures interact with national and local structures in relation to global equality
- LO 4. express respect for difference, empathy and solidarity towards other individuals and social groups who are subject to stereotypes, prejudice or discrimination in relation to inequality
- LO 5. critically reflect on a range of values and beliefs in relation to international inequality
- LO 6. assess the benefits and challenges of individual and collective action on international inequality in different times and locations throughout the world
- LO 7. demonstrate skills for active engagement and promotion of international equality

GET project Migration learning outcomes

Students should be able to...

- LO 1. discuss types and processes of migration
- LO 2. identify the root causes of migration in different local, national and global contexts
- LO 3. express respect for difference, empathy and solidarity towards other individuals and social groups who are subject to stereotypes, prejudice or discrimination in relation to experiences of migration
- LO 4. discuss how global governance structures interact with national and local structures in relation to migration.
- LO 5. critically reflect on a range of values and beliefs in relation to migration
- LO 6. assess the benefits and challenges of individual, collective and national responses to migration in different times and locations throughout the world
- LO 7. demonstrate skills for active engagement and take diversity and/or inclusion related actions related to the topic of migration

5.1. Geography and History.

11-16 years. Secondary Compulsory Education (ESO) Min 360 hours over 4 academic years.

Geography and History plays a central role in the development of students' key competences and in fostering a critical understanding of today's global challenges. Its specific competences support learning processes related to Global Citizenship Education, such as promoting interest in the Sustainable Development Goals (SDGs), encouraging solidarity and social cohesion, respecting cultural diversity and identities, valuing and protecting cultural and natural heritage, promoting real gender equality, and combating discrimination in all its forms.

The subject addresses key contemporary issues including the climate emergency, global inequalities and interdependence, multilevel governance, human rights and migration. It also develops students' skills in working with sources, maps and data, strengthening their capacity for informed participation and active citizenship.

The main aim of Geography and History is to study the evolution of societies over time and their interactions with physical and political environments. Through the analysis of the relationships between human communities and the territories they inhabit, the legacy of past cultures, major economic transformations, and the evolution of political and social structures up to the present, the students are guided towards a comprehensive and integrated understanding of historical processes and of the most relevant issues affecting humanity today.

This subject helps students to perceive and analyse an increasingly complex, diverse and changing world. Understanding historical changes as a result of human action, means understanding students' learning as an opportunity for self-awareness and a deeper understanding of the world they live in, fostering active participation and a strong sense of social responsibility. Interacting with the environment and understanding the relationships we establish, along with the rules that govern them, are essential for students to assume their rights and responsibilities, exercise citizenship and develop their civic commitment.



The subject's specific competences give it a relevant role in supporting key learning processes, such as working critically with information and its sources through a wide range of resources (including digital tools), contextualising learning in both local and global contexts, fostering interest in the Sustainable Development Goals, promoting solidarity and social cohesion, respecting cultural diversity and identities, valuing and preserving heritage, promoting real gender equality, and combating discrimination.

The Geography and History curriculum in Secondary Education promotes teaching based on active learning and inquiry-based methodologies. It fosters geographical and historical thinking through the analysis of primary and secondary sources, project-based work and inductive learning approaches. The emphasis is placed on enabling students to critically examine contemporary issues from historical and geographical perspectives, encouraging reflection, dialogue and meaningful social engagement.

Recommended teaching approaches include a range of active and participatory methodologies designed to foster meaningful learning and critical engagement:

- Project-based and problem-based learning.
- The use of geographical and historical inquiry methods.
- Critical reflection and argumentation.
- Participation in the community and civic engagement activities.

In addition, the curriculum emphasises the use of digital tools and the integration of cross-cutting perspectives, such as the Sustainable Development Goals, gender equality and democratic citizenship. This approach is closely aligned with the pedagogies promoted by Global Citizenship Education (GCE), as it prioritises participatory methodologies that empower students to develop their own voice, reflect on their learning processes and take informed action in their social context.

Additionally, the curriculum emphasises the use of digital tools and the integration of cross-cutting approaches such as the Sustainable Development Goals, gender equality and civic awareness. This approach is closely aligned with the pedagogies promoted by Global Citizenship Education (GCE), as it prioritises participatory methodologies that enable students to develop their own voice, reflect on their learning processes and take informed action in their environment.

Assessment follows a competency-based approach, using a variety of methodologies to evaluate students' learning. The assessment criteria are designed to promote critical thinking, analytical skills, and learner autonomy. Key criteria include:

- Searching for, selecting and organising information through the critical analysis of historical and geographical sources, in order to build knowledge and produce content in different formats
- Creating original materials using a range of digital tools, data collection techniques and representation strategies.
- Comparing and arguing historical and geographical issues, supporting well-founded viewpoints through reports, research tasks or structured debates

In terms of assessment formats, a range of tools and techniques is used to evaluate learning, providing flexibility and multiple opportunities to demonstrate their learning, including:

- Traditional written tests and exams.
- Research projects and collaborative work.
- Oral presentations and structured debates on historical and geographical topics.
- Analysis of historical and geographical sources, including maps and timelines.



The assessment model places strong emphasis on feedback and continuous improvement. Students are offered regular opportunities to receive comments on their performance, supporting them in identifying strengths and areas for improvement. Two main forms of feedback are promoted:

- Ongoing feedback provided throughout the learning processes.
- Self-assessment and peer assessment, which encourage students to take an active role in evaluating their own work and that of their peers.

Aligned with the principles of Global Citizenship Education (GCE), this assessment approach promotes choice and flexibility. Clear evaluation and grading criteria are shared with students, allowing them to understand expectations and reflect on their learning progress. At the same time, assessment encourages reflection and action, fostering critical analysis of current issues and their historical and geographical context.

The teaching of Geography and History in secondary education plays a key role in developing students' critical thinking and understanding of contemporary global challenges. In this sense, the integration of topics such as climate change, gender equality, international inequalities and migration provides students with the analytical tools needed to analyse the world from an interdisciplinary perspective grounded in sustainable development and social justice.

Climate emergency and sustainability are core learning themes within Geography and History curriculum. Students explore the relationships between natural and anthropogenic factors in environmental transformation, the effects of climate change, and the importance of mitigation and adaptation strategies. The curriculum also addresses the Sustainable Development Goals (SDGs) and examines the role of international organisations in environmental protection and global governance. The course incorporates the study of the struggle for gender equality throughout history, from the suffragette movement to contemporary debates on equality, women's rights and gender diversity. The rights achieved in democratic societies are analysed, and the contributions of relevant female figures in world history and within Spanish and Andalusian contexts.

The study of international inequalities enables students to understand the evolution of economic systems, demographic dynamics and models of social organization. Geopolitics and the analysis of global conflicts contribute to the development of an informed and active citizenry, fostering values of cooperation, peace and social justice. Emphasis is placed on social cohesion, solidarity and the fight against exclusion and poverty.

Migration is studied from both historical and geographical perspectives, analysing migratory flows in different periods and their economic, social and cultural implications. Issues such as multiculturalism, inclusion of ethnic minorities, and the fight against xenophobia and racism are addressed, along with the study of migration policies and their effects on contemporary societies.

In conclusion, the integration of these topics into the teaching of Geography and History not only enriches students' learning but also supports the development of critical, reflective and committed learners, capable of contributing to a more equitable and sustainable future.



5.2. Biology and Geology:

11-16 years. Secondary Compulsory Education (ESO). Min 105 hours and max 170 hours, if the elective is chosen in the 4th year.

Biology and Geology teaching incorporates a focus on sustainability and environmental education, addressing topics such as the ecological transition and the impact of human actions on the planet. This methodology aligns with the principles of Global Citizenship Education, as it promotes active student participation, the development of critical and reflective thinking, and informed and responsible decision-making in their daily lives. Prioritises scientific literacy, responsible consumption, health and ecosystem care; works on carbon footprint and mitigation/adaptation; promotes school research/projects.

The teaching of Biology and Geology is based on active and participatory methodologies designed to stimulate curiosity, critical thinking, and scientific reasoning. Project-based learning is used, enabling students to develop their knowledge through observation, experimentation, and research. This approach encourages a creative and investigative scientific culture, while fostering teamwork, cooperation and effective communication among students, both in classroom settings and in virtual learning environments.

Particular emphasis is placed on the critical use of information sources. Students are guided to search for, select and evaluate scientific information rigorously, learning to distinguish between reliable and unreliable sources. The curriculum also promotes the meaningful integration of digital technologies, supporting the responsible use of digital tools for research, data collection, analysis and communication within the subject.

Learning is connected to students' lived realities through interdisciplinary learning situations that link scientific content to everyday experiences and local contexts. This helps students better understand and apply scientific knowledge, reinforcing its relevance to real-world challenges and decision-making processes.

Finally, Biology and Geology teaching incorporates a focus on sustainability and environmental education, addressing topics such as the ecological transition and the impact of human actions on the planet. This methodology aligns with the principles of Global Citizenship Education (GCED), as it promotes active student participation, the development of critical and reflective thinking, and informed and responsible decision-making in their daily lives.

To this end, clear and measurable assessment criteria are used, which are communicated to students at the beginning of the course. The evaluative methodology not only seeks to verify knowledge acquisition but also to foster key skills such as scientific argumentation, problem-solving, and the application of knowledge to real-life situations.

A variety of assessment strategies is used to provide flexibility and multiple opportunities for students to demonstrate their learning. These include:

- Interpretation and presentation of scientific information in different formats
- Data analysis, modelling and problem-solving tasks
- Participation in individual and collaborative research projects
- Evaluation of teamwork and cooperative scientific initiatives

The assessment process incorporates a strong formative dimension, offering continuous feedback to support improvement. Self-assessment and peer assessment are actively promoted, encouraging students to reflect



on their learning process and take greater responsibility for their progress. This approach is fully aligned with Global Citizenship Education, as it:

- Enables reflection and self-assessment, encouraging critical thinking and evidence-based argumentation.
- Offers flexible ways of demonstrating learning through reports, graphs, presentations, and debates.
- Ensures transparency through clearly defined assessment criteria.
- Strengthens student engagement through dynamic and collaborative methodologies.

Biology and Geology is structured into distinct thematic blocks that provide students with a solid understanding of the natural world and scientific processes. Across secondary school, the subject covers essential concepts in biology, geology, and environmental science, always linking knowledge to practical application and real-world relevance.

A central pillar is the scientific project, through which students learn to formulate questions, design experiments, and analyse results following the scientific method. This approach fosters critical thinking and problem-solving skills through grounded in observation and inquiry.

In biology, students study core topics such as cell structure and function, including processes like mitosis and meiosis. Biodiversity and the classification of living organisms are explored, highlighting their importance for ecosystem balance. The human body and health are also addressed, with a focus on anatomy, physiology and healthy lifestyles for disease prevention. From an ecological perspective, the curriculum analyses human impacts on ecosystems and promotes strategies for sustainability and environmental conservation. In the fourth year of ESO, the curriculum expands to include genetics and evolution, exploring the principles of inheritance mechanisms and evolutionary theory, alongside the study of the Earth in the Universe, including the origins of the solar system and the basic principles of astrobiology.

The curriculum promotes the use of active methodologies such as field observation, research, and the use of information technologies for data collection and analysis. It is also aligned with the Sustainable Development Goals (SDGs), fostering environmental awareness and civic responsibility. In short, the subject not only provides essential scientific knowledge but also develops key skills so that students can understand, analyse, and respond to the challenges of today's world.

The integration of climate change, gender equality, international inequalities, and migration into the three case study subjects offers an opportunity to address these issues in an interdisciplinary manner, allowing students to develop a more comprehensive and critical understanding of current global challenges. One of the key focuses is climate change, which can be linked to biology and geology through the study of environmental impacts on ecosystems and biodiversity, and to the social sciences through the analysis of environmental policies and their influence on global equity. Environmental migration is a concrete example of how the effects of climate change, such as desertification and sea level rise, generate population



5.3 Civic and Ethical Values

11-16 years. Secondary Compulsory Education (ESO), 35 hours in total, only taught in the second year.

The subject mobilizes the body of knowledge, skills, attitudes, and values that enable students to become aware of their personal and cultural identities, address fundamental ethical issues, and adopt an attitude consistent with the interconnected and eco-dependent nature of their lives in relation to their environment. All this with the goal of being able to appreciate and apply, with independent judgment, the norms and values that govern coexistence in a free, plural, just, and peaceful society.

Learning is organised around key areas such as human rights, democracy and justice, and socio-environmental ethics. The subject places strong emphasis on ethical deliberation, empathy, respect for diversity and active commitment to the common good.

Assessment is continuous and formative, based on clear and publicly shared criteria, and supported by regular feedback. Areas identified for further development include the more explicit integration of the Sustainable Development Goals (particularly SDGs 5, 10 and 12–15), stronger links between international agreements and public policies, and the incorporation of evidence-based action through reflection on impact and outcomes.

Teaching and learning practices in Civic and Ethical Values Education focus on active, participatory and reflective methodologies, aligned with reflective and critical approaches. Inquiry and dialogue play a central role, encouraging students to explore personal identity, engage in ethical deliberation and analyse key social issues through structured discussion and debate.

Problem-based learning is widely used to address contemporary challenges such as human rights, social justice and sustainability from an interdisciplinary perspective. The development of critical thinking is prioritised, enabling students to compare perspectives on democracy, ethics and coexistence, and to build moral autonomy and sound judgement. In addition, democratic participation is fostered through collaborative projects, volunteering experiences and involvement in civic activities both inside and outside the classroom.

These approaches are fully aligned with the principles of Global Citizenship Education, as they seek to equip students with the skills needed to participate actively in society, resolve conflicts peacefully and make informed, responsible decisions.

Assessment in Civic and Ethical Values Education is based on the ongoing observation of learning processes, with a particular focus on critical reflection and ethical commitment. The main characteristics of the assessment are:

- The use of clear, transparent and publicly shared assessment criteria, communicated to students at the beginning of the course.
- A formative and continuous approach, employing a variety of tools such as classroom observation, debates, projects and the analysis of moral dilemmas, allowing students to demonstrate learning in flexible ways.
- An emphasis on participation and feedback, encouraging dialogue about learning, teacher feedback and student involvement in the assessment process.
- A strong focus on critical thinking and ethical action, assessing argumentation skills, values analysis and the application of learning to everyday life.



The main purpose of the Civic and Ethical Values Education course is to develop active, critical, and socially committed citizens, fostering independent thinking and moral reasoning. The subject is grounded in a philosophical approach to ethics and civic education, encouraging the analysis of individual and collective values to build a coexistence based on justice, equality, and respect for human rights.

The curriculum is organised into four broad learning areas: self-knowledge and moral autonomy; understanding the social framework; sustainability and environmental ethics; and emotional and social education. These are articulated through three main thematic strands: self-knowledge and moral autonomy; society, justice and democracy; and sustainability and environmental ethics. The course is designed to connect learning with current societal challenges, addressing topics such as gender equality, the climate crisis, cultural diversity, and human rights. The goal is for students to develop an ethical and civic awareness, capable of translating into concrete actions to improve their environment.

The inclusion of climate change, gender equality, international inequalities, and migration in the three case studies presents a key opportunity to strengthen learners' education in civic values, social justice, and sustainability. Integrating these topics transversally will allow for more critical learning that is connected to current global challenges.

Climate change can be explored through the analysis of its social and environmental impacts, including its links to climate-related migration and social justice. Teaching should encourage critical reflection on environmental policies, renewable energy and mitigation and adaptation strategies, explicitly linked to the SDGs and international commitments.

Gender equality should be approached from a structural and intersectional perspective, examining gender roles, social norms and inequalities in education, work and political participation. Reflection on international policies and agreements is essential to understand both progress and ongoing challenges. Teaching about international inequalities should focus on the analysis of development indicators, access to fundamental rights, and economic and social gaps between countries. It is essential to incorporate the study of international organizations and global agreements that seek to reduce these inequalities, such as the SDGs, the IMF, and the UN, as well as the impact of globalization on resource distribution.

Migration should be addressed as a historical and contemporary phenomenon, analysing its causes, forms, and consequences for the societies of origin and destination. Connecting migration to factors such as climate change, conflict and inequality supports a human-rights-based and inclusive perspective that values the dignity and integration of migrant communities.

Integrating these four axes into case studies contribute to a more comprehensive and critical education. It strengthens students' global awareness, social responsibility and capacity for action, while reinforcing values-based education that supports the development of more just, sustainable and inclusive societies.



6. Main findings

6.1 Climate change

How to improve the emphasis/evidence of climate change in the curriculum documentation?

To reinforce the treatment of climate change within the Biology and Geology curriculum, it is recommended to broaden the historical perspective of the phenomenon, tracing its development from the Industrial Revolution to the present day and analysing its differentiated impacts across world regions. The inclusion of concrete examples of climate activism—such as the Fridays for Future movement—together with key global policy frameworks, including the Paris Agreement and the Sustainable Development Goals (especially SDGs 12, 13, 14 and 15), would contribute to a more comprehensive and contextualised understanding.

The practical dimension of learning could be further strengthened through projects in which students analyse their own carbon footprint, participate in school-based environmental initiatives, or engage in local sustainability actions. In addition, integrating discussions on **climate justice** would allow students to explore how climate change disproportionately affects certain communities and how it is closely linked to poverty, inequality and migration.

These enhancements would improve alignment with the principles of Global Citizenship Education (GCE), equipping students with the knowledge and skills needed to understand and respond to the climate crisis in a critical, informed and participatory way..

In the case of Geography and History, improving the integration of climate change requires a stronger emphasis on applied learning and the use of case studies. It is recommended to incorporate historical and contemporary examples of climate-related events and their social, economic and political impacts on different societies over time. Strengthening the analysis of current climate policies, both at national and international levels, and involving students in sustainability-focused projects would help connect historical processes with present-day challenges and future scenarios.

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How to improve the GET climate change learning outcomes?

To strengthen climate change Learning Outcomes (LO) within the **Biology and Geology** curriculum, it is recommended to reformulate them with a clearer emphasis on action, participation and real-world application. Rather than focusing primarily on the analysis of environmental problems, learning outcomes should explicitly include mitigation and adaptation strategies, encouraging students to move from understanding to informed action.

A key improvement would be the inclusion of a specific learning outcome addressing the relationship between climate change and social justice. This outcome should explore how climate impacts are distributed unevenly across regions and populations, and invite students to reflect on fair and equitable responses. Related objectives—such as evaluating individual and collective climate action—could be merged and reframed to focus on the design and implementation of concrete participation initiatives.



Another important addition would be a learning outcome centred on critical thinking and climate misinformation. This would help students develop the skills needed to identify reliable scientific evidence, critically assess sources, and recognise misinformation and denial narratives related to climate change.

With these adjustments, climate-related learning outcomes would not only deepen scientific understanding but also foster civic engagement, critical judgement and responsible decision-making in the face of a global challenge.

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With these adjustments, climate-related learning outcomes would not only deepen scientific understanding but also foster civic engagement, critical judgement and responsible decision-making in the face of a global challenge.

Strengths

- Geography and History integrates climate change and sustainability through the analysis of natural and human drivers, global warming impacts, mitigation and adaptation strategies, and the role of the SDGs and international organisations.
- Biology and Geology addresses climate impacts on ecosystems and biodiversity, desertification and sea-level rise, linking these processes to migration and environmental policies.
- Civic and Ethical Values promotes ecological awareness and environmental justice, encouraging ethical reflection on renewable energy, responsibility and global solidarity.

Gaps

- Limited connection between climate governance structures (international agreements, 1.5 °C targets) and global, national and local policy levels.
- Climate action is often present but not systematised, with little emphasis on evaluation or evidence-based impact.

Opportunities

- Stronger integration of SDGs 12–15, climate justice perspectives and international climate agreements.
- Design of verifiable and assessable projects, such as carbon audits, waste reduction initiatives or greening school spaces, to connect learning with tangible outcomes.
- Overall, strengthening climate change learning outcomes across these subjects would contribute to a more coherent, action-oriented and justice-based educational approach, empowering students to understand and actively respond to the climate crisis as informed global citizens.



6.2. Gender inequality

How to improve the emphasis/evidence of gender equality in the curriculum documentation?

Learning objectives should be reformulated to explicitly incorporate gender equity in science, highlighting the historical and contemporary contributions of women in **Biology and Geology**. The curriculum could be enriched through the inclusion of case studies of female scientists, combined with an analysis of the gender gap in STEM fields and its implications for health, access to resources, and responses to climate change. Active student participation should be encouraged through debates, inclusive research projects, and classroom activities that promote critical reflection on gender equity in scientific knowledge and practice.

The impact of these actions can be assessed through surveys, reflective tasks, and final evaluations aimed at measuring students' awareness and understanding of gender equality. These improvements would strengthen the integration of gender equality into the curriculum, contributing to a more equitable and socially just educational approach. To improve the inclusion of gender equality in the **Geography and History** curriculum, it is recommended to strengthen the study of gender equality in different historical periods and its impact on social and political development. In addition, discussion activities and projects that promote reflection on gender roles and equity can be included.

To enhance the inclusion of gender equality in the Geography and History curriculum, it is recommended to reinforce the analysis of gender relations across different historical periods and their influence on social, economic, and political development. This can be complemented by participatory activities, discussions, and project-based work that invite students to critically reflect on gender roles, power relations, and processes of inequality, linking past struggles to contemporary debates on equity and rights.

In order to strengthen the gender equality perspective in the Civic and Ethical Values Education curriculum, learning objectives should be reformulated to include a deeper and more systematic analysis of intersectionality, gender identity, and equity. The curriculum should also incorporate references to international frameworks and agreements, such as the Sustainable Development Goals and CEDAW, to help students understand global governance mechanisms related to gender equality. Furthermore, active student engagement should be promoted through school-based projects, debates, and awareness-raising campaigns that encourage concrete action in support of gender equity. Teaching on gender justice should be expanded from an intersectional perspective, examining how factors such as race, social class, and sexual orientation shape experiences of inequality. A more structural, intersectional, and action-oriented approach will enable students not only to understand gender inequalities but also to actively contribute to their transformation, fostering a more inclusive and just society.

How to improve the GET gender equality learning outcomes?

To strengthen the integration of gender equality into the Global Education and Training (GET) learning outcomes in the Biology and Geology curricula, it is recommended to place greater emphasis on action and practical application. This can be achieved by incorporating activities that actively involve students, such as gender-sensitive scientific projects, debates on equity in STEM fields, and the analysis of historical and contemporary cases of discrimination and progress in gender equality. It is also advisable to promote the critical use of data on gender in science, encouraging students to analyse statistics related to the representation of women in biology and geology and to reflect on structural inequalities within scientific careers.

In addition, links with social justice should be strengthened by addressing the relationship between gender equity, access to natural resources, environmental health and sustainability, and by examining how gender inequalities influence vulnerability to climate change and resource exploitation. Assessment practices should also be improved by incorporating indicators that measure students' ability to identify gender barriers in science, propose solutions and engage in initiatives that promote equity. These measures would ensure a



more meaningful, applied and transformative approach to gender equality within the GET learning outcomes.

The analysis of the **Biology and Geology** curricula from a gender equality perspective reveals that, although diversity and inclusion are acknowledged, the approach remains largely implicit and lacks sufficient practical development. While the visibility of women in science and the rejection of gender stereotypes are present, concrete strategies to encourage active student engagement in promoting equality are limited. As a next step, it would be advisable to review and refine curricular objectives and content to strengthen the connection between scientific knowledge and gender equity. This includes incorporating practical learning situations that allow students to apply their understanding to real-world contexts, as well as developing more precise assessment tools to evaluate the curriculum's impact on fostering socially committed and equality-oriented citizenship. This analysis highlights the need to reformulate and expand the gender perspective in science education, ensuring that students not only learn about equality but also acquire the skills to actively promote it.

To improve the GET learning outcomes related to gender equality in **Geography and History**, it is recommended to establish clearer links between gender equality and key historical processes and events. This can be supported through active methodologies such as case studies, historical inquiry and the simulation of parliamentary or civic debates on women's rights and gender policies, helping students to understand both past struggles and contemporary challenges.

In the **Civic and Ethical Values Education** curriculum, strengthening learning outcomes on gender equality requires reformulating them to enhance clarity, coherence and applicability, with a stronger focus on critical thinking and ethical action. It is advisable to include a clearer emphasis on governance and public policy, analysing the role of international organisations, legal frameworks and public institutions in advancing gender equality. Merging overlapping outcomes can also help avoid duplication and improve curricular coherence. Furthermore, greater emphasis should be placed on active student participation, promoting engagement in local initiatives, school-based projects and social activism related to gender equality.

Although the Civic and Ethical Values Education curriculum addresses gender equality, it would benefit from deeper exploration of gender identity, intersectionality and global governance frameworks. Connections with international agreements remain limited, and opportunities for meaningful student participation in equality-related actions are still insufficient.

To address these gaps, it is recommended to broaden the curriculum's focus to include public policy, global equity and international commitments, while encouraging student action through projects, awareness campaigns and participatory initiatives. Learning objectives should be reformulated to enhance their practical relevance and action-oriented nature..

Strengths:

Geography and History explores women's rights movements—from suffragists to current debates—and their contributions in global, Spanish and Andalusian contexts. Biology and Geology addresses the gender perspective by analysing unequal access to resources and women's participation in scientific research. Civic and Ethical Values works on justice and equality from a rights-based approach, including LGBTI rights, promoting reflection on roles, norms and intersectionality.

Gaps:

Limited articulation between global, national and local governance (e.g., SDG 5) and scant connection with public policies; uneven treatment of stereotypes, identities and violence; lack of systematic use of data to evidence gaps.



Opportunities:

Incorporate indicators and research on STEM, care and co-responsibility; analyse equality plans and design assessable projects (audits, coexistence and care protocols).

6.3 International inequality

How to improve the emphasis/evidence of international inequalities in the curriculum documentation?

To strengthen the integration of international inequalities into the **Biology and Geology** curriculum, several improvements are recommended. Learning objectives should be reformulated to explicitly address the links between the unequal distribution of natural resources, access to healthcare, and the differentiated impacts of climate change across world regions. This would help students understand how international inequalities shape health outcomes, environmental vulnerability and global socio-economic development.

Curricular content could be expanded by incorporating key indicators such as the Human Development Index (HDI), global health metrics, access to clean water, and climate justice, explicitly connected to biological and geological processes. The use of case studies analysing how natural disasters, pandemics and environmental degradation affect countries differently depending on their level of development and environmental policies would further contextualise learning.

Teaching should promote critical reflection and active participation through discussions and applied projects in which students analyse real data on healthcare access, resource distribution and environmental risks in different countries. In addition, activities linked to local initiatives with global relevance could be included, encouraging evidence-based decision-making and an understanding of science as a tool for social transformation.

Assessment should be strengthened through specific indicators that evaluate students' understanding of international inequalities within the context of biology and geology. Case-based assessment and global problem-solving tasks would allow students to demonstrate their ability to apply scientific knowledge to challenges related to equity, sustainability and global development. These improvements would reinforce the role of science education in fostering a more just and sustainable global perspective.

To strengthen the integration of international inequalities in **Geography and History**, it is recommended to broaden the analysis of economic and social inequality indicators, incorporating comparisons across regions and historical periods. This would allow students to better understand the structural roots of inequality and its evolution over time, as well as its links to political, economic and environmental processes.

In **Civic and Ethical Values Education**, teaching on international inequalities should be reinforced by reformulating learning objectives to explicitly address global inequality, socio-economic indicators and their impact on human development. A stronger focus on global governance and international public policies is also needed, including the role of organisations such as the United Nations, the International Monetary Fund and the Sustainable Development Goals.

Finally, active student participation should be encouraged through school projects, awareness-raising initiatives and local actions with global impact. Critical reflection on the historical and economic factors that shape contemporary inequalities—such as colonial legacies, globalization and unequal power relations—should be central to learning. This approach would support the development of informed, critical and socially committed global citizens.



How to improve the GET international inequalities learning outcomes?

To enhance the learning outcomes related to international inequalities within the **Biology and Geology** curricula under the GET framework, a series of adjustments is recommended in order to achieve a deeper, more applied understanding of the topic. First, learning outcomes should be reformulated to become more specific and explicit, clearly addressing the relationship between the distribution of natural resources, public health, and global socioeconomic development. This would strengthen the connection between biological and geological knowledge and the real-world impacts of inequality across different contexts.

In addition, the curriculum would benefit from incorporating analytical tools and indicators such as the Human Development Index (HDI), access to safe drinking water, and measures of environmental health inequalities. These elements would allow students to examine international inequalities from both scientific and social perspectives, promoting the use of real data and evidence-based reasoning. Assessment criteria should be reviewed to ensure that competencies such as critical thinking, data interpretation, and the analysis of global information are adequately evaluated. Activities that invite students to compare inequalities between countries using reliable data sources would further support this objective.

Practical, action-oriented learning experiences should also be strengthened. These could include research projects on climate justice, case studies on unequal access to healthcare, or debates on national and international responsibilities in reducing inequalities. Linking these activities explicitly to the Sustainable Development Goals—particularly SDG 10 on reducing inequalities—would help students understand the role of science in addressing global equity and sustainability challenges. Together, these adjustments would improve curricular coherence and promote meaningful application of scientific knowledge.

The mapping of learning outcomes on international inequalities against the Biology and Geology curricula reveals that, while issues related to sustainability, health, and social equity are present, explicit references to international inequality remain limited. One key lesson from this process is the need to more clearly integrate comparative analyses of countries' access to resources, healthcare, and environmental education. Although the curriculum fosters scientific literacy and critical thinking, it does not sufficiently explore the links between scientific development and global social justice.

As a next step, learning objectives should be revised to explicitly address international inequalities, and teaching practices could be enriched through activities that involve global data comparison, discussions on biotechnology and equity, and the study of international initiatives aimed at reducing socioeconomic and environmental gaps. Strengthening links with the SDGs—especially those related to inequality and equitable access to scientific and technological advances—would further support students' development as informed and critical global citizens.

In **Geography and History**, learning outcomes related to international inequalities could be reinforced through practical projects in which students investigate how international policies, trade systems, and development strategies influence global disparities, and propose evidence-based solutions.

At secondary level, the Geography and History curriculum addresses international inequality with a moderate emphasis. This focus could be strengthened through the inclusion of more case studies, simulations of global policy negotiations, and social action projects that connect historical analysis with contemporary challenges.

In **Civic and Ethical Values Education**, learning outcomes should be reformulated to enhance clarity and applicability, placing greater emphasis on critical evaluation and social action. This includes analysing the impact of individual and collective action on global inequality, as well as examining governance structures and international policies, such as the role of the UN, the IMF, and the SDGs in promoting global equity.



To improve coherence, similar learning outcomes should be merged, reducing redundancy while reinforcing a clear progression of learning. Greater emphasis should also be placed on participation and agency, encouraging students to engage in initiatives that promote global equity and awareness at local, national, and international levels.

Currently, the Civic and Ethical Values Education curriculum lacks an explicit focus on international inequalities, human development indicators, and global economic dynamics. While social justice is addressed, limited attention is given to structural global factors such as economic gaps, access to rights, and the influence of international governance.

Strengths:

Geography and History explores international inequalities through the evolution of economic systems, demographic trends, and social models, incorporating geopolitics, global conflicts, and development cooperation. Biology and Geology addresses unequal access to resources—such as water—and their effects on health and sustainable development. Civic and Ethical Values promotes social justice and critical reflection through the study of international organisations, the SDGs, and the impacts of globalisation.

Gaps:

Scarce presence of comparable indicators (HDI, poverty, access to services) and global economic policies; lack of practice in data analysis.

Opportunities:

Strengthen data literacy through the use of reliable sources, develop projects focused on public services and just transitions, and reinforce students' agency by linking global issues to local evidence and action-oriented learning experiences.

6.4. Migration

How to improve the emphasis/evidence of migration in the curriculum documentation?

To strengthen the integration of migration within the **Biology and Geology** curricula, several adjustments are recommended to establish clearer and more explicit links with the subject content. First, learning objectives should be reformulated to explicitly address the relationship between human migration and environmental factors, such as climate change, resource availability and ecosystem degradation. This would help students understand how human mobility is shaped by ecological and geological processes. The curriculum could also be expanded to include environmental and climate-related migration, examining causes such as desertification, sea-level rise and land degradation. Analysing how climatic and geological changes have influenced migration patterns throughout history would support a more comprehensive and scientifically grounded understanding of the phenomenon.

Another effective strategy would be the incorporation of case studies on historical and contemporary migrations connected to environmental pressures. Examples could include population displacement caused by water scarcity, soil contamination or natural disasters, linking these dynamics to unequal access to natural resources. Active student participation should be reinforced through inquiry-based projects in which learners investigate migration from both environmental and social perspectives, such as analysing data on populations displaced by extreme weather events or exploring the impact of human mobility on ecosystems and biodiversity.

Assessment practices should also be refined to include specific indicators that measure students' understanding of the links between migration, sustainability and environmental change. Evaluating students' ability to critically analyse environmental and climate policies—and their role in population displacement—would encourage reflection on mitigation strategies and ethical responsibilities. These improvements would



support a more effective and interdisciplinary integration of migration into the curriculum, connecting biology, geology and social justice in a coherent way.

To improve the inclusion of migration in the **Geography and History** curriculum, a more transversal approach is recommended, integrating both historical and spatial dimensions of human mobility. The use of case studies on major historical migrations, alongside analyses of current migration dynamics, would allow students to compare contexts and causes over time. Complementary activities such as debates on migration policies, map-based analyses and research projects focused on local migration stories can further strengthen students' understanding and engagement.

In the **Civic and Ethical Values Education** curriculum, learning objectives related to migration should be reformulated to provide a broader and more structured analysis of migration processes at local, national and international levels. At present, the curriculum does not sufficiently address the historical, economic and social drivers of migration, nor its impacts on societies of origin and destination. Strengthening this dimension would allow for a more coherent ethical and civic approach.

It is particularly important to incorporate the study of different forms of migration—voluntary and forced, conflict-related and climate-induced—as well as the role of global governance, international agreements and migration policies. Migration should also be explicitly linked to human rights, social inclusion and cultural diversity, promoting a critical and human-centred perspective. Finally, applied learning can be enhanced through case studies, debates and awareness-raising projects that explore migration across different historical periods and contemporary contexts, fostering empathy, critical thinking and active citizenship.

How to improve the GET migration learning outcomes?

To improve learning outcomes on migration within the GET framework in the **Biology and Geology** curricula, it is recommended to introduce adjustments that support a deeper and more applied understanding of the phenomenon and its environmental, social and economic dimensions. In particular, learning outcomes should be reformulated to explicitly address the links between migration, climate change, environmental degradation and the scarcity of natural resources. This would enable students to understand how factors such as natural disasters, rising sea levels and desertification act as key drivers of migratory movements.

It is also advisable to broaden the content to examine migration not only from a human perspective, but also through the study of species mobility as a biological process. Analysing migration as an adaptive strategy in both human and non-human populations would strengthen students' understanding of mobility as a response to environmental change. Assessment practices could be enhanced by incorporating activities that promote critical thinking and data analysis, such as the study of current cases of environmentally driven displacement or the impact of migration policies on population distribution. Stronger links with the Sustainable Development Goals—particularly those related to inequality reduction, climate action and ecosystem protection—would reinforce a global and science-based perspective on migration.

Active participation should also be strengthened through project-based learning approaches that encourage reflection on the inclusion of migrant populations and the social and ecological impacts of human mobility on both origin and host communities. Connecting learning to local contexts and initiatives would help students engage with migration as a tangible and relevant issue. These adjustments would support more structured and applied learning, reinforcing the relationship between biology, geology and human mobility within the GET curriculum.

The mapping of migration-related learning outcomes against the Biology and Geology curricula reveals that, although environmental sustainability is addressed, explicit connections with human migration remain limited. While species mobility is covered in biological content, its relationship with forced migration caused by climatic or socioeconomic pressures is not sufficiently developed. One key lesson from this analysis is the



need to integrate migration as both a biological and social phenomenon, highlighting how environmental change can drive displacement across species. The curriculum's existing emphasis on scientific literacy and data analysis provides a strong foundation for incorporating case studies on environmental migration and resource management.

As a next step, learning objectives should be revised to include clearer references to migration within biological and geological contexts. Teaching could be enriched through practical activities that explore the consequences of migration for ecosystems and societies, encouraging debate on environmental policies and their impact on human mobility. This exercise underscores the importance of interdisciplinary connections, enabling students to understand migration through both scientific and social lenses and preparing them to engage with global challenges linked to mobility and sustainability.

To strengthen GET-related learning outcomes on migration in **Geography and History**, teaching strategies should prioritise active participation and critical engagement. Approaches such as simulations of migration processes, media analysis of migration narratives and collaborative projects with organisations supporting migrants can deepen understanding. Comparative analysis of migration laws and policies across historical periods and regions can further develop students' critical thinking and contextual awareness.

An analysis of the Geography and History curriculum shows that migration is present, but unevenly developed. Greater use of interdisciplinary approaches and active methodologies would enhance students' comprehension of migration dynamics. Learning experiences based on testimonies, local case studies and participation in inclusion initiatives can foster empathy, social responsibility and a more nuanced understanding of migration as a historical and contemporary phenomenon.

To improve GET learning outcomes on migration within the **Civic and Ethical Values Education** curriculum, it is recommended that objectives be reformulated to emphasise critical analysis and ethical reflection. This should include the study of migration causes, types and historical impacts, alongside the role of global governance, human rights frameworks and migration policies. Broadening the focus to examine the links between migration, climate change and global inequality would strengthen coherence with GCE principles.

The curriculum currently addresses issues of justice and diversity, but does not explicitly engage with migration as a structural social process. To address this gap, a more global and action-oriented approach is needed, linking migration to climate justice, inequality and human rights. Student participation can be encouraged through research projects, debates and awareness-raising initiatives that promote informed and ethical engagement with migration.

Strengths:

Geography and History examines migration flows from historical and geographical perspectives, addressing causes, consequences and policy frameworks, as well as multiculturalism, inclusion and the fight against xenophobia and racism. Biology and Geology introduces environmental migration and species mobility, highlighting the effects of climate change on displacement and inequality. Civic and Ethical Values promotes a human rights-based and inclusive vision centred on dignity and social cohesion.

Gaps:

Limited attention to multilevel governance (asylum systems, EU–state–local dynamics), insufficient balance between impacts on origin and destination contexts, and a lack of systematised inclusive practices.

Opportunities:

Development of critical narratives, push–pull migration maps, analysis of SDGs 1, 2, 4 and 10, and the implementation of reception and mentoring projects with clear evaluation criteria focused on coexistence and inclusion.



Section D Conclusion and recommendations for education stakeholders

The competency-based approach promotes a shift from the mere acquisition of knowledge to the ability to apply it in practice; from "knowing" to "knowing how to do", through active methods, projects, and continuous assessment. The main challenge lies in ensuring that learning processes translate into concrete, observable actions that are coherent with public policies and contribute meaningfully to social and environmental transformation.

Subject-specific recommendations:

- **Geography and History:** analyse historical and environmental migration, global inequalities, climate change impacts, and gender equality movements, linking them to SDGs, public policies, and cooperation.
- **Biology and Geology:** examine the impacts of climate change on ecosystems and populations, address unequal access to natural resources, and analyse differentiated vulnerability linked to gender and social factors.
- **Civic and Ethical Values:** foster critical reflection on human rights, social justice, inclusion, sustainability and gender equality through assessable projects, alongside the analysis of data, public policies and governance frameworks.

General recommendations:

- **Schools:** establish a Global Citizenship Education (GCE) action framework with clearly defined annual objectives, concrete outputs, and shared indicators to document and evidence impact over time.
- **Teaching:** translate curriculum content into observable and assessable actions through a cycle of research–argue–act–evaluate, using shared rubrics, learning portfolios, and coordinated interdisciplinary projects.
- **Teacher training:** prioritise professional development focused on climate justice, public policy analysis, and the meaningful use of data to support critical, evidence-based teaching and learning
- **Partnerships:** strengthen collaboration between schools, Andalusian educational programmes (such as ALDEA and CIMA), and NGOs to provide expertise, learning resources, and external validation of educational actions.
- **Evaluation:** incorporate specific indicators related to governance and sustainability, including SDGs 5, 10 and 12–15, the Human Development Index (HDI), ecological footprint measures, and social inclusion criteria.



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From school curricula
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Curriculum case studies

Three subjects with GCE potential in ESO Years 1–4 were analysed: Geography and History, Biology and Geology and Civic and Ethical Values. Curricula include key competences, active approaches and formative assessment.

• **Geography and History:** 11–16 years. Secondary Compulsory Education (ESO) Min 360 hours over 4 academic years. *The subject's specific competencies give it a relevant role in the development of fundamental dimensions of learning, such as fostering interest in the Sustainable Development Goals, promoting solidarity and social cohesion, respecting cultural diversity and identities, valuing and preserving heritage, promoting real gender equality, and combating discrimination.* Addresses climate emergency, inequalities and interdependence; multilevel governance; human rights and migration; uses sources and maps; promoting active citizenship.

• **Biology and Geology:** 11–16 years. Secondary Compulsory Education (ESO). Min 105 hours and max 170 hours, if the elective is chosen in the 4th year. *Biology and Geology teaching incorporates a focus on sustainability and environmental education, addressing topics such as the ecological transition and the impact of human actions on the planet. This methodology aligns with the principles of Global Citizenship Education, as it promotes active student participation, the development of critical and reflective thinking, and informed and responsible decision-making in their daily lives.* Prioritises scientific literacy, responsible consumption, health and ecosystem care; works on carbon footprint and mitigation/adaptation; promotes school research/projects.

• **Civic and Ethical Values:** 11–16 years. Secondary Compulsory Education (ESO), 35 hours in total, only taught in the second year. *The subject mobilizes the body of knowledge, skills, attitudes, and values that enable students to become aware of their personal and cultural identities, address fundamental ethical issues, and adopt an attitude consistent with the interconnected and eco-dependent nature of their lives in relation to their environment.* Organises learning on human rights, justice/democracy and socio-environmental ethics; emphasises deliberation, empathy, respect for diversity, commitment.

Across the board, assessment is ongoing with public criteria and feedback. Common areas for improvement: explicit integration of SDGs, links between agreements and public policies, and evidence-based action.

Main findings Climate Change

- **Strengths:** Geography and History integrates climate change and sustainability by analysing natural and human drivers, global-warming effects and mitigation/adaptation strategies, along with the role of the SDGs and international organisations. Biology and Geology addresses impacts on ecosystems and biodiversity, desertification and sea-level rise, linking these to migration and environmental policies. Civic and Ethical Values promotes ecological awareness and environmental justice, encouraging critical thinking about renewable energy and global responsibility.
- **Gaps:** limited connection between governance structures (agreements, 1.5 °C targets) and global–national–local levels; actions are not systematised and have little evaluation.
- **Opportunities:** integrate SDGs 12–15, climate justice and international agreements; plan verifiable projects (audits, waste reduction, greening of school grounds).

Main findings Gender inequality

- **Strengths:** Geography and History explores women's rights movements—from suffragists to current debates—and their contributions in global, Spanish and Andalusian contexts. Biology and Geology addresses the gender perspective by analysing unequal access to resources and women's participation in scientific research. Civic and Ethical Values works on justice and equality from a rights-based approach, including LGBTI rights, promoting reflection on roles, norms and intersectionality.
- **Gaps:** limited articulation between global, national and local governance (e.g., SDG 5) and scant connection with public policies; uneven treatment of stereotypes, identities and violence; lack of systematic use of data to evidence gaps.
- **Opportunities:** incorporate indicators and research on STEM, care and co-responsibility; analyse equality plans and design assessable projects (audits, coexistence and care protocols).

Main findings International inequality

- **Strengths:** Geography and History analyses international inequalities through the evolution of economic systems, demographic cycles and social models, incorporating geopolitics, global conflicts and development cooperation to promote active citizenship and social cohesion. Biology and Geology addresses the unequal distribution of resources such as water and its impact on health and sustainable development, linking education, technology and equitable access to resources. Civic and Ethical Values fosters social justice and critical reflection through the study of international organisations, the SDGs and the effects of globalisation.
- **Gaps:** scarce presence of comparable indicators (HDI, poverty, access to services) and global economic policies; lack of practice in data analysis.
- **Opportunities:** promote data literacy with reliable sources, projects on public services and just transitions and agency competences using local evidence.

Main findings Migration

- **Strengths:** Geography and History analyses migration flows from a historical and geographical perspective, addressing causes, consequences and migration policies, as well as issues of multiculturalism, inclusion and the fight against xenophobia and racism. Biology and Geology incorporates environmental migration and species mobility, highlighting the impact of climate change on human displacement and global inequalities. Civic and Ethical Values promotes a humanistic vision based on human rights, dignity and the integration of migrants.
- **Gaps:** little attention to multilevel governance (asylum, EU–State–municipality) and to balanced analysis of impacts at origin and destination; lack of systematisation of inclusive experiences.
- **Opportunities:** foster critical narratives, push–pull flow maps, analysis of SDGs 1, 2, 4 and 10 and reception and mentoring projects with evaluation of coexistence.



Image description

Conclusion and recommendations for education stakeholders

The competency-based approach fosters a shift from 'knowing' to 'knowing how to do', through active methods, projects, and continuous assessment. The challenge is ensuring learning leads to verifiable actions aligned with public policies.

Subject-specific recommendations:

- **Geography and History:** analyse historical and environmental migration, global inequalities, climate change impacts, and gender equality movements, linking them to SDGs, public policies, and cooperation.
- **Biology and Geology:** explore climate impacts on ecosystems and populations, unequal resource distribution, and gender-based vulnerability.
- **Civic and Ethical Values:** promote reflection on human rights, social justice, inclusion, sustainability, and gender equality through assessable projects and analysis of data and policies.

General recommendations:

- **Schools:** establish a GCE Action Framework with annual goals, products, and shared impact evidence.
- **Teaching:** turn curriculum content into observable actions (research–argue–act–evaluate), use common rubrics and portfolios, and coordinate interdisciplinary projects.
- **Partnerships:** link Andalusian programs (ALDEA, CIMA) with NGOs for resources and validation.
- **Evaluation:** include indicators on governance, HDI, ecological footprint, and inclusion.

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