

Summary

Diagnosis of the current state of Education for Development and Global Citizenship in Aragón

This diagnosis of the current state of Education for Development and Global Citizenship (EDGC) in Aragón has been developed within the framework of the elaboration of the Aragonese Strategy for EDGC.

The data that informs the diagnosis derives from the analysis of quantitative (survey) and qualitative (in-depth interviews) information, as well as from the existing research and documentation on this subject.

Education for Development and Global Citizenship refers to the educational process aiming to create global, critical and active citizenship, committed to the construction of a fair, cooperative and equitable society. This concept seems to be only beginning to spread in Aragón, and will require continued revision and updating. We have also observed a certain degree of unfamiliarity with this term.

We have obtained an overview that points out to the presence of a broad spectrum of initiatives and agents and yet, at the same time, warns against the significant atomization of these initiatives.

We have identified four large groups of stakeholders for EDGC: educational spaces (both for formal and non-formal education), NGOs and other social movements, society (and specially the mass media), and finally, public institutions.

A majority of the initiatives have been implemented in **schools**, although it is acknowledged that, in order to be successful, these typically require the participation of a teacher with particular interest in this topic. This points out to two of the main weaknesses of the implementation of EDGC in schools: the non-existence of EDGC in the official curriculum, and the scarcity of the adequate human resources. One of the needs and opportunities identified is the improvement of teacher capabilities through relevant training and the improvement of their working conditions, and the involvement of the education community as a whole. When it comes to providing the teachers with relevant resources and training, the Teacher Resource and Training Centres may play a key role. The efforts of the **University** are also crucial, with initiatives like the Chair of Development Cooperation, instituted by the University of Zaragoza and conducting research, awareness raising, and training on EDGC, and publishing its own materials.

The **initiatives for non-formal education** in EDGC are irregularly distributed throughout the territory. The city of Zaragoza has a large network of play centres, activity centres, youth centres and PIEEs (School Spaces Integration Project). Other municipalities have developed their own projects, similar to those in Zaragoza, adapting them to their local conditions. There are also a number of voluntary projects and organizations working in this area.

Most of the Aragonese **NGOs** are members of FAS, (Aragonese Federation for Solidarity), with more than 90% of these working in awareness raising and EDGC as one of their lines of action, and 81% having described this line of action in their Strategic Plans. The activities of these NGOs are considered to be the real driving force of EDGC in Aragón, although they are

also considered to be highly dependent on public funding. One of the most remarkable EDGC initiatives is Unaquí, a space for sustainable education in the city of Zaragoza, developed by FAS, with institutional support.

The **mass media** are a suitable tool to work on EDGC in the context of informal education. The media operate in a social substratum increasingly supportive of Cooperation for Development, although we identify a lack of enthusiasm, lack of relevant information, and succinctness in those topics related to EDGC, as well as a tendency to favour information related to dramatic or negative aspects, with a decontextualized vision dissociating North and South.

When considering the role of **public institutions** in EDGC, we have identified both the necessity and the opportunity for the two departments of the Aragonese Government involved in this area to work together. At the administrative level, it is worth mentioning the funding opportunities offered by the provincial governments and certain municipalities. At the municipal level, we can also find interesting initiatives in the area of town twinning with municipalities in other countries. The involvement of county (comarcal) authorities in the promotion of EDGC still requires to be developed. The sources consulted bring attention to the differences in the degree of involvement and engagement of the different institutions, emphasizing the necessity to develop and promote coordination processes and arenas, as well as to change the law by introducing EDGC, among other changes.

There is unanimous agreement to describe **coordination among stakeholders** as one of the most crucial factors for the advancement of EDGC in Aragón, the former being, together with the network work, one of the main challenges to be addressed in the short term. There is frequent interaction among several stakeholders, especially between NGOs and schools or youth centres.

The asymmetric and diversified situation of the Aragonese **territory** is reflected by the markedly uneven distribution of EDGC initiatives the region. A large number of these initiatives operate in the city of Zaragoza, although there is also some demand for them outside this urban centre.

Regarding the **methodology** of the processes and initiatives implemented, we have found out that these are mostly targeted to children and teenagers, while the number of organizations addressing adults decreases proportionally to the increasing age of their public. However, we have observed a particular concern in reaching out to more sectors, especially to those who are not yet sensitized, and to certain bridging organizations and groups. The topics most commonly addressed are those related to citizenship, involvement in the development of organizations and in the cooperative work among them, participation, interculturalism, emotional education, environmental sustainability and peace education. The most commonly used methods are lectures, projections followed by a discussion, debates and workshops, although social organizations also organize art and sport activities, as well as training sessions and seminars.

One of the challenges that require further attention is that of the innovation and pedagogical update of these formats, and of the educational materials used for them.

In conclusion, we can establish that the state of EDGC in Aragón is in a budding phase, the best moment for all the stakeholders to undertake a common effort and, in this way, extensively promote the presence and development of EDGC through the Aragonese territory.