

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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