Assessment approach of Development Education and Global Citizenship Education

Propuesta de evaluación de la Educación para el Desarrollo y la Ciudadanía Global

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Abstract

International Cooperation requires an assessment of Development Education as a guide to understanding, evaluating and making decisions that improve the efficacy and impact of its actions. This study focuses on demonstrating how a tool that is used in formal education can also be used to assess Development Education and Global Citizenship Education (DEGCE).

Through a descriptive analysis, we compared DEGCE with the social and citizenship competences assessed in the Spanish region of Andalusia. We found a strong relationship between them in terms of content, teaching-learning method, and evaluative approaches. This implies that the diagnosis of social and citizenship competences not only serves as a model, or example, for DEGCE assessment, but it also provides relevant and useful information to evaluate its present state.

Keywords: Evaluation of Development Education, Development Education and Global Citizenship Education, Diagnostic Assessment, Social and Citizenship Competence, Competence Assessment.

Sumario

La Cooperación Internacional precisa de una evaluación de la Educación para el Desarrollo que sirva de orientación para comprender, valorar y tomar decisiones que mejoren la eficacia y el impacto de sus actuaciones. Este estudio se centra en demostrar cómo una herramienta que se emplea en el ámbito educativo formal puede utilizarse para la evaluación de la Educación para el Desarrollo y la Ciudadanía Global (EDCG).

A través de un análisis descriptivo, se compara la EDCG con la Competencia Social y Ciudadana evaluada en la región española de Andalucía, hallando una fuerte relación entre ambas, en los contenidos, en la metodología de enseñanza-aprendizaje y en sus planteamientos evaluativos. Esto implica que el Diagnóstico de la Competencia Social y Ciudadana no solo sirve de modelo de evaluación o ejemplo para la EDCG, sino que también proporciona información relevante y útil para valorar su estado.

Palabras clave: evaluación de la Educación para el Desarrollo, Educación para el Desarrollo y la Ciudadanía Global, diagnóstico, competencia social y ciudadana, evaluación de competencias.

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1
Introduction

European institutions have spent decades trying to complement the existing academic curriculum in compulsory education with teaching methods that facilitate coexistence, justice, solidarity, peace, gender equality, environmental sustainability and respect for human rights. With this purpose in mind, the European Council's recommendations have been applied to all EU member countries since 2005. Each country includes this content across the board, affecting all the education centres' management and academic activities; alternatively, they include the Citizenship and Human Rights Education subject in their curriculum. Initially, Spanish regulations considered both options simultaneously. Nevertheless, the most significant means of introduction has been through Social and Citizenship Competence (SCC) (Argibay, Celorio, Celorio & López de Munain 2011). This competence enables us to comprehend the social reality in which we are living, to cooperate, coexist, and exercise our democratic citizenship in a plural society, while playing a part in improving it at the same time. In some regions, it has undergone rigorous assessment.

The aforementioned contents are in keeping with Development Education and Global Citizenship Education (DEGCE) criteria, which have particularly been implemented in education centres, often through NGDO programmes and projects. However, their results have not been assessed, which makes it impossible to demonstrate the considerable efforts made and their contribution to improving education.

Along with development cooperation and humanitarian action, Development Education (DE)[1] is one of the three main areas of International Cooperation. An assessment of this content would benefit both the formal education community and DE in the field of cooperation.

For its part, UNESCO has been working on universal agreements since it began, marking objectives and mobilising international opinion through regulatory action. In the period covering 2005-2014, the United Nations Decade of Education for Sustainable Development (Resolution 57/254) was approved, and based on the achievements reached in this decade, it persevered with this objective through the Global Action Programme on Education for Sustainable Development (UNESCO 2013) in which it proposes the systematic integration of this subject in the formal education system, along with providing evidence related to the results of the learning process.

Moreover, the United Nations promotes DE as part of its post-2015 agenda regarding sustainable development goals. The suggested indicators to measure these goals are expressed in terms

[1] Development Education (DE) is the generic term used by many of the bibliographical references we consulted, so we feel it is essential to keep the term the same out of respect for the sources in question. However, we feel it is important to clarify that the position of the concept of DE that we have taken it into account in this study is Fifth Generation, or Global Citizenship Education, hence the combination of the two terms used herein of Development Education and Global Citizenship Education (DEGCE).

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of competences, assessing knowledge, skills, values, and attitudes. And as a follow-up to the learning results, it suggests relying on «the International Civic and Citizenship Education Study (ICCS) of the International Association for the Evaluation of Educational Achievement (IEA)» (UIS 2014, p. 25). It is precisely this reference that leads us to consider the Diagnostic Assessment Tests of Social and Citizenship Competence as a basis to obtain Development Education achievement indicators.

DE still faces a series of structural problems that have yet to be solved, as Ruiz-Varona and Celorio (2012, p. 86) mention:

> To get the means of penetrating the formal education system right, beyond specific occasional actions or shows of solidarity; to convince the education community that working on DE contributes to improving academic achievements; or spreading the idea that education centres must be democratic citizenship schools.

The difficulty lies in the fact that DE comes from the cooperation sector, but it operates in the formal framework. This makes it very complex, as the fields of action overlap (Baselga *et al.* 2004).

Financially, with the current economic recession, funds allocated to NGDOs have been reduced and put into question, which may seriously damage the support they have been giving the education community, and «it can entail a significant step back in the evolution and consolidation of DE» (Ortega, Cordón & Sianes 2013, p. 36). The fact is that NGDOs play an important role in education centres, providing the latter with their knowledge, teaching resources and experience.

Another major obstacle in DE's way is its assessment: its results are hard to see; there is no defined methodology and, if there were, it would be costly. Ruiz-Varona and Celorio (2012) compiled and compared DE diagnosis studies that had been carried out in Spain over the last decade. Five of these studies were nationwide and nine were confined to autonomous regions. Qualitative elements were predominant in these studies, such as personal interviews with teaching staff and DE specialists. However, students were not assessed in any of these studies. Beyond our borders, a specific DEGCE programme has been launched, that includes student assessment the *Global Learning Programme,* but it is aimed at the United Kingdom education context.

As mentioned previously, European institutions have insisted on promoting a more regular presence of DEGCE in the formal education system. Showing evidence of students' achievements as result of their actions, and obtaining quantitative proof, is essential and would contribute to the consolidation of DEGCE.

This article focuses on the assessment of Development Education and Global Citizenship Education (DEGCE). The innovative proposal aims to take advantage of the theoretical and methodo-

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logical approach in the Diagnostic Assessment Tests of Social and Citizenship Competence (SCC) in order to make progress in this area. A very close relationship has been shown to exist between SCC and DEGCE, due to the similarities in their contents, purposes and treatment of the teaching-learning elements. With this analogy in mind, the objective is to confirm that the diagnostic assessment of SCC can be both a model, or example, for assessing DEGCE, and an indicator of the achievements reached in DEGCE.

2
Method of comparison between Development Education and Global Citizenship Education and Social and Citizenship Competence

To fulfil the proposed objective, a descriptive-comparative analysis was carried out between different elements of DEGCE and SCC, examining the common features that are eligible to be considered in their assessment. A checklist was drawn up to enable us to observe the similarities and differences, and so show the relationship between the two. The sources used were regulatory texts that affect both concepts, as well as Spanish and European documentary sources that provide different points of view as regards the two concepts and their assessment. The study was carried out within the legal framework of the 2010-2011 academic year, in which the evaluation of SCC, which is the reference for our analysis, was conducted, but it also takes into account subsequent educational reforms. In this research study, the regulations were updated in March 2018.

In the Table 1, it is showed the phases of our analysis.

Similarities and Differences Between DEGCE and SCC

Definition	Contents	Method and teaching material	Promotion and implementation	Assessment

Table 1
List of the Elements Subject to a Descriptive-Comparative Analysis
Source: prepared by the authors.

Among the legislative documents that enable a description and comparison to be made of the chosen elements, the most relevant is the Spanish Organic Law on Education, or LOE (2006), and a considerable modification to that law which gave rise to the Organic Law for the Improvement of Educational Quality, or Lomce (2013). Within this legal framework, the Central Government of

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Spain allows the different regions to develop and manage education, which causes variations in the regulatory adaptation of each of the Autonomous Communities. We have placed maximum attention on the region of Andalusia, as it is the only region in Spain that, during the period of time in which the LOE was in force, thoroughly evaluated Social and Citizenship Competence. That was in the 2010-2011 academic year, a competence that must be evaluated with the Lomce, not voluntarily but rather it is mandatory in certain stages.

The reason described above makes it necessary to analyse the LOE in depth, but to complete the legal context of this study and get a glimpse of the evolution of the diagnostic tests with the Lomce, we must bear in mind the transition from one law to the other. Some names change in this process: Social and Citizenship Competence is renamed Social and Civic Competences; and the controversial expression «basic», which was used in the LOE to refer to competences, is removed, and the Lomce adopts the term «key», which has been used in Europe from the outset. A second foreign language is introduced. Another significant modification in the Lomce is the removal of the Citizenship and Human Rights Education subject. Although its implementation with the LOE caused quite a stir at the time from different ideological sectors and removing it has also brought criticism. The Spanish Government responded to this by claiming that preparation for active citizenship, civic and constitutional education must be applied to all subjects, including it in the daily dynamic of teaching-learning processes (Ministry of Education, Culture and Sports 2013), which is a regular practice in other European countries where there is no specific subject for this purpose (European Commission 2017). Nevertheless, the Social and Civic Values subject is created, as an alternative to Religious Education, and which is believed to be more individualistic and less global than its predecessor. Furthermore, the Law allows Autonomous Communities to freely choose some subjects, and while some have freely chosen the teaching of co-official languages, in Andalusia, Citizenship and Human Rights Education has continued to be implemented in the same courses as before. Lastly, it is important to highlight the significant modification in the Lomce that establishes certain mandatory final assessments with academic effects, designed by the Ministry of Education and Science, which combine the evaluation of subject matters with the evaluation of all the competences, particularly for the fourth year of Compulsory Secondary Education, or ESO, and the second year of *Bachillerato* [higher secondary education certificate] (Arts. 29 and 37 bis, Lomce 2013), which may represent an opportunity to put the conclusions expected from this research into practice.

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2.1. Definition of Development Education and Global Citizenship Education (DEGCE)

La estrategia española de ED [Spanish Strategy in DE] defines it as:

> A constant educational process (formal, non-formal and informal) aimed at promoting global citizenship that will generate a culture of solidarity that is engaged in the fight against poverty and exclusion, as well as to promote human and sustainable development, through knowledge, attitudes and values (Ortega Carpio 2008, p. 19).

DE is not just a term with different interpretations; it is also referred to under a range of different terms (Bourn 2015). In the *European Development Education Monitoring Report – «DE Watch»,* it is recognised three different DE approaches: the first is awareness raising, which entails the dissemination of information about development issues; in the second, it is identified DE as Global Education, and it is entailed stimulating critical understanding of a globally interdependent world, promoting co-responsibility and participation to improve global justice and sustainability and, in the third approach, it is considered DE as an enhancement of life skills. It focuses on the learning process and on improving the necessary competences to lead a fulfilling life in the complex and dynamic world society (Krause 2010). Within this framework, the term Global Learning has arisen over the last decade and has been used in the application of DE pedagogy in schools (Bourn 2014). The sum of the second and third approaches is known as Global Citizenship Education or Fifth Generation approach. It is based on a lifelong learning perspective (UNESCO 2014c, 2015), and is described as a learning process to ensure people's critical and active participation in the global society, involving them in the development of their capacities, and actively participating in their human, personal and collective development. «It has a political dimension and aims to raise awareness about inequalities in the distribution of wealth and power, as well as the causes and consequences of this inequality» (Argibay, Celorio & Celorio, 2009, p. 37). It is also tackled the leading role of citizens in modifying existing situations, ensuring everyone's universal human rights are respected.

The educational process of DE follows different stages: firstly, it raises awareness; secondly, it educates, channelling a process of analytical and critical reflection on the information received; and thirdly, it engages, developing the will to transform social reality for the better, through participation and mobilisation. These are necessary elements in a teaching-learning process in the DE field, as described by Baselga *et al.* (2004), Boni and Pérez-Foguet (2006), Mesa (2000) and Ortega Carpio (2008). They are also known as conceptual, procedural and attitudinal elements, in parallel to the capacities proposed in Social and Citizenship Competence.

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2.2. Definition of Social and Citizenship Competence (SCC)

The European Parliament (European Union 2006, p. 13) defines key competences as «a combination of knowledge, skills and attitudes appropriate to the context». Competence-based education follows Lifelong Learning, *i.e.,* continually acquiring competences throughout one's life, which facilitates adaptation to changes in one's environment. «Competences are not a substitute for contents or knowledge; they are skills to be able to use knowledge in practice» (Bolívar 2008, p. 47).

Particularly, in Appendix I, section 5 of the [Spanish] Royal Decrees 1513/2006 and 1631/2006 regarding the LOE, where it is established the minimum teaching required in primary and secondary education, reference is made to Social and Citizenship Competence as «competence that makes it possible to understand the social reality in which we are living, to cooperate, coexist and exercise democratic citizenship in a plural society, as well as undertaking to contribute to its improvement». In the mentioned decrees, it is specified how each subject plays a part in the acquisition of basic competences; particularly, the Citizenship and Human Rights Education subject is shown to make the largest contribution to the acquisition of SCC. The purpose of this subject is to educate the students to recognise an increasingly interdependent global world and to value the enrichment that comes with opening up to different cultures and realities. With the Lomce, the Order ECD/65/2015 makes very clear, in its Appendix I, what the pretensions and the meaning of Competence are, which maintains all the elements that it had in the LOE.

During the period in which the LOE was in force, the Citizenship and Human Rights Education subject had an impact and acted as a guide to know how to acquire SCC. Even though it was removed in some Autonomous Communities when the Lomce came into effect, but not in Andalusia, the Social and Civic Values subject arose as an alternative to Religious Education.

2.3. Similarities and differences between definitions of DEGCE and SCC

DEGCE and SCC show a constant learning process. Both focus on the acquisition of «competences» in the sense of acquiring skills to be able to apply knowledge. Both acknowledge a graduation in the achievement of skills: cognitive, procedural and attitudinal. Both strive to understand the reality in which we live, from a global perspective, from a respect for diversity and social transformation. DEGCE includes an emphasis on the fight against poverty, and even though we do not find this exact objective in SCC, competence does indeed enable a commitment to be made to improve social reality.

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2.4. DEGCE contents

A long list of topics contributes to DEGCE: environmental and sustainable development education; education for peace and prevention of conflict; solidarity and poverty reduction; intercultural education; education for equality; education for responsible consumption, to name but a few (UNESCO 2012). In the last fifty years, a series of adjectival education initiatives have come to the fore because NGDOs, educators and academics have developed a range of different interpretations and uses of the term with specific approaches for their respective applications, but as Fricke, Gathercole and Skinner (2015, p. 14) explain, they all converge and have the same identifying features. Their perspectives are orientated towards the world around us and, in all cases, the students participate in the learning process. These applications are also defined as teaching that transforms both the education system as well as people and society as a whole. «DE does not merely teach; it leads to a process of analytical and critical reflection of the information received» (Ortega Carpio 2008, p. 20).

2.5. SCC contents

The LOE puts forward that «Social and Citizenship Competence enables a critical reflection on the concepts of democracy, freedom, equality, solidarity, co-responsibility, participation and citizenship, paying particular attention to the rights and obligations acknowledged in international declarations», such as the Universal Declaration of Human Rights (Appendix I, section 5 of the Royal Decrees 1513/2006 and 1631/2006). As mentioned above, the LOE recognises Citizenship and Human Rights Education as the main subject contributing to the acquisition of SCC. This subject matter includes teaching how democratic institutions work, and it also covers an analysis and reflection on concepts such as the Universal Declaration of Human Rights, sustainable human development, interculturality, tolerance, equality between men and women, openness to dialogue and negotiation, peace-building, an attitude of cooperation and pro-solidarity, a critical assessment of the information presented by the media, co-responsibility and participation. In the scope of the Lomce, to see SCC contents, we must refer to Appendix I of the Order ECD/65/2015, verify that the same elements mentioned for the LOE have been maintained, and add that all the areas and subject matter must contribute to competence development (Art. 5). The same purpose of transversal application is expressed in the Royal Decrees by means of which the basic curriculum for all levels of teaching is set: Article 10 of the Royal Decree 126/2014 for primary education; and Article 6 and Article 25 of the Royal Decree 1105/2014 for Compulsory Secondary Education (ESO) and Bachillerato [higher secondary education].

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2.6. Similarities and differences between DEGCE and SCC contents

The contents are shared 100 %, with the cornerstone being the Declaration of Human Rights. They have a global perspective and entail transformative teaching. SCC deals with more contents related to knowledge of democratic institutions and how they work. DEGCE does not focus its teaching on democratic participation, but it perceives it as the main tool for social transformation: DEGCE and SCC complement each other. Both have a political dimension as they teach about democratic participation and social transformation. Reflection and critical analysis are also points they have in common.

2.7. DEGCE methodology and teaching material

In the educational proposals put forward by Ardanaz (2015) and Bourn (2015), DE content is considered as a tool for learning and not an end in itself. Said content is used to foster critical and creative thinking, different realities need to connect, and stereotypes and preconceived ideas need to be broken. The practice of DE promotes cooperative learning and teamwork. It has an inclusive perspective and bases work on life experiences.

There has been a huge production of teaching material, mostly prepared by NGDOs, and given that its use is focused on formal, non-formal and informal contexts, they have introduced a wide range of formats, including theatre, story-telling, games, workshops, exhibitions, and videos. The students learn to analyse and connect the information they receive, developing attitudes out of everyday actions.

2.8. SCC methodology and teaching material

The methodology of competence-based learning must make the students search and discover for themselves, they must interact with their environment, and they must reflect and apply these skills to everyday life. Approaches involving problem situations are the most appropriate for competence-based learning as, when faced with a set of situations, they foster the capacity to mobilise a series of relevant resources to solve this type of complex task (Bolívar 2010).

2.9. Similarities and differences between methodologies and teaching materials

It is evident that both DEGCE and SCC adopt active methods in the teaching-learning process; the students themselves con-struct their learning in both pedagogical approaches, requiring participative methodology. DEGCE has the advantage of having developed and implemented teaching resources for years. It has

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used excellent sources of information, given the experience that its cooperation projects from all around the world have brought. Its methodology is characteristically life experience-based and emotional, which strengthens the learning process. In contrast, the competence-based education approach has not managed to systematically, continually and explicitly be incorporated into teaching practices (Monarca & Rappoport 2013). This suggests that DEGCE is a good resource for acquiring all the necessary competences, and therefore it has the ability to focus the curricular design. One example can be found in the resources used by Morillas (2006) to improve SCC. This idea is shared by Egea *et al.* (2012), UNESCO (2012), and Bourn (2015).

2.10. Promotion and implementation of DEGCE

European institutions have been promoting the introduction of DEGCE in the formal education sector for years. The Global Action Plan on Education for Sustainable Development (UNESCO 2013, Appendix I, Sections 8 and 10) currently recommends introducing DEGCE for all ages and in all educational contexts (formal, non-formal and informal), including the integration of Sustainable DE, in study programmes and indicating the learning results. Furthermore, this should strengthen educators' and teachers' skills, along with those of other agents of change, on relevant topics related to sustainable development, teaching and suitable learning methodologies.

In Target 5 of the Muscat Agreement *Education for All,* the following minimum objective is established: «By 2030, all learners acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies, including through global citizenship education and education for sustainable development» (UNESCO 2014a). We find the same proposal in the Post-2015 Agenda, Sustainable Development Goal 4.7 (United Nations 2014). Once again, we can see that these objectives recommend introducing DEGCE into formal education, using the language of the key competences for lifelong learning, concepts that correspond to the formal education sector and competence-based learning.

DEGCE is a working line of action at the International Cooperation Agency for Development. The Spanish Cooperation Agency adopts the mentioned goals and targets and sets the basis to strengthen DE in the formal education system (Andalusian Agency for International Cooperation 2007, Decree 355/2010, Ministry of Foreign Affairs and Cooperation [MAEC] 2013a).

2.11. Promotion and implementation of SCC

Competence-based learning is one of the main supranational educational policy proposals put forward by the European Union

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(Pepper 2011). In 1997, the OECD member countries launched the Programme for International Student Assessment (PISA), with the purpose of monitoring students' levels by the time they reached the end of their schooling. Following this, a proposal was made to assess new competence domains. Hence the DeSeCo Report was created to serve as a basis to define the key competences required for education in the European Union in 2005. Once the European Parliament's recommendation (European Union 2006) was approved, competences were introduced in the education system through changes in legislation or through curriculum adaptation (Gordon 2009). This recommendation was incorporated into Spanish education regulations immediately.

SCC develops two types of values depending on the context: on one hand, those referring to the social environment; and, on the other hand, those referring to the personal environment as a citizen (Gedviliene *et al.* 2014). This competence is backed by the principles and purposes of education and the transversal treatment of education in values, established in Article 2 and Article 121 of the LOE and Lomce.

2.12. Similarities and differences between the promotion and implementation of SCC and DEGCE

The promotion of these two approaches comes from international organisations. In the case of Spain, SCC is materialised in the law on education, which may help it to be implemented, but which offers no guarantee of such (Monarca & Rappoport 2013). In other European countries, if the law is not updated, it is adapted to the curriculum and consequently becomes obligatory. In contrast, the promotion of DEGCE is specified in the form of plans, targets or recommendations, and there is no legal requirement for it to be implemented. However, the purposes and contents of DEGCE are recognised in education legislation, and they are present even where they are not specifically named as such.

3
Diagnostic assessment test of social and citizenship competence
The case of Andalusia

Competence-based assessment is complex, bearing in mind that no competence can be identified with one single subject, and vice versa. Every subject can contribute to its development in an uneven way. Competence-based assessment provides a transversal vision to the evaluation of curriculum subjects because not only

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does it assess knowledge but also skills and attitudes (Pellicer & Ortega 2009). The competence approach is more global, but it is closer to real life as for the fact that it is associated with the application of knowledge. The test verifies whether the student is able of designing a solution to a given situation in a creative, critical and reflexive way.

Education regulations, the LOE and its regional adaptation, the LEA (Law on Education in Andalusia, 2007), provide that, at the end of the second cycle of primary education (10 years old), *i.e.,* fourth year, and the second year of compulsory secondary education (14 years old), all students do a diagnostic assessment test of basic competences. In Andalusia, this is carried out by the Andalusian Agency for Education Assessment (AGAEVE). The test is census-based and must give rise to commitments to review and improve education through the obtained results (Decrees 230/2007 and 231/2007, of July 31, Regional Government of Andalusia). In the 2010-2011 academic year, Social and Citizenship Competence was selected for this purpose. A total of 88,336 primary school students and 90,243 secondary school students from 4,077 different education centres took part.

The international assessments carried out by the IEA (International Association for the Evaluation of Educational Achievement) have been an undeniable reference for the assessments of basic competences in Spain and in the Spanish autonomous communities. Likewise, the 2009 international study on civic education and citizenship (ICCS) has been a «very useful guide for processing the assessment of basic social and citizenship competence» (Roca Cobo 2013, p. 12). The test can be adjusted to meet the assessment parameters recommended by experts.

3.1. Configuration of the SCC assessment test

To see how the SCC test has been carried out in Andalusia, it is possible to check the report showing the results of the diagnostic assessment for the academic year 2010-2011 and the Basic Social and Citizenship Competence Assessment Guides issued by the Andalusian Agency for Education Assessment, AGAEVE (2011a, b and c), the annexes of which include the tests used and their corresponding correction guidelines. We observed that the following are considered:

— The situations and contexts in which competences are applied.
— The processes that students must set up to apply knowledge in real-life situations and contexts.
— The contents that are established in the curriculum for the relevant stage.
— Attitudes related to social and citizenship competence.

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The evaluation agency uses the existing education legislation to define three dimensions:

— Coexistence and cooperation.
— Understanding of social reality.
— Commitment to democratic citizenship and participation.

For each dimension, different elements are defined, which are described in the SCC Assessment Guide, and which mark the items that make up the diagnostic assessment test. The specific and clearly assessable items adapt to meet the achievement indicators proposed by authors such as Casanova (2012), each of which may require a different level of competence. This structure acts as a kind of scaffolding, as authors such as Vázquez and Ortega (2010) recommend.

The instrument used for the assessment is an endorsed written test, with 18 items based on questions drawn up from problem situations that refer to similar situations that the students may find in real life, as proposed by Bolívar (2010). These situations are constructed by using information given to the students in the form of written text or in different images, photographs, drawings and graphics that help to represent a given reality. The test determines the attitude and values that the student shows in the face of new contexts, and whether he or she is able of designing a solution to a given situation in a creative, critical and reflexive way.

In Tables 2 and 3, it is offered a brief description of each item and, on the right, we have shown if there is any correspondence between the question and the contents and capacities included in DEGCE. We may find a theme in a given item that, even though it may be characteristic of DEGCE, we have listed as «not related to DEGCE» because that item evaluates another skill.

In Tables 2 and 3, it is provided an overview that enable us to verify that the assessment has incorporated the horizontal priorities identified in the different international conferences of the UN and meetings on the effectiveness of aid. The horizontal priorities are present in all International Cooperation documents and actions, and it is recommended that they be integrated in the evaluation of DE (Ortega Carpio 2008). These are as follows: fight against poverty, defence of human rights, gender equality, environmental sustainability and respect for cultural diversity (MAEC 2013a). Additionally, the test applies items that are characteristic of Cooperation, such as humanitarian action and the Millennium Development Goals.

We have observed that, in 88.88 % of the items, DEGCE themes for primary education are represented.

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Assessment question number	Description of the item	Correspondence between question and key DEGCE concept
1	Gender equality in the workplace	Yes
2	Children's rights: child exploitation human rights	Yes
3	Interpretation of graphics: result of choices	No
4	Democratic participation and interpretation of graphics	Yes
5	Defining one's own physical and personal features based on a capacity for positive coexistence	Yes
6	Defining one's own features regarding one's social and personal environment based on a capacity for positive coexistence	Yes
7	Peaceful resolution of conflicts	Yes
8	Peaceful resolution of conflicts	Yes
9	Cooperative work and collaboration	Yes
10	Peaceful resolution of conflicts	Yes
11	Knowledge of Andalusian culture	No
12	Migration, interculturality, gender, poverty and scarcity	Yes
13	Migration and co-development	Yes
14	Human rights and armed conflicts	Yes
15	Water, scarcity common good	Yes
16	Recycling, «the 3 Rs»	Yes
17	Recycling, «the 3 Rs»	Yes
18	Gender equality	Yes
Totals		Yes: 16 (88.88%) No: 2 (11.11%)

Table 2
Correspondence between each question, in the Assessment Booklet for 4th Year Primary Education, with DEGCE contents
Source: prepared by the authors from the 2010-2011 Social and Citizenship Competence assessment booklet for 4th Year Primary Education (AGAEVE 2011b).

Assessment question number	Description of the item	Correspondence between question and key DEGCE concept
1	Resolution of conflicts, inequality and scarcity	Yes
2	Humanitarian aid and solidarity	Yes
3	Cooperative work and collaboration	Yes
4	Analysis of the Andalusian coat of arms	No
5	Social and economic inequalities and imbalances in today's global society Poverty understanding of international relations	Yes
6	Smoking	No
7	Smoking	No
8	Traffic accident prevention	No
9	Traffic accident prevention	No
10	Traffic accident prevention	No
11	Generosity and solidarity	Yes
12	Generosity and solidarity	Yes
13	Interpretation of graphics referring to migrations	No
14	Interculturality and migration	Yes
15	Interculturality and migration	Yes
16	Millennium Development Goals	Yes
17	Millennium Development Goals	Yes
18	Respect for common goods and civic habits	Yes
Totals		Yes: 11 (61.11%) No: 7 (38.89%)

Table 3
Correspondence between each question, in the Assessment Booklet for 2nd Year Secondary Education, with DEGCE contents
Source: prepared by the authors from the 2010-2011 Social and Citizenship Competence assessment booklet for 2nd Year ESO (AGAEVE 2011c).

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In the case of the test given to students of 2nd Year Secondary Education (ESO), 61.11 % of the items coincide with DEGCE contents.

Furthermore, we highlight that the assessment test also offers other data regarding the school environment, such as the socioeconomic and cultural index, age, and ownership of the education centres, which may help to interpret the results.

3.2. DEGCE assessment proposals

In *Monitoring Education for Global Citizenship,* it is listed numerous studies that propose indicators to assess learning (Fricke, Gathercole and Skinner 2015). We can show the following, among others:

• The technical advisory group for the educational indicators listed in the post-2015 *Education for All* (UIS 2014) proposes that only two key concepts be measured:

— The knowledge, skills, values, and attitudes required to establish sustainable, peaceful societies.
— Participation in global citizenship education, education for sustainable development, and sustainable lifestyles.

Both have been considered in the Andalusian assessment, firstly because this was carried out in terms of competences, and secondly because the contents of the test include themes referring to global citizenship, peace and sustainability, which are shared by both DEGCE and SCC.

• To assess learning, UNESCO proposes four priority areas that can act as a basis to assess Education for Global Citizenship and Education for Sustainable Development (UNESCO 2014b):

— The students have acquired the knowledge, understanding and critical thinking about global problems and the relationship between countries and different peoples.
— The students have a sense of belonging to a common humanity, sharing values, responsibilities and rights.
— The students show empathy, solidarity and respect for diversity and differences.
— The students act efficiently and responsibly in local, national and global contexts to achieve a more peaceful and sustainable world.

In keeping with this list, the Andalusian assessment does, indeed, comply with the proposal, since the vast majority of the items meet these requirements.

3.3. What the test has not assessed

Other aspects could be requested in the Andalusian assessment. There are certain indicators that have not been considered but which nevertheless also contribute to the acquisition of competences. Some

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of these are shown in Table 4. However, it is important to bear in mind that this assessment has not been designed with the purpose of discovering these elements. Assessing an entire education system is a complex task, given that it requires a study of all its components. Specific assessments of centres, teachers, authorities and education policies would be necessary to discover these essential aspects of education, that would add to the education results obtained in the test, and thus achieve a complete diagnosis of education (Roca Cobo 2013).

Indicators that could be requested in the Andalusian assessment
The pedagogy applied to improved quality practices
The characteristics of the teaching and learning process
Educational material
The teaching staff, their training, experience and participation
How education centres and the education authorities work
Institutional support
The contributions of education programmes promoted by the education authorities
The participation of social agents, parents, communities, NGDOs, unions and civil society
The influence of regular media
Future behaviour or conduct
Assessment of students from courses other than those established in existing regulations
Questions referring to fair trade, sustainable production or critical and responsible consumption
Questions referring to indigenous peoples or promotion of the business fabric

Table 4
Other aspects to assess
Source: prepared by the authors.

3.4. Grades obtained in the SCC assessment test Who contributes to this?

The grades obtained by the students in the diagnostic test are expressed in a quantitative scale of 1 to 6 for each education stage and competence assessed. The levels they reached are shown in Table 5.

Stage	Competence	Level
Primary	Mathematical reasoning	4.02
	Language communication (Spanish language)	4.38
	Social and citizenship	4.24
	Language communication (English language)	4.58
	Language communication (French language)	5.21
	Language communication (German language)	4.95
Secondary	Mathematical reasoning	3.47
	Language communication (Spanish language)	3.54
	Social and citizenship	3.70
	Language communication (English language)	3.94
	Language communication (French language)	4.50
	Language communication (German language)	4.90

Table 5
Results according to competence and stage for the academic year 2010-2011
Source: AGAEVE (2011a, pp. 17 and 19).

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In both stages, the score in SCC is higher than that achieved for mathematical reasoning and, in the case of Secondary education, it is also higher than the score for language communication (Spanish language). The best grade is in the Primary stage, due to the fact that there is not as much pressure to achieve academic objectives and there is more scope for DEGCE activities and educational innovation at this level.

The questions were directed at children studying 4th Year Primary education and 2nd Year Secondary education (ESO). In Andalusia, Citizenship and Human Rights Education is only given in 5th Year Primary and in 3rd Year Secondary, just one academic year above the target groups. Consequently, that subject had no influence on the results of the diagnostic test. This clearly shows that it is other educational interventions that have enabled competence to achieve reasonable success.

There is a continual presence of educational interventions that are either directly or indirectly related to DEGCE in education centres (Pastor-García & López-Toro 2012, 2014). Programmes promoted by the education authorities on equality, a culture of peace and the environment have contributed to these grades. The transversal treatment of contents in each subject, in which the teaching staff's initiative and involvement is decisive, has also played a part. Further contribution has come from interventions from external organisations, social agents and NGDOs, which have offered support and guidance in the formal education system. They all play a committed role and carry out important work in education centres, but seeing as there have been no assessments of the contributions provided by each of these activities, they are not sufficiently recognised or valued by the administrative authorities, by the centres themselves, by the parents, or by society in general.

The modification of the Lomce establishes mandatory final assessments with academic effects, which have been designed by the Ministry of Education and Science, and which combine the evaluation of subject matters with the evaluation of all the competences, for the fourth year of Compulsory Secondary Education, or ESO, and the second year of *Bachillerato* [higher secondary education certificate] (Arts. 29 and 37 bis, Lomce, 2013). This may encourage increased efforts to ensure students develop their skills successfully. Pepper (2011) claims that, along with teacher training, assessment can heavily influence teaching and learning. A mandatory evaluation of SCC may encourage its implementation. It also represents an opportunity to advance the assessment of DEGCE in the formal sphere, since having more assessments such as the SCC may enable achievements to be demonstrated, needs detected, decisions to be evaluated and made to improve DE and, consequently, to contribute to its consolidation.

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In this study, SCC has been shown to be the main way to introduce elements of DE in the formal education system, because it is transversal, and not the former Citizenship and Human Rights Education subject, the time restriction of which is important. Consequently, it is necessary to inform and train teachers who must comply with legal requirements and facilitate the achievement of that competence. In this way, education authorities and NGDOs are encouraged to aim DE actions at teachers more than students, as well as stressing the links and complementarity of DE with SCC.

Having concluded the comparative analysis between DEGCE and SCC, we provide a summary of the most noteworthy results in Tables 6 and 7.

The main points in common between DEGCE and SCC
The theme contents are communal and based on human rights
The contents are aimed at acquiring competences: the capacities to apply knowledge
They are aimed at understanding reality, from a global approach, and participating in social and personal transformation in a creative, critical, reflexive and democratic way
They are transformative teachings
They promote lifelong learning
They receive transversal treatment
They are interdisciplinary
The learning methodology is participative

The main differences are as follows
DEGCE has developed a wealth of teaching material and provides important resources to facilitate the acquisition of key competences in general. SCC, in contrast, is not explicitly incorporated into teaching practices. DEGCE can support the SCC with teaching material
SCC deals with more contents related to knowledge of democratic institutions and how they work. DEGCE does not focus its teachings on democratic participation, but it perceives it as the main tool for social transformation: they complement each other
Although they are both promoted by international organisations, compliance with SCC is compulsory whereas the regulatory instruments referring to DEGCE are merely recommendations

Table 6
Summary of the results of the comparative analysis between DEGCE and SCC
Source: prepared by the authors from the obtained results.

The SCC Diagnostic Assessment Test analysed offers the following
It shows the acquisition of competences: the student's knowledge, skills and attitudes
The essential and typical themes of DEGCE are present, such as the Millennium Development Goals and the Horizontal Cooperation Priorities (Tables 2 and 3)
Data is obtained from the entire population, which makes it possible to draw conclusions without any statistical inference. It provides quantitative information about 178,579 students and 4,077 education centres
The grades achieved are good. They are not attributable to the Citizenship and Human Rights Education subject as this is given in the years above those included in the test. The challenge that arises now is to connect these results with other agents or actions that also contribute: NGDOs, education authority programmes or teachers' initiative

Table 7
Information and Resources Provided by the SCC Diagnostic Assessment Test
Source: prepared by the authors from the obtained results.

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4
Conclusions and discussion of the results

Having analysed the items that make up the Diagnostic Assessment Test of Social and Citizenship Competence (SCC) carried out in Andalusia, it can be considered as a reliable test to find out the status of Development Education and Global Citizenship Education (DEGCE) in the formal education sector, due to the concurrence both in the contents and the methodology used. The test is in keeping with the DEGCE assessment model proposed by international bodies such as UNESCO. It can be concluded that the assessment of SCC, whose evaluative methodology is accepted, provides information that enables the progress of DEGCE to be monitored objectively. Moreover, apart from offering a wealth of useful data for empirical studies, it serves as a model for assessing DEGCE. Therefore, the diagnosis of SCC can be confirmed as serving as an example of DEGCE assessment and the results it offers may be used as DEGCE achievement indicators.

The methodological instruments for finding out the status of DEGCE are necessary, and except where a specific DEGCE implementation and assessment programme exists, the opportunities to discover the current general status of DEGCE are few and far between.

It is true that competency-based assessment has received criticism from different viewpoints. Gallardo Gil, Mayorga Fernández and Sierra Nieto (2014) find limitations because they steer away from measuring superior capacities, such as the transfer of knowledge or argumentation, they do not seem to evaluate competences in the complex sense, but rather they evaluate merely academic learning, and they lack criteria that detect the strategies used by students to find the most effective and efficient solution to the problem being analysed. Tiana (2014) considers the most outstanding element of the Lomce assessment model to be the return to mandatory assessments to complete the stage, similar to those deleted in obsolete laws. Furthermore, as Romero-León (2016) points out, it does not guarantee better results, since it can mean the return of tests related to memorisation and mechanical reproduction, which may produce an improvement in the results based on repeating items from previous years, running the risk that this will become the content that is taught to students. This same author agrees with Monarca (2015) in pointing out that global capitalism has moved away from the welfare state towards the competitive state, in which the world economy has been reorganised to promote its growth, and business and market-based ways of proceeding are introduced in the field of education, «fully oriented to results and reinforced by the role assumed by assessment systems» (p. 31) «in which the "eye" is continually placed on the productivity of the subject and institutions through an amount of devices that subject

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it to permanent verification» (p. 33), passing the responsibility onto students, teachers and schools, and not on the educational policies that are implemented. In contrast, Pepper (2011) expresses that assessment can strongly influence teaching and learning, and supporting this assessment can, in particular, provide positive effects for the consolidation of DEGCE in the formal sphere. This idea is supported by the document commissioned by UNESCO for the Global Education Follow-up Report 2016 that recognizes the ICCS assessment, on which the Andalusian diagnostic assessment method is based (Roca Cobo 2013), as the appropriate method to assess competences that pursue Education for Global Citizenship and Education for Sustainable Development (Hoskins 2016), according to our theoretical stance, both part of DEGCE.

DE, in the formal education system, plays with the same rules as any other subject or discipline in this field; therefore, it is essential that the Cooperation sector knows the pedagogical and evaluative methodology that is used at each moment to better direct its actions. The search for meeting points between the formal sphere and DE is necessary to achieve the alignment of both, and the best way to introduce DE in the formal education system, as has been inferred, is through SCC, because it must be present in the life of the education centre and in every school subject.

The conclusions reached could be extended to the 2009 General Diagnostic Assessment in Spain and, as mentioned previously, to the ICCS study, which bring a national and international scope to the study, respectively. The disadvantages are that, either not all the items used are found, or the themes in question do not have as wide a global dimension as in the Andalusian test.

Among the limitations we have found, we can include the fact that we were unable to compare the test with other Spanish regions, given that the majority only assess the more traditional competences (mathematics or language), overlooking all the rest.

With respect to other European countries, although some apply a global dimension in the assessment of SCC, as is the case with Malta and Cyprus (European Commission 2012), there is also a high degree of heterogeneity in the methodology and diversity of the competences assessed (Pepper 2011), which does not help us to obtain a general view of the achievements or a data comparison.

In addition to this, the recent change in regulations in Spain has generated a degree of uncertainty about how diagnostic tests will evolve from now on.

The Institute of Evaluation proposes that «the results obtained must be able to be compared over time, to enable us to discover their trends. They must also allow for a comparison with the results from other international assessments» (Instituto de Evaluación [Institute of Evaluation] 2009, p. 39). This is in keeping with the European national tests report (European Commission/EACEA p9/Eurydice

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2009). For this reason, diagnostic assessments should continue to be carried out on a regular basis, as they would help make decisions that are coherent with educational intentions.

Furthermore, «experts in evaluation warn that the use of one single test for several purposes can lead to contradictions, if the information requirements in each case are different» (European Commission/EACEA p9/Eurydice 2009, p. 25). However, in this case the necessary requirements coincide. Using a single test for several purposes may prevent any potentially negative effects on students and teachers of over-assessing, such as taking away teaching time or creating extra stress for students.

The diagnostic test has assessed students' acquisition of competences; it cannot be expected to reveal other elements that contribute to that achievement for which it has not been designed, such as pedagogy or the educational material used. Nevertheless, it fulfils the assessment functions for learning and accountability that cooperation requires (MAEC 2013b).

DEGCE is facing the challenge to meet a growing demand for it to create its own assessment system, but it currently has few resources. If education and cooperation agents and agendas join forces in the coordination and collaboration efforts for those education objectives that they have in common, the arising policies would be more coherent and the effectiveness of any action taken could be improved. As Melber (2014) states, powerful alliances could be built including the role of civil society agencies and the research community in development studies. It would be interesting to break down the barriers that separate one group from the other, as no significant differences have been found between SCC and DEGCE. DEGCE has proven to provide important resources for the acquisition of competences, but it needs to have a more standardised access to the formal education system and to the relevant data.

5
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