



# DEVELOPMENT COOPERATION PROJECTS AS AN EDUCATIONAL TOOL IN VOCATIONAL TRAINING AND AT UNIVERSITY

**BACKGROUND TO THE CONCEPT AND  
CLASSROOM APPLICATION PROCESS**

PERIOD 2007-2021



**Eraldaketa  
Ekosozialerako  
Ekintzak**  
Acciones para la  
Transformación  
Ecosocial

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# ABOUT ZABALKETA

The **Zabalketa** Association is a Basque NGDO (non-governmental development organisation) that started in 1991. Its headquarters are in Getxo, Biscay, and it has a small branch in Donostia, Gipuzkoa, and an office in the city of Santa Cruz, Bolivia.

Zabalketa works to build a more caring, inclusive, equitable and sustainable world by means of **Development Cooperation** projects in rural parts of several countries in the Global South, working in partnership with the citizens, organisations and local authorities. At present, Zabalketa is undertaking cooperative work in Bolivia, Colombia, Peru, Nigeria and the Philippines.

Since it began, Zabalketa has been committed to **Education for Social Transformation** (EST) and, to that end, it trains teachers, produces classroom materials and develops participatory methods that are applied among young people in the Basque Country, in both classrooms and non-formal education spaces.



*Zabalketa works to build a more caring, inclusive, equitable and sustainable world*

At Zabalketa, we understand EST as an educational process that occurs in formal, informal and non-formal education, and that aims to develop and inspire in people a set of knowledge, skills and values that enable them to develop critical awareness of local and global issues. This can then foster commitment to and participation in building a fairer, more caring and sustainable world.

In the **Social Action** sphere, Zabalketa has been running the **SolidaridUP** initiative since 2015, through which it is creating a network of caring districts where the public plays an active and committed role to create inclusive, mutually caring communities. The network is made up of small businesses, associations, schools and councils.



Zabalketa is committed to partnerships and multidisciplinary work, and this is why it has launched projects including the **International Network for Environmental Sustainability in the Fight against Poverty** and the **International Network of Women in the Rural Environment**. It is also part of the **Basque Country NGDO Coordination Committee**, the **Nirea Sarea Network** and the **Ecosystem Services Partnership**, to name just a few.

We also work on **communication and raising public awareness**. To do this, we publish news and reports on our website and social media; we are in contact with the media, including radio, digital and print media; and we organise and take part in forums and conferences that facilitate sharing knowledge and any progress made.

# ABOUT THIS SYSTEMATISATION DOCUMENT

This document sets out the technical educational work that Zabalketa has undertaken with teachers and students at Vocational Training (VT) centres and the University of the Basque Country over the last 14 years. This work has been supported by the Basque Development Cooperation Agency (BDCA), under the Basque Government.

This educational work is based on the fusion and incorporation of the following 3 elements in the classroom:

01.

Using the **Zabalketa Projects** that we run in the Basque Country and countries in the Global South (Bolivia, Peru, Philippines etc.) as educational tools in further and higher education in the Basque Country: VT and University.

02.

Developing the values, skills and approaches of **Education for Social Transformation (EST)**, such as solidarity, critical thinking, participation and human rights, as well as the inclusion of the United Nations Sustainable Development Goals and the 2030 Agenda.

03.

Applying the **Development Cooperation Tools**. The main ones are: the project life cycle, the problem tree, the objectives tree and the project datasheet



This educational work that Zabalketa undertakes in a gradual, dialogue-based, integrated, flexible and technical way has led to the development of the **E-3 Educational Strategy**, which promotes taking action, within the sphere of education, for eco-social change on a local and global level.

Section 2 of this document gives further information about the E-3 Educational Strategy.

This document aims to meet the following objectives:

Zabalketa would like this document to act as a **report** of the broad and diverse work carried out, and also to form a **technical guide** for educators, training centres and organisations that want to apply it with their groups. To do this, we have included quantitative data, qualitative information and the application process, as well as our conclusions and the educational material we have produced.


We also want this document to be a place where we **recognise** the important contributions made by teaching staff and students over the years, and **thank** them for the trust they have placed in us by taking part in the project.

It is, therefore, a technical document that intends to promote and contribute to the take-up and use of **new active learning methods**, and help deliver a **transformative collective learning culture**.



1.

REPORT: BACKGROUND  
AND DEVELOPMENT  
OF WORK IN HIGHER  
EDUCATION



FOR ZABALKETA, EDUCATION IN ALL ITS FORMS OFFERS A PATHWAY TO BUILDING A **FAIRER, MORE CARING AND SUSTAINABLE** WORLD FOR ALL PEOPLE. .



# 1.1

## Zabaketa's educational line, "Zabaldu Mundura", 2007

For Zabalketa, education in all its forms (formal, informal and non-formal) offers a pathway to building a fairer, more caring and sustainable world for all people. Because of this, since we began, we have focused on contributing to and developing this line of work, both with members of our technical team and our volunteers.

The suggestion arose at one of its internal work sessions that the development cooperation projects it implements in countries like Bolivia, Peru and the Philippines, could form interesting educational tools in the classroom. They can serve to reinforce and expand the students' curricular technical knowledge, and to develop skills and values.

This is how the educational line, "Zabaldu Mundura", took shape. Its first application and real development took place in primary schools in Getxo, with the support of the Getxo Town Council Department of Cooperation.

In that instance, we selected the project Zabalketa was delivering in Nigeria to improve access to and the quality of water for families. This allowed us to carry out cross-disciplinary work across several year 5 primary education subjects, regarding the situation of water in Nigeria, the Basque Country and the wider world.

The experience was very positive and, as we had predicted, it offered many opportunities on a methodological level to learn technical skills, use ICT (information and communication technology) and acquire competences and values.

Such was its success that we also expanded it to primary year 6, other districts in Biscay and other subjects such as multiculturalism.



# 1.2

## Introduction of BDCA Programmes and Project-Based Learning (PBL), 2007

In the same year, 2007, the Basque Government's Basque Development Cooperation Agency (BDCA) presented local NGOs with a new tool for creating and undertaking projects, called "PROGRAMMES".

Until that point, projects could either come under Development Cooperation and take place in the Global South,<sup>1</sup> or they could come under Education for Social Transformation (EST) and take place in the Basque Country. With the new tool, PROGRAMMES, these two lines of work fused together, allowing a single project to take place simultaneously in the Global South and the Basque Country, with the same aims and results.

Work based on the PROGRAMMES tool was highly motivating because it increased the timeline of projects from 2 to 3 years. It was also more demanding and ambitious, because it required the achievement of significant, measurable and sustainable impacts in social, economic and environmental terms.

At Zabalketa, we decided to put ourselves forward for the first PROGRAMMES call for projects in 2007, and we proposed the "Zabaldu Mundura" educational line for the education component in the Basque Country. Our proposal was one of the ones accepted.

Given the complexity of the work we planned to carry out, we decided to select further and higher education (vocational training, or VT, and university), as the classroom activities would require a deep level of abstract thinking as well as research and tool handling skills.

For this first programme, we selected a cooperation project that we were running in Peru at that time, in Yauyos province within the Lima region. The project consisted of 3 components:

- environmental protection through improving management of pastures, forests and microbasins.
- economic development by driving the production and sale of alpaca wool and medicinal plants.
- social improvement by driving the participation of different social stakeholders, with a particular focus on women, in order to design and deliver equitable and sustainable plans for shared rural development.

In the Basque Country, this first programme was applied in the higher-level VT courses "Environmental Health", "Management and Finance" and "Social Integration" at the Somorrostro de Muskiz and Tartanga de Erandio colleges. We had around 12 classroom hours in which to undertake the group work and present the resulting proposals.

The active learning method known as "**Project-Based Learning**" was used for working with the students. It consists of using a real problem or need linked to the students' technical training. Working in small groups, students present a project that offers practical, viable, equitable and sustainable solutions to the need that has been identified.

<sup>1</sup> The Global South, countries with less technological and industrial development



To develop these solutions, the students are provided with educational material (project books, videos) created by Zabalketa with its local partners, in this case in Peru. This educational material, together with the group research work and videoconference meetings with the local population participating in the project and the local NGO, allows students to appreciate this new and unfamiliar reality: they can get to know one another, discuss and resolve any queries directly.

The projects and solutions that the students design are then shared with the local NGO's technical team, with a view to evaluating the possibility of applying them in real life.

At this early stage, we were already receiving positive feedback from the teaching staff, who told us:

*"It lets us work with new technology"*

*"It's a chance to include new content"*

The students also commented on what they got from it:

*"It makes me think"*

*"It makes me see other points of view"*

# 1.3

## Development Cooperation projects as ETHAZI challenges, 2014

Over the following years, the positive educational results and the teachers' satisfaction meant that the project continued to be applied and to strengthen. More education centres gradually joined: San José de Calansanz in Santurtzi, Egibide in Vitoria-Gasteiz, and Inmakulada in Tolosa, to name a few. New training courses were included, such as "Environmental Education and Management", and we added new cooperation projects, and therefore new practical cases for the classroom, located in other parts of Peru and different countries including Bolivia and the Philippines.

In 2014, our educational project experienced a major boost: the Basque Government's Deputy Council for VT launched the learning method known as **ETHAZI Challenges** through the **TKNIKA centre**.

These ETHAZI Challenges involve a type of learning that shares many of the features of project-based learning that we were already using, such as seeking solutions to real problems, working in small groups, and students presenting and defending their own proposals.

The coordinated work of the teachers and Zabalketa's technical team meant that Zabalketa's projects could simply and naturally be adapted to the ETHAZI method, and then applied following the 11 steps to solve a challenge.

This new method requires more time, so the students had between 40 and 60 hours.

During the 2020-21 academic year, a total of 261 students worked on Zabalketa's Development Cooperation projects (65% of them women), across 10 different colleges in the 3 provinces, spread across 12 classrooms, of which 5 worked in the Basque language, and which represented 4 different VT grades and one university level.





Udalerrri solidarioen  
sarea  Red  
de municipios solidarios  
**Getxo - Leioa - Sestao**

## 1.4 Zabalketa's Social Action projects, 2021

In the 2020-21 school year, when a teacher make contact with us, we had the opportunity to use not only Zabalketa's development cooperation projects in the South as an educational tool, but also the Social Action projects that we run in our nearby surroundings, such as the **SolidaridUP** project.

SolidaridUP promotes social harmony, citizen participation and institutional partnerships to respond to the needs of the most vulnerable sectors of society, in this case in Getxo, Leioa and Sestao.

Thanks to that teacher, we have included a new Higher Grade training course, "Socio-cultural Leadership and Tourism", as well as two new centres: Ibarrekolanda in Bilbao and Saturnino de la Peña in Sestao.

# 1.5

## Zabalketa Development Cooperation Projects at University

Zabalketa's Development Cooperation projects are being applied as educational tools not only in the VT centres, but also in the following Basque universities: University of the Basque Country/Euskal Herriko Unibertsitatea (UPV/EHU) and Tecnun-Universidad in Navarre, specifically in teacher training and engineering degree courses.

We would like to highlight the fact that one teacher training undergraduate chose to use one of the tools that we taught and applied in the classroom for her final dissertation, namely the Problem Tree tool.

It is also worth noting that the work carried out with the School of Engineering at the UPV/EHU in Gipuzkoa was named an **i3KD** (Ikaskuntza, Ikerketa eta Iraunkortasuna) **Innovative Educational Project** by the university, and was presented as an experience at the Educational Innovation and Networked Teaching Congress (INRED 2021) organised by the Polytechnic University of Valencia.

So far, two faculties or schools have taken part, over an average of 10 classroom hours.



## BISCAY (7)

### TARTANGA. ERANDIO.

Course: Social Integration / Environmental Health / Administration and Finance.

### SAN JOSÉ DE CALASANZ. SANTURTZI.

Course: Social Integration.

### SOMORROSTRO. MUSKIZ.

Course: Education and Environmental Management / Administration and Finance.

### TXORIERRI. DERIO.

Course: Education and Environmental Management.

### CRUZ ROJA. BILBAO.

Course: Social Integration / Healthcare Emergencies.

### IBARREKOLANDA. BILBAO.

Course: Sociocultural Leadership and Tourism.

### SATURNINO DE LA PEÑA. SESTAO.

Course: Sociocultural Leadership and Tourism.

## GIPUZKOA (6)

### MARIAREN LAGUNDIA. BERGARA.

Course: Social Integration

### INMAKULADA. TOLOSA.

Course: Social Integration.

### DON BOSCO. TOLOSA.

Course: Industrial Chemistry.

### TECNUN. DONOSTIA.

Course: Engineering in Industrial Technology.

### EASO POLITEKNIKOA. DONOSTIA.

Course: Education and Environmental Management / Healthcare Emergencies.

### NAZARET. DONOSTIA.

Course: Social Integration.

## ARABA (3)

### EGIBIDE. VITORIA-GASTEIZ.

Course: Education and Environmental Management / Social Integration.

### FRANCISCO DE VITORIA. VITORIA-GASTEIZ.

Course: Social Integration.

### UPV/EHU (CAMPUS VITORIA). VITORIA-GASTEIZ.

Course: Faculty of Teacher Training

CENTRES THAT HAVE APPLIED THE  
ZABALKETA PROJECTS, BY PROVINCE,  
MUNICIPALITY AND COURSE

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# 1.6

## The International Network for Environmental Sustainability in the Fight Against Poverty, 2017

The positive qualitative and quantitative results gathered in evaluations with the teachers and students in the first 8 years of classroom work validated and confirmed the suitability and relevance of the **E-3 Educational Strategy**, both in VT and at university.

The evaluation data shows that 100% of the teaching staff were interested in continuing the experience over the following academic years, and 90% of students found that solving real problems related to their academic studies was more interesting.

Given this favourable context, Zabalketa's technical team wanted to share this educational experience with other Basque NGOs, so that they could learn about the work. And, if they were interested, we could support them personally and technically in the process of including their own experience and development cooperation projects at new colleges and in new areas of education.

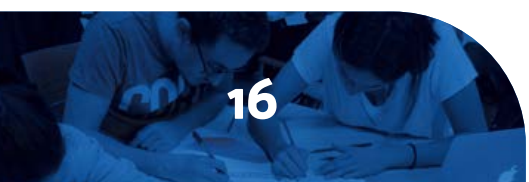
As a result, in 2017 we created the **International Network for Environmental Sustainability in the Fight Against Poverty**, and now, five years later, the network is made up of 11 NGOs: 8 Basque NGOs (Behar Bidasoa, Egoizia, Etiopia Utopia, ICLI, Mundukide, Tau Fundazioa, Unesco Etxea, Zabalketa) and 2 Bolivian NGO (ICO, IPTK), and 1 Peruvian (CIPCA).

This network has successfully taken new development cooperation projects to classrooms, reached new education centres and expanded the range of academic courses in which it works.

The network has enjoyed the support of the Biscay and Gipuzkoa District Councils.



**RED por la  
SOSTENIBILIDAD AMBIENTAL  
en la LUCHA CONTRA LA POBREZA**





## BIZKAIA

### **SAN JORGE. SANTURTZI.**

Renewable Energy. **NGDOD: EKI Foundation.**

### **UNIVERSIDAD DEUSTO. BILBAO.**

Industrial Engineering. **NGDO: ICLI.**

### **UNIVERSIDAD DEL PAÍS VASCO UPV/EHU. LEIOA.**

UNESCO Chair for Sustainable Development and Environmental Education. **ONGDO: Zabalketa.**

**SCHEDULED APPLICATIONS  
IN BISCAY FOR 2022-23  
AND APPLICATIONS  
SO FAR IN GIPUZKOA**

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## GIPUZKOA

### **ARIZMENDI. ARRASATE.**

Healthcare Emergencies. **ONGD: Zabalketa.**

### **BIDASOA. IRUN.**

Electrotechnical and automated systems. **ONGD: Etiopia Utopia.**

### **DON BOSCO. TOLOSA.**

Industrial Chemistry **ONGD: Egoaizia.**

### **EASO. DONOSTIA.**

Education and Environmental Management. **ONGD: Tau Fundazioa.**

### **MONDRAGON UNIBERTSITATEA. HERNANI.**

Ecotechnology. **ONGD: Mundukide.**

### **MONDRAGON UNIBERTSITATEA. ARRASATE.**

Electronic Engineering. **ONGD: Mundukide.**

### **MONDRAGON UNIBERTSITATEA. ARRASATE.**

Humanities. **ONGD: Unesco Etxea.**

### **TECNUN. DONOSTIA.**

Engineering in Industrial Technology. **ONGD: Zabalketa.**

### **UNIVERSIDAD DEL PAÍS VASCO UPV/EHU. DONOSTIA.**

Civil Engineering. **ONGD: ICLI.**



# 2.

## ZABALKETA'S "E·3" EDUCATIONAL STRATEGY CLASSROOM APPLICATION PROCESS

## 2.1

### THE E·3 EDUCATIONAL STRATEGY

The name E·3 refers to three words in the Basque language that summarise the ultimate aim of Zabalketa's educational work with further and higher education students: **"Ekintzak Eraldaketa Ekosozialerako"**, which translates as "actions for eco-social transformation".

This type of work contributes academic knowledge, reinforces skills, promotes values, and develops new viewpoints that enable the development of sensitive, critical and active citizens who are committed to a fair, caring and sustainable world for everyone.

The name "E·3", as we mentioned at the start of this document, also refers to the **3 pillars** that the educational strategy rests on:

1. Zabalketa's development cooperation and social action projects.
2. The development cooperation tools.
3. The values, skills and approaches of Education for Social Transformation (EST).



The E·3 strategy has so far been applied in the classroom using **two active learning methods**:

#### 1. PROJECT-BASED LEARNING (PBL)

In the PBL method, students take on a problem, situation or need that requires them to carry out a relatively large-scale project.

It requires them to learn actively and carry out tasks such as draw out the learning objectives, collaborate in small groups, discuss which steps to take, plan the project's development, assign responsibilities within the work group, learn and apply new knowledge independently, analyse the viability of different options, evaluate the group's effectiveness etc.

Projects may sit within a single academic subject, or interdisciplinary projects may span several subjects.

Each project is assessed by the teaching staff in advance to ensure that the students have the necessary resources and technical tools.

The teachers combine theoretical sessions in which they focus on curricular content, with practical sessions in which students apply what they have learned to the project they are undertaking. In this way, students can see the use of what they are learning in the real world.

The teachers' role is to deliver the theoretical sessions, but also to guide, advise, encourage, reinforce and give feedback to the students in the course of the project.

The learning process culminates with the groups presenting their projects and, wherever it is viable and possible, the real-life application of the solutions they have devised, followed by the evaluation of that final application.

## 2. ETHAZI CHALLENGES

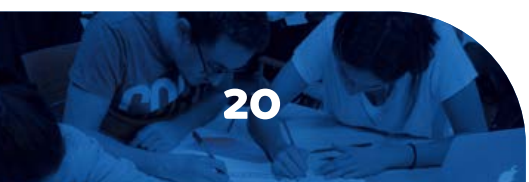
The **ETHAZI model** is a learning tool promoted by the Deputy Council of VT at the Basque Government's Department for Education and at **TKNIKA** (the Basque Government's applied innovation and research centre for VT). It was applied through a pilot project in the 2013-14 academic year in five state and state-subsidised professional training centres, and 100 students and 25 teachers took part across five different training courses.

This model is currently in the roll-out phase, with the aim that both state and state-subsidised VT centres in the Basque Country use the ETHAZI high-performance cycles as a new learning tool.

We have included a link which you can follow to find more information and documents about this challenge-based collaborative learning method.

As indicated above, Zabalketa's projects have been adapted to this method and we already have several years' experience of following the ETHAZI method's steps, in several different centres and courses.

The TKNIKA innovation centre is familiar with Zabalketa's project work in VT centres and we have received their congratulations and support for our endeavours.



## 2.2

### CLASSROOM APPLICATION OF THE E-3 EDUCATIONAL STRATEGY

As explained above, over the last 14 years our educational work in classrooms has **grown gradually**, in terms of the education centres where we work, the courses our work is applied to, the activities we deliver and even the classroom hours available to us. We always implement and expand our work gradually, consolidating our positive results and developing harmonious relationships and mutual understanding with the educational centres.

This process can also be applied to the classroom work: changes to the teaching-learning method happen slowly and gradually, as the first steps settle in and those involved are able to work with security and confidence. We can take further steps and work across disciplines with other subjects and/or courses.

From the beginning, we have been very aware of the need to respond and adapt to each education centre, its needs, interests and availability, at all times. Therefore, one of our fundamental principles is **"the flexibility principle"**: it is important that the educational activity adapts and responds to the specific situation and context of each educational centre and the staff. This is a completely open and dynamic educational process, therefore it is specific and personal to each centre.

The step prior to classroom work is for Zabalketa and the teaching staff together to identify which project connects best with the learning results that their students need to achieve. This is the **"project-learning connection principle"**.

For example, we focused on the issue of watercourse pollution in Bolivia with students of "Environmental Management and Education", we studied the difficulties preventing young people in rural Peru from finishing school with "Social Integration" students, and we centred on boosting citizen participation on a municipal level with "Sociocultural Leadership and Tourism" students.

It is very important to get this connection right, because the project work must first and foremost contribute to reinforcing academic content. In our analysis, this focus on connections is what has really made this educational initiative work, without interruption, for 14 years, with new centres and areas of study being added each year.

It is possible to cover a range of subject areas in VT and at university because the projects we deliver have an integrated approach with a social, environmental and productive or economic impact.

The E-3 strategy's classroom application **PROCESS** includes the following steps, whether applying either the PBL or the ETHAZI Challenges approach.

# "E·3" STRATEGY PROCESS

01.

Introduction to development cooperation and the work of Basque NGOs

02.

The project life cycle: understanding the different stages or phases a project goes through.

03.

Given a real situation, identify the problem to solve and turn it into a challenge.

04.

Find, organise and analyse information to understand the problem or need.

05.

Produce options to meet the challenge and select the best one.

06.

Project design and practical implementation of an activity.

07.

Introduction to the Basque Country's rural coastal environment.

08.

Present and share the projects and the students' proposed actions.

## STEP 1.

### INTRODUCTION TO DEVELOPMENT COOPERATION AND THE WORK OF BASQUE NGDOS

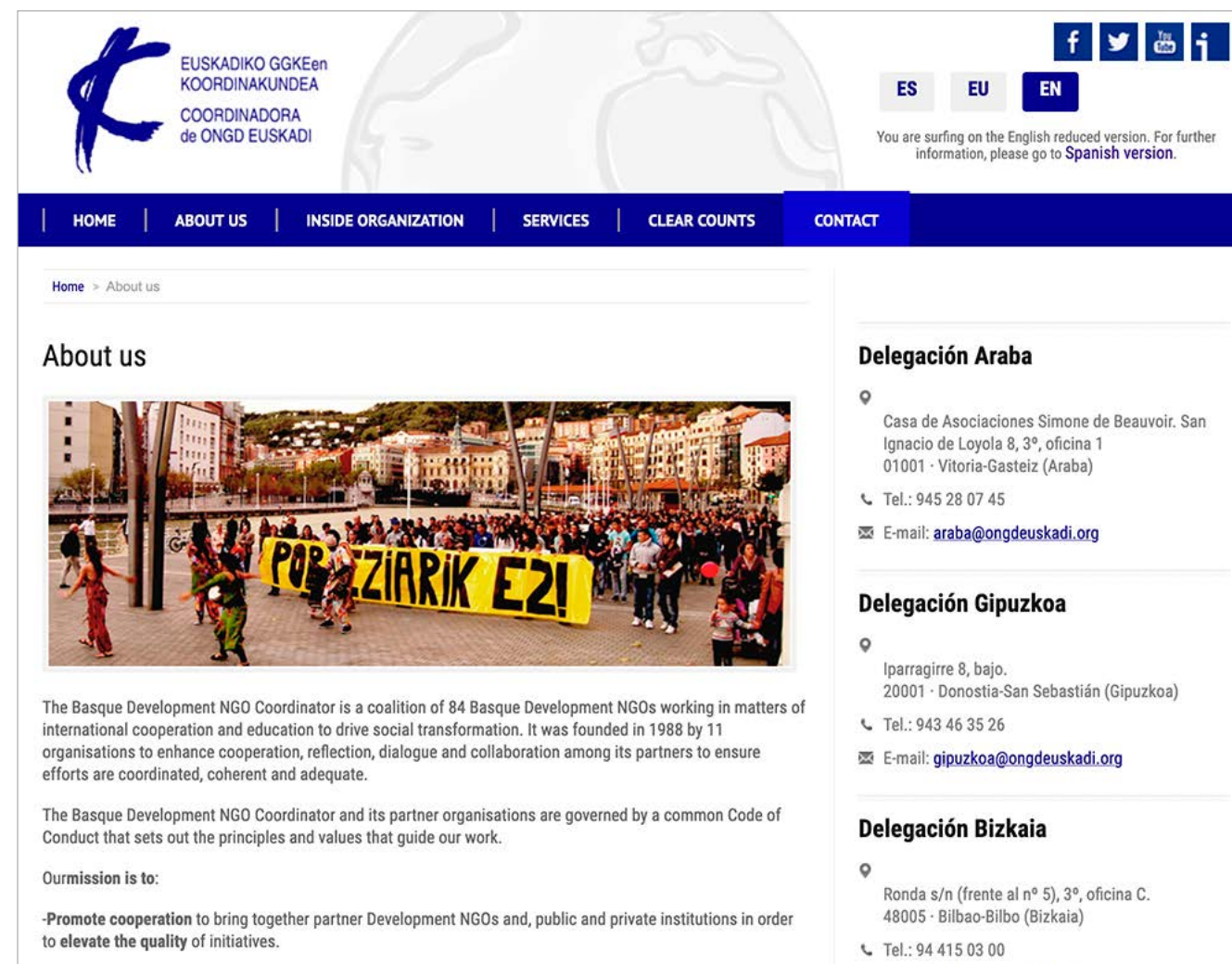
The first step involves familiarising students with the international development cooperation sector and NGDOs in the Basque Country, including aspects such as work, profiles of the people involved, the involvement of public bodies, the importance of volunteers, and the countries and sectors in which we work.

We explain the watershed moment in the 1990s in which 0.7% of the budgets of public bodies were allocated to development cooperation. This moment triggered a public awakening, in favour of ending poverty and inequality in the world.

It is also important to draw attention to the development and transformation of international cooperative work, departing from the aid-based approach in which people are perceived as passive recipients, to promote the development of capacities and the uphold human rights, where the people who benefit are the true protagonists in the entire process and its results.

In addition, we also present and analyse the **Sustainable Development Goals and the 2030 Agenda**, to raise awareness of the global challenges that countries are facing together, highlighting how important it is for all of society to be involved, and the role of partnerships in achieving these aims.

This work in education centres is also an opportunity to introduce and incorporate the approaches, values and skills of **Education for Social Transformation (EST)**, which is also met with great interest and engagement, thereby contributing further to creating an integrated educational experience.



Homepage of The Basque Development NGO Coordinator website.

We also take this opportunity to present the **Basque Country NGDO Coordination Committee** and, through its website (<https://www.ongdeuskadi.org/es/>), to show the broad range of educational resources and materials that NGDOs offer for free (<https://recursoseducativos.ongdeuskadi.org>), as well as its e-newsletter as a way of finding out about things like courses, grants, job vacancies and volunteering.

## STEP 2.

### THE PROJECT LIFE CYCLE: UNDERSTANDING THE DIFFERENT STAGES OR PHASES A PROJECT GOES THROUGH

We believe it is useful for students to have a complete overview of the phases a project goes through from start to finish, and that they can identify which specific stages they will go on to undertake through their group work.

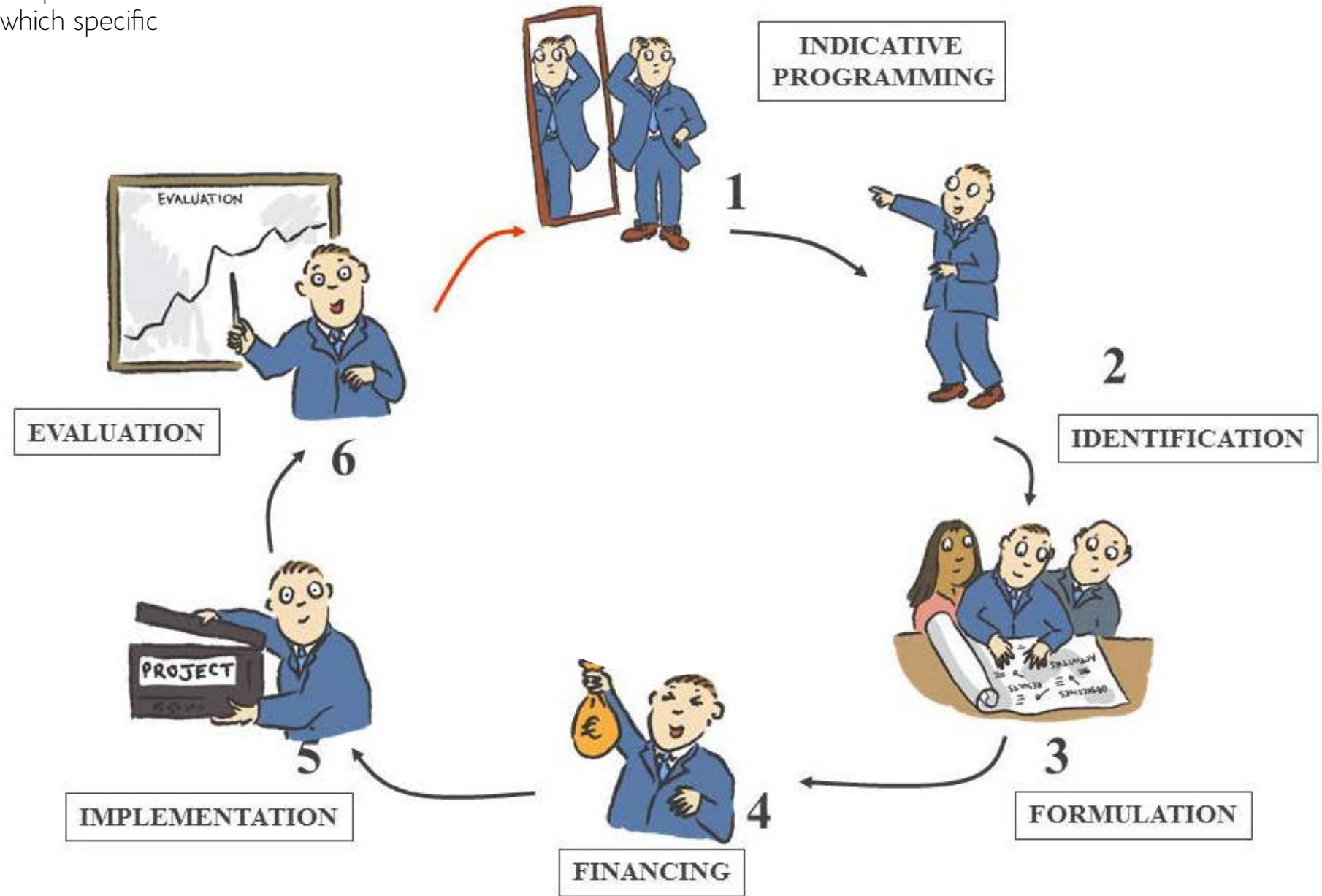


Illustration: <https://www.iphdinternational.org/>



**STEP 3.****GIVEN A REAL SITUATION, IDENTIFY THE PROBLEM TO SOLVE AND TURN IT INTO A CHALLENGE**

Taking the VT course or the university degree and level in which the work will take place into account, Zabalketa selects one of our projects that aligns most with the curriculum content and skills that the students need to learn.

Although Zabalketa's projects are integrated in nature, and have an impact on social, productive and environmental improvements, it is also true that the specific balance between those aspects varies from project to project. Therefore, it is useful for us to work with teaching staff to select the one with the closest connection to the curriculum content of each area of study.

The closer that connection, the more meaningful the students' learning experience is: they will see how what they are learning can be used and applied, it will fit better into the curriculum, and it will increase the teachers' interest in continuing to apply the method in future academic years.

Within a single project, there may be several different problems that relate to the field of study. For example, there might be several environmental problems: river pollution, deforestation, the use of chemical fertilisers, lack of environmental training among government teams etc.

Given this situation, there are a few options:

- One option is for all the groups to focus on the same problem.
- The other is for each group to choose a problem to solve, as long as the problem is connected to their academic studies, so that they can apply the knowledge, skills and values that they are gaining and developing.
- Both options have advantages:
- The first option allows students to compare different working strategies in relation to the same issue.

The second allows groups to choose the problem that interests and motivates them most.

## STEP 4.

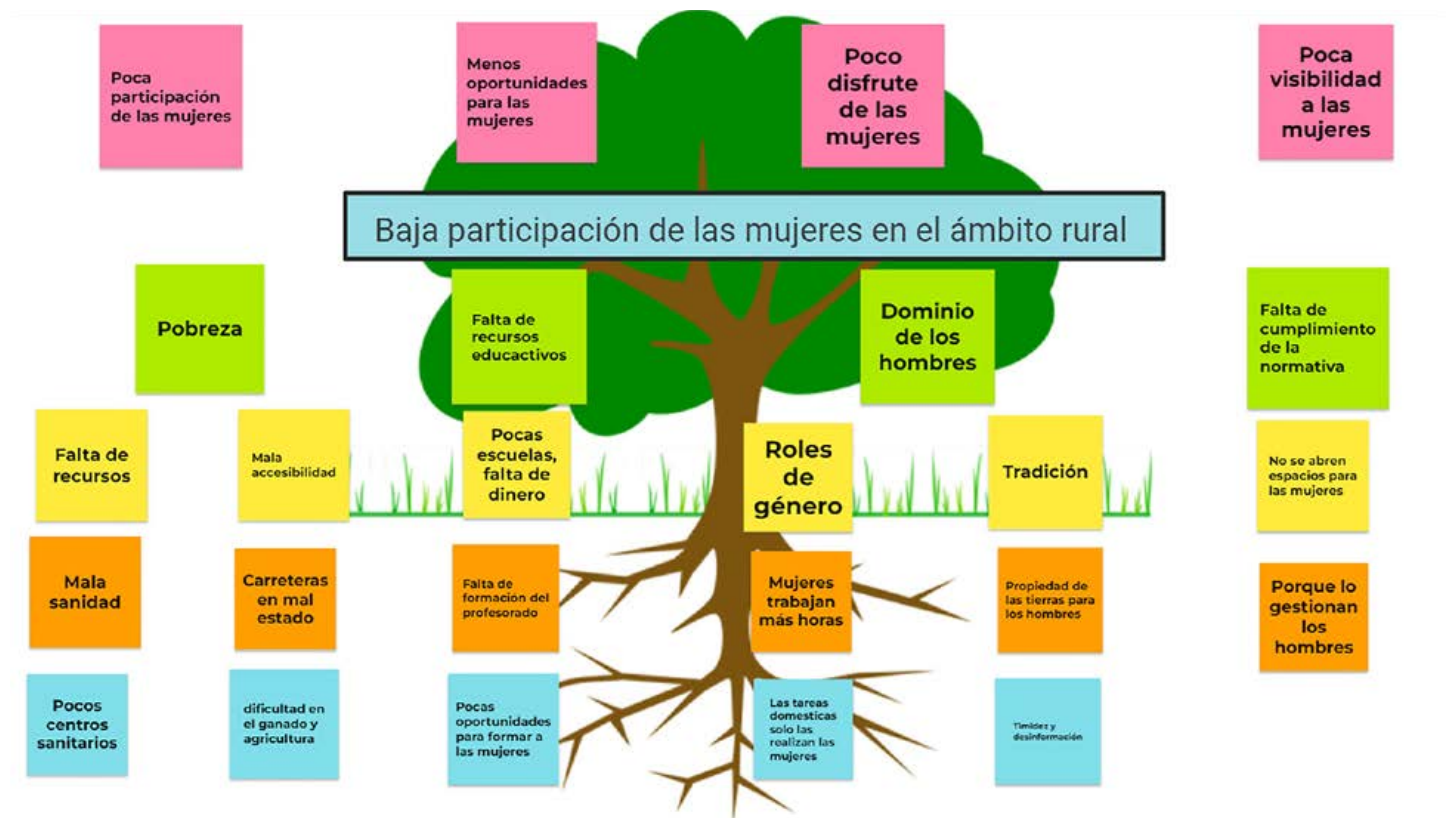
### FIND, ORGANISE AND ANALYSE INFORMATION TO UNDERSTAND THE PROBLEM OR NEED

At this stage, several development cooperation tools are used: the Problem Tree, the Objectives Tree, the Gender Risk Matrix, the Environmental Risk Matrix etc.

At this stage, we present, explain and work on the various approaches or focus points within EST (human rights, gender, environmental sustainability, localism and globalism, and participation), and the Sustainable Development Goals (SDGs) and the 2030 Agenda, in order that they can be taken into account and incorporated into the solution to the challenge.

Specifically, the Problem Tree and Objectives Tree tools allow us to organise information in a way that helps us better understand the complexity of reality and visualise the social, economic and environmental aspects. This allows us to map out both the problem's causes and consequences, and its solutions and strategies.

Firstly, working in groups, the students draw up a problem tree. It is useful for some of the groups to present the problem tree they have created so that, through a whole-group reflection, certain adjustments can be made and explanations given that benefit all the groups. Then, the same process is followed with the objectives tree: draw them up in small groups, then present and analyse them as a whole class.





## STEP 5. PRODUCE OPTIONS TO MEET THE CHALLENGE AND SELECT THE BEST ONE

This step is all about the groups reflecting on the different strategies and ways to solve the problem, bearing in mind criteria that relate to the project's local circumstances, such as social viability, environmental sustainability, people's mobility, the time available etc., as well as criteria defined by the students' own knowledge and skills.

To achieve this, Zabalketa holds a space for dialogue and feedback with each group.

It is also useful, at this point, for each group to have time to briefly outline their chosen solution and the strategy they wish to incorporate into their project.

We can also encourage and facilitate collaboration between groups, to allow them to offer and receive a range of contributions and perspectives. This fosters collaboration and mutual support, rather than competition between groups, which in turn promotes and provides lived experience of unity in the classroom. The aim is always to share, enrich our experience, learn and build through collaboration.

## STEP 6.

### PROJECT DESIGN AND PRACTICAL IMPLEMENTATION OF AN ACTIVITY

The depth and scope of the project will vary depending on the time available. However, whatever the circumstances, we believe the following components are essential:

- Specific Objective (in VT this is the same as the General Objective)
- Population participating in the project
- Results (in VT this is the same as the Specific Objectives)
- Activities
- Timeline
- Project's contribution to the Sustainable Development Goals (SDGs)

As part of the project preparation, an online meeting will be held between the students and the local partner who we deliver the project with. This meeting allows the students to ask any questions and access more information, as well as offering them motivation and expectation, because they realise that, as the teachers have put it "this is really happening".

At this point in the work, we also introduce associations from the Global South: organisations of people who come from other countries and places, and that work in the Basque Country in the areas of culture, sport, education, food etc.

Since 2015, we have enabled students to put into practice some of the activities in their projects, on both a local level in the Basque Country and in some of the countries where Zabalketa's cooperation projects are based.

We want to help students perceive themselves as agents of change, through real-life experience of being able to devise and develop proposals that lead to improvements and transformations in reality.

Some examples of these activities are:

- Demonstration against climate change in Vitoria-Gasteiz, by students from Egibi-de in Vitoria-Gasteiz.
- Creation of the first aid storybook "Tiritikin" for primary schools, in Basque and English, by students from Easo Politeknikoa in Donostia.
- Creation of a podcast promoting education for girls, by students from Inmakulada in Bilbao.



## STEP 7.

### INTRODUCTION TO THE BASQUE COUNTRY'S RURAL COASTAL ENVIRONMENT

Zabalketa's development cooperation projects in the Global South work in rural environments with farming communities and families. Therefore, we consider it important for students in the Basque Country to have the chance to get to know our own rural coastal environment, and understand the specific situation in our nearby surroundings.

This in-person experience of our rural coastal environment is possible thanks to partnerships with the Basque Government's **Hazi Foundation** (web link), through its **"Kali-tatea Topera" initiative in the Nirea programme**.

This collaboration with Hazi has allowed us to compare and understand, for example, the situation for rural women in Peru and the Basque Country, or agricultural land management in Bolivia and the Basque Country. In other words, it allows us a local and global perspective on a range of issues relating to the rural coastal environment



## STEP 8

### PRESENT AND SHARE THE PROJECTS AND THE STUDENTS' PROPOSED ACTIONS

To finish the classroom work, each group prepares a 15- to 20-minute presentation in which they explain their proposal to the teachers and other students.

In some evaluations, the students told us that one of the activities they liked and benefited from the most in the entire process was listening to and learning from the projects presented by other groups.

This work by young people in the classroom is shared on the internet, on social media and the education centres' own communications, and Zabalketa promotes them too through its own channels:

**Web:** "La juventud crea un mundo mejor"

**Facebook:** "Yo creo un mundo más sostenible"

#### Instagram

In the spirit of the teachers and students being the protagonist, and raising the profile of their work, in December 2021 we held a meeting of 11 education centres from the three provinces, in partnership with the EASO Politeknikoa education centre in Donostia, in its conference hall.

At this learning conference, "Development Cooperation Projects as an Educational Tool in Higher Education", the teachers highlighted the positive contributions made by the partnership between education centres and NGOs, and the students impressed us with the quality of the practical activities that they presented and the sincerity with which they conveyed the work, enthusiasm and hope that had gone into their project





# 3.

THE EDUCATIONAL  
PROJECT'S CONTRIBUTION  
TO THE SDGs

## 4 QUALITY EDUCATION



### SDG 4 Quality Education

This SDG pledges to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

We endorse the aims set out in SDG 4:

*“It is of paramount importance to increase efforts to strengthen the role played by education in the full realisation of human rights, peace, responsible local and global citizenship, gender equality, sustainable development and health. The contents of that education must be suitable and encompass both cognitive and non-cognitive aspects of learning. The knowledge, skills, values and attitudes that all people need to live a fruitful life, make well-founded decisions and take an active role on both a local and global level when facing and tackling global problems can be acquired through education for sustainable development and education for global citizenship – which, in turn, includes education for peace and human rights – as well as intercultural education and education for international understanding.”*

## 17 PARTNERSHIPS FOR THE GOALS



### SDG 17 Partnerships to Achieve the Goals

One of the aims is: “To foster and promote the construction of effective partnerships in the public, public-private and civil society spheres.”

The E-3 strategy links, projects and empowers coordinated work between sectors such as formal education, development cooperation, the third sector and public authorities, and combines the significant contributions from each.

These collaborative partnerships produce new spaces and initiatives which eventually contribute to creating a fairer, more caring and sustainable world.

Organisations involved in this educational work:

- VT and university education centres
- NGOs in the Basque Country and the Global South
- Third sector associations and bodies in the Basque Country and the Global South (bodies based in the Basque Country, formed by migrant people)
- Businesses and services in Getxo, Leioa and Sestao
- Public bodies: The Basque Government, Hazi Foundation, Biscay District Council, Gipuzkoa District Council, Town Councils of Getxo, Leioa and Sestao.





**18** LINGUISTIC AND CULTURAL DIVERSITY



## SDG 18 Cultural and Linguistic Diversity

The University of the Basque Country UPV/EHU has added a new, 18th SDG to its “*EHU 2030 Agenda for Sustainable Development*”, because it considers the development of the Basque language and culture to be fundamental.

This goal seeks to defend cultural and linguistic diversity and the use of and respect for the region’s minority languages.

Zabalketa also includes SDG 18 in its work by taking into account the use of Basque in the classroom and in all the educational material it produces, and by promoting the local languages in the Global South where its projects are based. So far, we have produced educational materials in Quechua (Peru) and Bisaya (the Philippines).

Sources:

- ODS: <https://www.agenda2030.gob.es/objetivos/home.htm>
- EHUagenda: <https://www.ehu.eus/documents/4736101/11938005/EHUAgenda-2030-ES.pdf/d5090a44-9ffc-14de-284a-2956614bd442?t=1558538097000>

# 4.

## LEARNING OUTCOMES AND CONCLUSIONS



The value of ICT as a means of understanding other experiences, connecting with people, enriching curricular content, expanding our view of the world, creating partnerships, sharing knowledge etc.

The development cooperation tools are very useful to teachers, because they foster the development of cross-disciplinary skills such as teamwork, critical thinking, decision-making, verbal communication and autonomy.

The partnership between the NGOs and education centres is positive, both for quality education and for introducing students to personal and professional development through development cooperation.

We share a vision with the education centres, of working to produce sensitive, critical, collaborative citizens who are committed to building a fairer, more caring and sustainable world.

We live in an interconnected, interdependent world, which is why it matters to expand our viewpoints and include approaches like the local-global perspective.

The teachers and directors of the education centres were extremely receptive to collaboration, enriching education, including values such as solidarity, commitment, proactivity and participation.

There are many ways to carry on building and expanding the collaboration between education centres and NGOs. There is a lot we can share and build together.

# OUR THANKS

- To the **volunteers and technical team at Zabalketa**, because all our work is a multidisciplinary team effort.
- To our **local partner organisations in the Global South and the men, women and young people of the rural communities** that mean our rural work can include faces, names and lives.
- To the **teaching staff in the education centres**, for their trust in our work and our educational methods and goals, and for contributing new ideas to improve them.
- To the **Basque associations that took part** in our classroom sessions and in the production of educational materials.
- To all the **business that take part** which, through their services, have made it possible to turn ideas into reality: printing, graphic design, audio-visual recording and editing, translation etc.
- To **Hazi Foundation**, for opening up the possibility of including the Basque Country's rural coastal environment in our educational work and connecting our students directly and in person with the families living in the first sector.
- To **TKNIKA**, for its positive evaluation of our educational work and for encouraging us to reach more centres and courses.
- To the **Basque Development Cooperation Agency**, for its support for our educational work over the years that has facilitated its development and expansion to a diverse range of centres and courses.

Systematisation document for the project “Environmental challenges as a strategy for social transformation in vocational training colleges” with the support of Basque Development Cooperation Agency, Basque Government.

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