

Cambiar la educación para cambiar el mundo... ¡Por una acción educativa emancipadora!² Comunicaciones del IV Congreso de Educación para el Desarrollo.

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Change education to change the world... Through emancipatory educational action! This was the slogan of the IV Conference on Development Education held in Vitoria (Spain) from 9-11 October 2014. It is also the title of the publication of the 42 papers presented at this conference which, thanks to this book, are now available to the general public. This collection of papers presents the reflections and experiences of different organisations and people in the field of Development Education, structured around the four main topics discussed at the Conference: Construction of Political Agency, Communication for Change, Questioning Power Relations and Analysis of Processes.

This book provides a brief overview of a diverse range of reflections, research and experiences related to these four main topics. For more detailed information, readers would need to contact the people and organisation who presented the papers.

The papers and experiences related to political education and participation of young people, discussed under the topic "Construction of Political Agency", are of particular interest for classroom-based teaching work. These papers stress the important need to focus on political education and participation of young people at education centres, whether within the curriculum or as extra-curricular and voluntary activities. Two of these papers in particular provide a set of indications and key actions in this respect, presenting specific proposals for working directly with young people:

- "Orientaciones pedagógicas para la formación política de las y los jóvenes desde una perspectiva crítica de la educación", by Alex Egea, Clara Massip, Mariano Flores and Cécile Barbeito.

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COMUNICACIONES DEL IV CONGRESO DE EpD
PAPERS PRESENTED AT IV HEGOA DE CONFERENCE

- “ParticipACIÓN juvenil. Construyendo Sujeto Político desde Grupos de voluntariado juveniles en el marco de centros educativos”, by María Lezáun Tola and Carolina Del Río Usábel.

Likewise, the reflections on teacher training in Development Education, stressing the key role of teachers in DE work in classrooms and education centres, present the need to expand on topics within teacher training such as justice, solidarity, human rights and the fight against poverty. They also highlight the need to encourage teachers, from the very beginning of their training, to act as political agents at the education centres where they work and to help them to help students understand the global and local reality in which they live.

The book contains a number of research papers on this topic, with the following being of particular note:

- “Carencias y necesidad de la formación de futuros docentes en Educación para el Desarrollo”, by Sarah Carrica-Ochoa.
- “Una comunidad educativa formada & una ciudadanía comprometida. El gran reto que puede cambiar la escuela del siglo XXI”, by Konsue Salinas Ramos.

Over the past few years, we have begun to talk about communication for development and, as such, this topic and its link to Development Education were also discussed at the Conference. A clearer application of new technology in education is required, yet some papers also stress the importance of story-based communication strategies and the potential of this approach in Development Education. Eloísa Nos Aldás (UDES- Universitat Jaume I) writes about this in “Comunicación y educación trans/formativa. El debate sobre la eficacia cultural y sus indicadores”.

The papers on the fourth key topic, Analysis of Processes, are of particular interest in terms of research.

The need for greater, more coordinated and feedback-based collaboration between universities and DE organisations, based on practical research needs, critical analysis of DE work and the training, knowledge and involvement of our global world and their transformative effect on universities, is highlighted in a number of papers, such as: “Los Trabajos Fin de Grado como elementos para una educación universitaria transformador” by Saioa Bacigalupe de la Torre (Engineers without Borders ISF-MGI).

Other papers, following a participation-based approach to research, reflect on the need for a new model of cooperation and of creating connections between processes in different countries that would encourage the introduction of shared policies, broad alliances and networks, and strong emotional links with great transformative power. These papers include, for example:

COMUNICACIONES DEL IV CONGRESO DE EpD
PAPERS PRESENTED AT IV HEGOA DE CONFERENCE

- “Las relaciones en la cooperación política como procesos de aprendizaje en la acción social para la construcción de ciudadanía”, by Sergio Belda Miquel and Alejandra Boni Aristizábal (Development, Cooperation and Ethics Study Group. UPV-Universitat Politècnica de València) /Maria Fernanda Sañudo Pazos (PENSAR Institute. Javeriana de Bogotá University).
- “Una experiencia colectiva de búsqueda de alternativas. El desarrollo de capacidades como estrategia de cambio”, by Mary Tere Guzmán Bonilla (Alboan Foundation).

The following papers on the evaluation of Development Education work and the systematisation of experiences, which stress the importance of evaluating processes and of systematising proposals for learning and improving practices, are of interest for all people and institutions involved in DE:

- “Guía de autoevaluación sobre los derechos de la infancia para los centros educativos. Una propuesta pedagógica de UNICEF”, by Nacho Guadix, Oscar Belmonte, Andrés Muñoz, Amaya López, M. Àngels Balsells, Jordi Coiduras, Carles Alsinet, Aida Urrea, Mar Català;

And in particular reference to the practice of systematisation of experiences:

- “Sistematizaciones de experiencias de Soberanía Alimentaria y Agroecología emergente como proceso de aprendizaje, visibilización y fortalecimiento de las prácticas desde lo local” by Marianna Guareschi, David Gallar, Isabel Vara and Marta G. Rivera (OSALA - The Observatory of Food Sovereignty and Emerging Agroecology).

Lastly, the book also covers the introduction of new proposals for innovation in education, linking formal, non-formal and informal education, such as the proposal presented in the paper “El proyecto curricular” by Aitor Jiménez Rodríguez (Director of co-curricular projects at KOKUK Proyectos Cocurriculares-Kokurrikular Priektuak and Street Educator at IRSE Araba).

In summary, this collection of papers covers a wide range of topics and reflections, including work of great interest for the application of DE in the field of education and for teachers in general. On the other hand, it contains other papers that would be of interest, above all, to organisations and institutions looking to improve education practices and to link these practices more closely to collaboration, research and systematisation. ©