

Conclusions

This article has presented a way in which to use expert criteria to obtain the key elements that enhance collaboration between NGO and University in GCE activities in Spain.

These findings point to the need to view GCE activities as part of a larger process, consisting of previous stages leading to enhance stakeholders' participation, as well as institutional recognition and, later, the last stages to ensure the continuity of the process. NGO and University must previously design all these stages, not only the pedagogical or methodological aspects of the activity in question.

Another important finding is the importance of encouraging partnerships between the University and NGOs working in the same line. In this sense, e.g., NGOs that work with professional affiliations like "Veterinarians Without Borders" or "Doctors Without Borders" would find it logical and positive to collaborate with veterinary and medical schools, respectively.

All of these criteria shared by NGOs and University experts play a central role in defining a plan to implement Global Citizenship Education dimensions in the University, a plan that allows for collaboration "based on the differences" between institutions and that makes good use of the resources and abilities of the different stakeholders involved.

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This paper is part of the research project 11-PR1–0451 funded by the Spanish Agency for International Development Cooperation (AECID). The content herein is the sole responsibility of the authors and does not necessarily reflect the views and opinions of the AECID.