

# FUHEM

Social justice, democracy and sustainability  
through education and divulgation

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**FUHEM**

educación+  
ecosocial







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# 2 Education at schools and ecosocial education

FUHEM educational centres aim to educate people who are critical and committed to the environment in which they live. FUHEM educational centres are:

- **Montserrat FUHEM** (3-6 y/o, Primary, Secondary and High School). Madrid.
- **Lourdes FUHEM** (3-6 y/o, Primary, Secondary and High School). Madrid.
- **Hipatia FUHEM** (3-6 y/o, Primary, Secondary, High School, Professional Education). Rivas (Madrid).
- **Pippi Längstrump** (0-3 y/o). Rivas (Madrid).

FUHEM is aware that a quality education, conceived as a public service, is essential to achieve just, democratic, and sustainable societies. It promotes an educational project, based on principles, contents, organisation and methodologies that are coherent with the aims it pursues.

To educate is to help the people to be themselves and to be so with others in the era and society in which they live, developing society in which they live, and developing themselves cognitively, affectively, and socially.

It implies the ability to think, reflect, and build a critical conscience. To educate also means to ensure that thinking and feeling go hand in hand, learning to empathise with other people, to respect them in their own specificity and uniqueness. Finally, it is also to value the importance of dialogue, the ability to listen and to respect different ideas and customs, learning to manage conflicts that may arise, developing the values of justice, equality and solidarity, growing in autonomy and freedom, and encouraging them to be honest and responsible of committing themselves in the transformation of reality. It is precisely from this conception of the person that an ecosocial approach has been developed in response to a context of ecological crisis, social regression, and the risk of erosion in the quality of democracy.

## What does ECOSOCIAL EDUCATION mean for us?

Both in our schools and when we advise other entities, we conceive ecosocial education in a holistic way:

- Transformation of the whole centre.
- Training to the whole community.
- Changes in the core of the curriculum, inside classroom and outside (educational laws, educational materials, evaluation methods).
- Transformation of other elements of the centre (spaces, extracurricular times, management, etc.).



Online bookstore





## Which kind of ECOSOCIAL EDUCATION

### projects do we develop?

FUHEM's commitment to ecosocial education has been a hallmark of the Foundation for decades, backed by a solid team of professionals, both in the schools and in the Foundation's wider team. This is why it has high levels of quality in its performance in ecosocial education and is a clear reference in these issues at national and international level.

In the last few years FUHEM has developed:

- A [curricular proposal](#) to work on the Spanish education law (LOMLOE) from the ecosocial perspective.
- A collection of [materials for all Secondary Education courses](#) (2 for each course) with a curricular, ecosocial and interdisciplinary approach.
- [Materials](#) with the same approach for [Primary Education](#) and [different guides](#) to address specific ecosocial aspects in the classroom, such as the feminist perspective, organic food or sustainable resource management.
- The first [two books for the 4th year of Secondary Education](#) are made entirely through learning situations with an ecosocial approach for Biology and Geology and Geography and History.
- An ordered repository with a collection of [more than 500 teaching resources](#) with an ecosocial perspective for all educational stages.
- A [tool for self-evaluation of teaching practice and school management](#) from an ecosocial perspective.
- [A guide and a tool for programming learning situations.](#)

In addition, [FUHEM regularly advises schools](#) to improve their performance in ecosocial education based on their specific realities and their needs and desires, in addition to multiple teacher trainings on these issues. In recent years, it has promoted a network called [Vínculo Ecosocial](#) which is a network of Spanish entities made up of universities, teaching networks, administrations (including inspectorates and departments of different administrations), NGOs and educational entities (foundations, cooperatives, publishers, etc.) that work under the paradigm of ecosocial education.





# 3 Ecosocial research



Ecosocial research area is currently organized in three projects:

- *Observatory of social reality*, with the aim of analysing and debating ecosocial issues, detecting emerging patterns, and also ecosocial threats, breaking and no return points.
- *Inclusive thinking*, with the aim of promoting the development of an inclusive thinking in Economics and Political Ecology.
- *Quality of life in the context of the ecosocial crisis*, aimed to understand the desirability, viability and feasibility of the current way of life and identify the conditions (social, ecological and political) and components (resources, relationships and times) needed to preserve a worthy life of quality.

By working on ecosocial issues, FUHEM postulates wellbeing, quality of life and a good way of living based on respect for ecological limits, equity, social cohesion, solidarity, and deep democracy. The Foundation aims to promote applied research, networking, and debate with the organized civil society, academy and the different institutions (networking and articulation), dissemination of our own research or another interesting investigation in these areas (social projection) and also an intense interaction with the educational sphere (educational projection).

These are some of the projects in which FUHEM has been involved recently:

- **Speak for Nature: Interdisciplinary Approaches on Ecological Justice** (Horizon 2020, grant agreement number 101086202; 2023-2027).
- **Pollution and quality of life in Spain** (Ministry of Ecological Transition, Grants for the third sector and environmental organizations 2021).
- **Climate change and quality of life in Spain** (Ministry of Ecological Transition, Grants for the third sector and environmental organizations 2021).
- **Spanish responsibility on GHG emissions and social metabolism** (FUHEM project, 2010-2013).
- **5 Years: When the essential is also urgent** (Ministry of Ecological Transition, 2012).
- **Culture and the Environment**, n. 08- CAP 1- 0332 (Spanish Cooperation and Development Agency AECID, 2008).







## GENERAL DATA 2022-2023

Enrolled students Course 22-23	4.600		
Composition of FUHEM staff	Teaching staff	234 Women	116 Men
	Staff	23 Women	17 Men
	Headquarters	15 Women	14 Men
Percentage of permanent employees	86 %		
Sales of publications in the last year	52.334 €		
Visits to the FUHEM website <a href="http://www.fuhem.es">www.fuhem.es</a>	201.055 users		
	414.018 pages visited		
Subscribers to electronic communications	8.361 recipients		
Social networks	44.563 total followers in the different channels		
Impacts on press and third-party websites (podiums, statements as experts, presence at external events external events, publications and activities)	275 (including the impact generated by schools)		

## 4 FUHEM's role in the current context and our global cause

In a context of unequal correction of forces, it could be asked what could be the potential impact of FUHEM to develop proposals and implement policies that transform the real world positively. We can contribute to the construction of changes in the way that we live and, furthermore, deal with the dilemmas that the current situation poses to us as a society. A situation in which the current patterns lead to be close to the ecological disaster but interrupting these policies is claimed to be the source of an economic disaster too.

In the context of this action framework, it is considered essential:

- Preserving FUHEM as an independent and robust organisation.
- Displaying the potential of the ecosocial education, which is being developed in a pioneering way by FUHEM and achieve a greater capillarity in order to have a broader scope and continue to create autonomous networks so that the ecosocial work can continue to move forward.
- As an educational community with an innovative education adapted to the current times, preparing future generations, anticipating knowledge, attitudes and new meanings of life to navigate this crisis, as well as strengthening the necessary psychological capacity and resilience.
- To guide transformation actions, collect experiences of interest and articulate key actors, based on the result of the trend analysis of the Ecosocial Area.

In this uncertain and serious context, the role of FUHEM is to contribute, through the activities developed, to make the society fairer, more democratic, sustainable, inclusive, diverse and equitable. FUHEM is working to make that the prevailing notion of a good life in society and to assimilate it to boost the internal change. In essence, our global cause is to be aware of the moment which we are living in, to commit ourselves to a change of era and to put the FUHEM capacities to educate, work with an ecosocial framework and transform, to the service of a good life in the world in which we are living now.



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