



MINISTRY
OF EDUCATION

Working paper

**NATIONAL REPORT 2009 FOR JOINT
REPORT “EDUCATION AND TRAINING 2010”
OF THE EUROPEAN COMMISSION**



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INTRODUCTION

The European Council of Spring 2004 agreed that, in order to examine the progress made on implementation of the *Programme "Education and Training 2010"*, **Biannual Reports** would be prepared on achievement of the objectives set. The previous *National Reports* from Spain were prepared in 2005 and 2007.

The *National Report for Spain 2009* focuses on a description and analysis of the progress made with regard to implementation of **key competences** in the Spanish education system, in accordance with the priorities established by the European Commission and the theme selected for *Report 2009* related to the update of the strategic framework for European cooperation in education and training.

This is based on the proposal made by the European Union, although adapting this general reference framework to the specific circumstances and characteristics of the Spanish education system, as already indicated in the *National Report for Spain 2007* established in *Organic Law 2/2006, of 3rd May, on Education* (hereinafter LOE).

Given the significant and decisive challenges brought about by the objectives proposed by the EU for the coming years, the LOE incorporated relevant changes, among which is of special interest the definition and organisation of the curriculum, its distribution in its definition and its development process, in as much as it allows precisely specifying the training students must receive.

This is the context on which the *National Report for Spain 2009* focused for *Preparation of the Joint Report 2010 on Implementation of the Education and Training Work Programme 2010*. It describes and analyses the progress made on implementation of **key competences** and acquisition of key transversal competences in the Spanish education system, as well as the measures adopted based on the proposal made by the European Union adapted to the specific circumstances and characteristics of the Spanish education system, as established in the *LOE*.



CHAPTER I

KEY COMPETENCES FOR LIFELONG LEARNING AS PART OF COHERENT AND COMPREHENSIVE LIFELONG LEARNING STRATEGIES

• QUESTION 1

In what concrete ways has Spain developed its provision for Key Competences since 2006? Have there been any links with the lifelong learning strategy? Which actors have been involved? What use was made of the European Framework and the work of the cluster on key competences? (If possible, please, provide concrete examples).

Incorporation of basic competences in the curricula of compulsory primary and secondary education has enriched these curricula. They are a part of them, together with the objectives for each area, the contents and the evaluation criteria, complementing them and providing a comprehensive and integrating approach for the whole curriculum. These are the set of competences that young students must have acquired upon completing compulsory education in order to achieve personal development, social inclusion, active civic responsibility, be able to face adult life and undertake lifelong learning.

Our selection and definition of basic competences was based on the proposal made by the European Union, although attempting to adapt this general framework to the specific circumstances of the Spanish education system. In line with these considerations, we identified eight basic competences:

- Language communication competency
- Mathematics competency
- Awareness and interaction with the physical world competency
- Information processing and digital competency
- Social and civic responsibility competency
- Cultural and artistic competency
- Learning to learn competency
- Autonomy and personal initiative competency

Inclusion of the basic competences has, among other aims, that of integrating various types of learning: formal, non-formal and informal. Regarding formal learning, it achieves equal integration of the various areas of the curriculum. These areas provide the organisation framework to achieve the education objectives and to help students acquire basic competences.

There is no univocal relationship between teaching certain areas and developing certain basic competences. Each area must contribute to acquiring various competences and, in its turn, each basic competency is achieved as a result of the work conducted in several areas. Work in the curriculum areas is not the only way to contribute to the development of basic competences. Teaching of competences also requires the schools to adapt. This is something essential for adequate progress. For example, special attention must be paid to elements such as the organisation and operation of the schools, student participation, internal regulations and use of facilities, design, organisation and operation of the school library, tutoring, planning of complementary and extracurricular activities, etc., since the level of coordination among all of these can enhance or hinder development of basic competences.

• QUESTION 2

Describe how each one of the eight key competences is included in the national framework curriculum (nationwide and region wide) for compulsory education and for Vocational Education and Training.



Basic Competences in Compulsory Education.

Language communication competency refers to the use of language as an instrument of oral and written communication, to represent, interpret and understand reality, to build and communicate knowledge and to organise and self-regulate thoughts, emotions and behaviours.

Language is the main instrument to organise thoughts, to learn new contents, to integrate what is being learnt in the cognitive structure, to explain something to others and to oneself. An increasingly efficient use allows to communicate thoughts and emotions, experiences, ideas and opinions, and also to form judgements, generate ideas, structure knowledge, endow productions with coherence and cohesion and to enjoy listening, reading or sharing knowledge in an oral or written form. Developing this competency at the end of compulsory education means proficiency in oral and written language in various contexts and functional use of, at least, one foreign language.

Mathematics competency is the skill to use numbers and basic operations, symbols and forms of expression and mathematical reasoning to produce and interpret information, to learn more about quantitative and spatial aspects of reality and to resolve problems related to daily life and work. Development of this competency should enable, upon completion of Compulsory Secondary Education, use of mathematical elements and reasoning in personal, social and work settings, as well as to interpret and produce information, to resolve problems of daily life in order to make decisions.

Awareness and interaction with the physical world competency is the skill to interact with the physical world, both its natural aspects and those created by humans, in order to enable understanding of events, prediction of consequences and activities aimed at improving and conserving living conditions. In short, it incorporates skills to cope properly, with independence and personal initiative, in very diverse life and knowledge settings (health, production, consumption, science, technology processes, etc.) and to interpret the world, which requires applying basic concepts and principles that allow analysing phenomena from the various fields of scientific knowledge involved. It implies distinguishing and assessing scientific knowledge against other forms of knowledge, and using ethical values and criteria associated to science and technological development.

Information processing and digital competency consists of having the skills to search, find, process and communicate information, and to transform it into knowledge. It incorporates various skills, ranging from access to information up to its communication in various formats once processed, including the use of information and communication technologies as an essential element to be informed, learn and communicate.

Information processing and digital competency implies being independent, efficient, responsible, critical and reflective when selecting, processing and using information and its sources, as well as the various technological tools; also having a critical and reflective attitude when assessing available information, verifying it when necessary, and respecting the socially accepted rules of conduct to regulate the use of information and its sources in different formats.

Learning to learn competency means having skills to begin learning and being able to continue learning more efficiently and independently in line with one's own goals and needs. This competency has two essential dimensions. On the one hand, awareness of one's own capabilities (intellectual, emotional, physical), of the process and strategies to develop them, as well as what one can do by oneself and with the help of other people or resources. On the other hand, is a feeling of personal competency to the benefit of motivation, self-confidence and the will to learn.

Social and civic responsibility competency enables understanding the social situation one lives in, to cooperate, coexist and practice democratic citizenship in a diverse society, as well as committing to help improve it. This integrates diverse knowledge and complex skills that allow



participating, making decisions, choosing how to behave in certain situations and being accountable for the choices and decisions made.

Autonomy and personal initiative. This competency refers to, on the one hand, becoming aware of and applying a set of values and personal attitudes that are interrelated, such as responsibility, perseverance, self-knowledge and self-esteem, creativity, self-criticism, emotional control, the ability to choose, assess risks and face problems, as well as the ability to delay the need for immediate reward, to learn from mistakes and to assume risks. On the other hand, it refers to the capacity to choose following one's own judgement, to imagine projects, and to undertake the necessary actions to develop personal options and plans –within the framework of individual or group projects – assuming responsibility for them, in private as well as in social and work settings.

It entails a positive attitude towards change and innovation, contemplating changes as opportunities, adapting critically and constructively to them, facing problems and finding solutions in each of life's projects undertaken.

Cultural and artistic competency means being aware of, understanding, appreciating and critically valuing various cultural and artistic expressions, using them as sources of enrichment and enjoyment and consider them part of peoples' heritage. Appreciating culture in general, and art in particular, implies having those skills and attitudes that allow accessing its various expressions, as well as thought, perception and communication skills, sensibility and aesthetic sense to be able to understand and appreciate them, to be moved by them and enjoy them.

The set of skills comprising this competency implies a basic knowledge of various cultural and artistic expressions, application of differing thinking and collaborative work, an open attitude, respectful and critical towards diverse artistic and cultural expressions, the wish and will to foster one's own aesthetic and creative capacity.

Vocational Education and Training competences¹

The competences curriculum for professional qualification programmes and Intermediate Level and Higher Level programmes are developed in a similar manner in the various Autonomous Communities.

Language communication competency.

- *Initial professional qualification programmes*

Article 30 of the LOE sets forth that programmes will include, among other elements, "General training modules that increase basic competences and encourage transition from the education system to the labour market". Order ECI/2755/2007, regulating initial professional qualification programmes, for the scope of management of the Ministry of Education, includes, in Block 1, basic language competences for comprehension, expression, communication and performance of a trade, with three sections: 1) Oral and written comprehension: listening and writing; 2) Oral expression and written comprehension: speaking, conversation and writing; 3) Knowledge and reflection on language use.

- *Intermediate Level and Higher Level Vocational Education Qualifications*

These qualifications include teaching of mother tongue, adapted to the professional profile in question, transversally in the various professional modules.

Also, RD 1538/2006 establishes that professional modules integrating certificates must include priority areas such as "languages from European Union countries". All higher level vocational education qualifications include a module to learn a foreign language (English). With relation to

¹ Vocational Studies in Spain include Arts Education and Sports



intermediate level qualifications, the professional profile of each certificate determines whether a foreign language module is included or not. In general, several certificates in the area of Hospitality, Catering and Tourism and Retail and Marketing include a professional module to learn a foreign language. Some Autonomous Communities include a module to learn a second foreign language, in their corresponding curriculum percentage. In some of the higher level certificate curricula for management, the Ministry of Education contemplates the possibility of learning a second foreign language.

Mathematics competency.

- *Initial professional qualification programmes*

Include a module of basic instrumental learning introducing basic mathematics competences for comprehension, personal coping and performance of the trade. The five elements of the programme are: 1) common contents, 2) numbers and operations, 3) measurements, 4) geometry, 5) information processing.

- *Intermediate Level and Higher Level Vocational Education Qualifications*

Include teaching of key competences through mathematics transversally, depending on the professional trade in question.

Awareness of the environment and interaction with the physical world competency.

- *Module for personal, sociocultural and civic responsibility development*

There is a block devoted to the “Physical world and environmental education”, aimed at understanding the place we live in, the world around us, the natural environment and the threats it faces, sources of energy, etc.

- *Intermediate Level and Higher Level Vocational Education Qualifications*

Include teaching of key competences on awareness of the environment and interaction with the physical world, transversally, depending on the professional trade in question.

Information processing and digital competency

- *Initial professional qualification programmes*

The basic instrumental learning module includes a digital literacy programme, addressing aspects such as: basic operation of computer equipment, use of a word processor and the Internet and information technology utilities.

- *Intermediate Level and Higher Level Vocational Education Qualifications:*

The curriculum of all certificates addresses, explicitly, competences and skills related to the use of information and communication technology. Many certificates establish independent modules to address teaching of these competences. Others always take into account proficiency in these skills in learning outcomes.

Learning to learn competency

- *Initial professional qualification programmes*

The basic instrumental learning module includes a programme on “learning strategies and skills” which addresses self-learning and practical application of learning to everyday life.

- *Intermediate Level and Higher Level Vocational Education Qualifications*

When drafting the learning outcomes of each module comprising a vocational education certificate, special attention is given to competences acquired for self-learning through the practical application of learning. The key competency “learning to learn” is especially contemplated in the module “Training in the work place.”

Social and civic responsibility competency



- *Initial professional qualification programmes*

The “Personal, sociocultural and civic responsibility development” module has the following items in the programme: 1) personal maturing and basic social skills, 2) democratic values and moral judgement development, 3) culture, society and community resources, 4) physical world and environmental education, 5) education for individual and group health, 6) individual life project (work options, continue learning, personal life, leisure and free time options).

- *Intermediate Level and Higher Level Vocational Education Qualifications*

Article 2 of RD 1538/2006 specifies the purpose of vocational education in the education system, stating it must help the students’ personal development, practice of democratic citizenship and lifelong learning. It also sets forth, in article 3.1.h, that one of the objectives is “to make lifelong training a reality and to use learning opportunities through various training channels in order to be up to date in various areas: social, personal, cultural and work.”

Design of the training modules of the various certificates also addresses these aspects transversally. Furthermore, they all include a module for “Training and work guidance”, which covers this competency, related to responsible conduct, civic behaviour, risk prevention for companies and individuals, analysis of social settings and possibilities for social inclusion.

Autonomy and personal initiative

- *Initial professional qualification programmes*

Module on “Social-occupational guidance and to improve and maintain employability” and, within the programme, “awareness of labour market dynamics– related to the professional field–“.

- *Intermediate Level and Higher Level Vocational Education Qualifications*

Key importance is given to the teaching of this competency, since all certificates explicitly include in their general curriculum a professional module entitled “Business and entrepreneurship”, addressing analysis, creation, and start-up of a business.

Cultural and artistic competency

- *Initial professional qualification programmes*

The module for personal, sociocultural and civic responsibility development includes in Block 3 “essential aspects of the social and cultural environment. Active participation in the same.”

- *Intermediate Level and Higher Level Vocational Education Qualifications*

Includes teaching this key competency on cultural aspects transversally, depending on the professional profile for the certificate in question.

- **QUESTION 3**

By what means (for example, learning materials or learning supports) are schools and teachers supported to ensure that all young people leaving initial education and training have developed these competences at a level that equips them for adult life?

Increasing assurance that the young population completes compulsory schooling having acquired a sufficient level of the basic competences has required, first of all, reinforcement of the instruments available in the education system in order to meet the needs of students with difficulties for proper school progress. With this aim, there has been an increase in budget allocations devoted to the PROA (Programme for Reinforcement, Guidance and Support) Plan, and thereby the number of schools where this is applied. This Plan is aimed specifically at supporting students who, due to their disadvantaged family or social backgrounds and limited education resources, have fewer possibilities of achieving proper development of their basic competences.

The Ministry of Education has also set up, in cooperation with the education administrations of the autonomous communities, a Plan with the explicit objective of ensuring that the changes



incorporated by the new Law of Education are effective across the country. This ambitious Plan, co-financed by the state and regional administrations, contains actions aimed at improving the system in order to meet the need to significantly increase the number of students who achieve proper education outcomes as a result of improving the acquisition of basic competences. In particular this Plan focuses on:

- Training teachers on specific aspects, among them basic competences in general and, associated to these: diagnosis evaluations, which are based on said competences; or modifications in curricula aimed at more clearly incorporating acquisition of competences.
- Support of teaching and learning of foreign languages (PALE), with actions aimed both at training teachers specialised in foreign languages and those in charge of teaching contents in a foreign language (AICLE). Likewise, other actions have been implemented to favour this learning, such as increasing the number of conversation assistants or dividing groups of foreign language students.
- Specific programmes aimed at improving school performance, focused on implementing measures associated to ensuring students with the greatest difficulties can make adequate progress.
- Programmes aimed at diminishing early school leaving, and, consequently achieving a significant decrease in the number of young people dropping out of the education system without having achieved proper development of basic competences. The aim is both to decrease the number of students dropping out as well as to reintegrate in the system those who dropped out without obtaining professional qualifications.

This whole set of programmes is carried out with slight differences in the various Autonomous Communities, in accordance with the criteria of the corresponding Education Administrations. Thus, most Education Administrations conduct actions aimed specifically at improving basic competences, such as for example, with relation to communication competency:

- The LOE pays special attention to reading, considered one of the basic pillars of the language communication competency and an essential tool for building knowledge. The royal decrees establishing minimum education for each stage specify the time devoted to this. In Primary Education a minimum of thirty minutes a day devoted to reading has been established; in Compulsory Secondary Education, they state that "time will be devoted to reading during teaching of all subjects" and in Upper Secondary Education, the role of reading as a tool for learning is highlighted. The LOE also refers to the need to have school libraries and regulates this area of intervention. To reinforce the reading competency, plans to foster reading have been put in place, specific materials have been created, actions have been taken to improve school libraries, initiatives have been designed to develop Media Education, etc.
- The Ministry of Education has approved since 2006 significant budget allocations (€43,000,000) to improve school libraries. Currently, the Ministry gives awards to schools that stand out for their best practices in revitalising and innovating in school libraries. Likewise, programmes for library computer management have been developed and training has been provided for those in charge of this task. This line of action from the central administration is also carried out in most Autonomous Communities.
- Similarly, the Ministry is making available to the education community several electronic resources such as the web site Leer.es, devoted specifically to developing the reading competency, and the site Mediascopio-prensa aimed at developing media education by encouraging reading of the press.
- Efforts to teach foreign languages are seen, on the one hand, by the increase in the number of hours assigned to this area and, on the other, to the ever greater offer of schools with bilingual sections.



Other examples of diverse actions are:

- Some Autonomous Communities have set up teacher training processes and/or prepared materials focused on basic competences, either independently or associated to diagnosis evaluations.
- Several regional governments are reviewing the school support processes related to students who have more difficulties. Among them is the school guidance services for Primary Education and the programmes termed Remedial Education, aimed at serving groups which, for whatever reason, have more difficulty for proper school performance.
- Likewise, in some Autonomous Communities programmes are being reinforced to help schools join self-evaluation processes and, in short, become accountable and better achieve the objective of improving the academic outcomes of their students. In this regard, standards have been published recently with the purpose of providing teachers and schools with the necessary guidance to evaluate basic competences.

Finally, worthy of note is the effort required in the last few years, in most Autonomous Communities, to successfully integrate a significant influx of immigrant school children. The concern to ensure this population achieves proper development of basic competences has led to establishing a broad set of measures in various areas: organisation, training, creation of support materials, etc.

Likewise, with relation to these groups, the Ministry of Education has directly promoted two programmes:

- CREADE (Centre for Resources for Cultural Diversity in Education) striving to respond to the concerns of professionals in social and education fields regarding cultural diversity and its implications.
- The programme LACM (Arabic language and Moroccan culture) with which the Spanish Government facilitates teaching of the Arabic language and Moroccan culture to students of this nationality enrolled in Primary and Secondary Education schools. In its turn, the Kingdom of Morocco is responsible for recruitment, appointment and compensation of the native teachers in charge of these courses.

• QUESTION 4

What progress has been made to ensure all Spanish adult population has opportunities to develop and update its key competences?

With the creation in the Ministry of Education of the Department of Lifelong Learning in July 2008, services related to training of adults have been grouped both for formal and non-formal learning, striving to provide an education that covers the knowledge and basic competences required in today's society, and which offers the possibility of combining studying and training with work or other activities, by means of a methodology based on self-learning, experience, on-site and distance learning, including the use of information and communication technology.

The LOE views education as lifelong learning, to be undertaken throughout life. Consequently, it considers that all citizens should have the possibility of learning inside and outside the education system.

The education offer for adults is broad; it covers all learning areas and can be carried out on-site or at a distance (for example, CIDEAD – Centre for Innovation and Development of Distance Education). It contemplates both formal education and non-formal education and it is aimed at taking specific and extraordinary tests that enable obtaining academic and professional qualifications, as well as taking access tests for certain studies.



The training offer for adults is channelled through the following initiatives: Elementary Education for Adults, Vocational Courses, Programa Mentor (open, free and distance online training), preparatory courses to take certificate tests (Compulsory Lower and Upper Secondary Education and Vocational Education) and tests to access various learning levels, Spanish for immigrants, non-formal education and the programme to learn English *That's English*.

Non-formal education covers a full range of courses with the objective of personal growth and active participation in the social, political and economic world. This is delivered in various public and private institutions: Specific Adult Centres, Community Universities, Social Centres, Trade Unions, Neighbourhood Associations, Local Councils, and Universities for Seniors...

QUESTION 4 a

What, if any, are the current adult target groups and the specific provisions put in place for them?

The priority adult groups and the initiatives undertaken in each case are:

- Young people dropping out of the education system without basic qualifications.

A significant group with a low level of education and at risk of social exclusion is young people dropping out of the education system without basic qualifications. Currently, education policies are aimed especially at this type of youths, providing them with part-time studies, reducing the working hours for certain contracts and helping them to obtain scholarships and study grants.

The purpose of the Initial Professional Qualification Programmes is to facilitate labour integration or education reintegration of the young. They are the responsibility of the Education Administrations, but are open to collaboration with other public and private institutions.

- Students over 18 years of age without basic qualifications.

The need for more training in basic and professional competences required by today's society, means certain groups demand continuous and occupational training that ensures they are duly prepared. People over 18 without basic qualifications can access, either through the on-site or the distance modes, courses equivalent to ordinary Compulsory Secondary Education in order to obtain, once the process is completed, a Secondary Education Certificate, or take tests to access intermediate and/or higher level education cycles, and for those over 25 to access university.

- Foreign population

The arrival of immigrants in the last few years has meant a significant increase in the number of people studying in adult education centres, either specific programmes of Spanish as a foreign language or other basic or professional courses. Aside from specific orientation programmes for immigrant students, there is a National Plan for Social Integration of Immigrants, leading to measures such as the offer of Spanish courses for foreign adults, awareness campaigns and appreciation of cultural diversity and tolerance, and training of intercultural mediators and events organisers, conducted regionally and locally.

QUESTION 4 b

What national data are available on adult participation (and any adult target groups identified as priority) in provision designed to develop their key competences?

Citizen participation in Adult Education delivered by the education system, during academic year 2007-2008 amounted to a total of 383,444 people in formal education, 366,987 corresponding to public centres and 16,537 to private ones.

The number in non-formal courses amounted to a total of 179,553, of which 168,396 corresponded to public centres and 11,157 to private ones.



On the other hand, through the Programa Mentor, a non-formal distance education initiative, 24,433 people received training in Spain. These training courses and the ones to be presented, contemplate development of the key competences defined by the EU.

QUESTION 4 c

In designing the provision for adults, what collaboration is in place with representatives of other policy areas, social partners and other stakeholders?

In the specific case of the Ministry of Education, responsibility for formal education is conducted in the autonomous cities of Ceuta and Melilla and, through the CIDEAD, distance education is carried out. In this case it is worth noting collaboration with embassies, consulates and other institutions which arrange and undertake on-site examinations, where young and adult students must take the tests.

In the Programa Mentor, the social agents involved are the town councils, local councils, associations and any other non-profit organisation willing to collaborate in this project.

The institutions and social agents collaborating in teacher training for adult education are the following:

- Ministry of Education through the Higher Institute of Training and Network Resources for Teachers (ISFTIC) and in collaboration with other institutions.
- Autonomous Communities through teacher training centres and resources.
- Work groups created in the education centres.
- Various universities organising and providing continuous promotion activities.
- CIDEAD trains distance education teachers.
- The Programa Mentor trains its tutors and administrators.
- Likewise, through European programmes, the project Grundtvig specialises in training adult education teachers.

Finally, financial aid and subsidies are granted both to local councils and to private entities or foundations conducting activities aimed at this group of adults as contemplated under the regulations in annex IV.

• QUESTION 5

How have curricula, statements of teacher competence requirements, or equivalent guidelines, been developed to ensure that teachers, in both their initial and their continuous training, are equipped to implement a competence-based approach (for example, teachers as co-constructors or facilitators of learning, team teaching, collaboration between teachers and parents, participation in school development, formative assessment techniques and self-directed professional development)? Have any specific measures been taken in the area of teachers and Vocational Education trainers?

Initial teacher training has changed since 2007 with enactment of the Organic Law of Universities (LOMLOU), in order to enhance training of future teachers to prepare them to work with a learning approach based on competences. This training is governed by the regulations included in annex IV.

According to these regulations, the curriculum is established in accordance with common Modules and the **Competences** which future teachers must acquire in each case, and which include the ability to undertake their teaching tasks with methods to teach their students competences.

Continuous Education



As a state initiative, the Higher Institute of Training and Network Resources for Teachers (ISFTIC) was created, in charge of preparing and distributing curriculum materials and other support papers for teachers; designing models for teacher training, and designing and undertaking specific programmes, in collaboration with the Autonomous Communities, devoted to teacher updating and research. The SFTIC provides, as well as the on-site mode, online training with the aim of providing continuous education to meet teacher needs and enhance information and communication technology integration within the field of education.

As an example and with relation to basic competences, the following training activities have been developed:

- With relation to communication in foreign languages: European Programmes for teacher training in French and English, with the participation of 200 teachers every year and, *Anglo-Spanish Exchange Programme and Initial Teacher Training*, with the participation of 22 Spanish universities and 22 British ones and a total of 245 students from the same.
- Summer courses and Collaborations. For the last three years, aspects of key competences have been worked on in the summer courses organised by ISFTIC and also through agreements with institutions (in annex I is a list of courses carried out in 2008).
- This year two congresses will be held: *“Introduction and development of basic competences”*, aimed at 350 Pre-School and Primary Education teachers, in collaboration with UIMP and *“Competences and curriculum. New challenges, new responses”*, aimed at 280 Secondary Education teachers, in collaboration with UCM.

ISFTIC is also in charge of incorporating the information society to education and developing forms of tele-education. This intends to address a significant modernisation of teacher training systems.

Regional Training Activities

Aside from state training activities, the Education Departments of the various Autonomous Communities and through the network of Teacher Training Centres, are carrying out multiple and diverse activities both for lower and upper secondary education and in the field of vocational education. A sample of these regional training activities can be found in annex II of this report.

Specific Training for Vocational Education Teachers.

It is also very important to highlight that the Ministry of Education has signed several agreements to undertake specific training for Vocational Education teachers with business organisations (CEOE, Higher Council of Chambers of Commerce, Spanish Federation of Hospitality and Catering, Federation of Food and Beverage Industries, Metal Federation, National Construction Confederation, Confemadera, Federation of Graphic Industries, Federation of Food Companies, among others).

• QUESTION 6

What approaches (including new ways to organise learning) does Spain take to promote acquisition of transversal key competences in general education (primary, lower and upper secondary), Vocational Education, adult learning and teacher training (in particular, learning to learn, social and civic competence, initiative taking and entrepreneurship, and cultural awareness and expression)?

The LOE curriculum insists on the need to put processes in the centre of learning rather than contents. The approach, therefore, is a teaching process focused on students, evidencing the need for both teachers and schools to update their pedagogical methods in order to make education based on competences effective. On the other hand, the LOE makes it clear that acquisition of basic competences is the element that must guide the curriculum, helping to define what learning is truly relevant in each context and for each student. In this sense, and given that all subjects must contribute to acquisition of each key competence, teachers' cooperative work is valued,



encouraging multidisciplinary and transversal learning. With this objective, the Ministry of Education has established, to set preferences for offering grants and awards aimed at teachers, work by key competences in order to motivate teachers to systematically incorporate them and with the idea of having real examples of best practices that can be shared and generalised (See annex III).

Yet, as already mentioned, work in curriculum areas and subjects is not considered the only way of contributing to development of basic competences, since all competences, and in particular those of a more general nature, also require other actions from the centres, which are essential for their undertaking. Thus, for example, attention is paid to the way elements such as the organisation and running of centres, student participation, internal standards or use of facilities can favour or hinder development of competences associated to coexistence, civic responsibility or digital literacy.

Also valued is the way in which tutoring contributes to development of the learning to learn competency and to foster social skills. Similarly, it is taken into account that planning of complementary and extracurricular activities can influence development of multiple basic competences.

As for vocational education studies, as indicated in question 2 of this chapter, regulation designed by the Ministry of Education has paid special attention to the introduction of learning leading to acquisition of key competences in vocational education curricula, both in Initial Professional Qualification Programmes and intermediate and higher level Vocational Education qualifications.

• QUESTION 7

How is summative and formative student assessment used to help pupils/students acquire key competences, including the transversal ones? Please describe your current approach.

With regard to evaluation of basic competences, the LOE, in articles 21 and 29 establishes undertaking of diagnosis evaluations in Primary Education at the end of the second cycle (ages 9-10), and in Compulsory Secondary Education at the end of the second year (ages 13-14), respectively, indicating that "... all schools will carry out a diagnostic assessment of the basic competences acquired by their students". This assessment is the responsibility of the Education Administrations and "it will serve for education and guidance for the centres and for information to the families and the whole education community".

The Law establishes as well that "the Education Administrations must develop and track diagnosis evaluations which the centres depending on them participate in and provide the proper models and support" (article 144.2), and "regulate the way in which the results of these diagnosis evaluations conducted in the centres, as well as the plans of action resulting from them, are communicated to the education community" (article 144.3). The Law also prescribes that "the results of these evaluations may never be used in any way to establish school rankings" (article 144.3).

The results of the diagnosis evaluations must help Education Administrations propose improvement plans and adoption of specific measures for education support in the area of their competences; in their turn, the schools may make decisions to improve education of their students based on the analysis of the results by school councils and teachers.

The centres will use the results of these evaluations to organise, in the third cycle of Primary Education and in the third year of Compulsory Secondary Education, reinforcement measures for students requiring them, aimed at ensuring they achieve the corresponding basic competences. Likewise, these results will allow, together with the evaluation of learning processes and teaching practices, analysis, assessment and reorientation, if necessary, of actions conducted in the first cycles or years of the stage.

This evaluation will be conducted annually and its start is expected in academic year 2008-2009. In 2009 and 2010, the language communication, mathematics, social and civic responsibility and awareness and interaction with the physical world competences will be evaluated. The aim is that



at the end of a three-year period, the eight basic competences established in the Primary and Compulsory Secondary Education curricula have been evaluated.

With reference to educational and summative evaluation of students regarding acquisition of the above competences, it will be incorporated in the curriculum together with other elements such as objectives, contents and evaluation criteria in accordance with an already consolidated structure in the Spanish education system. Each area includes a description of the corresponding area's contribution to the acquisition of basic competences, highlighting those aspects or components of the various competences it helps develop. Including contents of different types (concepts, procedures and attitudes) assures the presence of those related directly with acquisition of basic competences or with certain aspects of the same, but is not limited to them; rather it includes others that allow achieving each and every objective in the area. Evaluation criteria are the essential reference to understand the level of development of the capacities incorporated in the area objectives as well as the level of acquisition of basic competences.

• QUESTION 8

How does Spain – nationally and/or regionally and locally - evaluate the outcomes of education and training systems in relation to key competences? How is such evidence used for developing policy?

The Evaluation Institute and the corresponding bodies of the education administrations collaborate to perform general diagnosis evaluations, as samples, that allow obtaining representative data, both of students and of the schools of the Autonomous Communities and of the whole country. These evaluations cover curriculum basic competences and are carried out in year 4 of Primary Education and in year 2 of Compulsory Secondary Education (ESO).

General diagnosis evaluations (EDG) have the aim of contributing to improve quality and equity in education, guide education policies and increase transparency and efficacy of the education system. They also provide information on the degree of acquisition of curriculum basic competences, competences related to individuals' capacity to apply that learnt in different contexts, understanding of reality and resolution of practical problems arising in everyday life.

General diagnosis evaluations began in 2008 with a pilot test in year 4 of Primary Education and year 2 of Compulsory Secondary Education. In 2009, the first diagnosis evaluation in primary education is planned in April. Language communication, mathematics and awareness and interaction with the physical world and social and civic responsibility competences will be evaluated. In 2010, an evaluation in year two of Compulsory Secondary Education will be conducted for the same four competences.

Overall student results for the whole country and for each Autonomous Community will be presented on a scale of average scores of 500 and a standard deviation of 100 based on the data analysis technique IRT (item response theory). Also analysed will be the main factors associated to results such as: student and school characteristics; social, economic and cultural context of schools and students, organisation and running of schools; and education processes.

The results of the general diagnosis evaluations will be presented in two different reports. The first one, *Executive Summary*, will be addressed to the State and Autonomous Communities education administrations, and it will include a summary of the main results with an emphasis on those which may be useful for education policy decision making. The second one, *Report for Spain*, will include the results of year 4 of Primary Education and year 2 of Compulsory Secondary Education, and it will be addressed to citizens in general and it will include overall data of the State and the Autonomous Communities.

CHAPTER II

TRANSVERSAL LIFELONG LEARNING ISSUES



• QUESTION 9

What progress has been made in the development and implementation of a coherent and comprehensive lifelong learning strategy, including development of national qualifications frameworks linked to EQF, systems for validation of non-formal or informal learning and learning outcomes based approaches?

The work of the Ministry of Education to develop the Spanish Qualifications Framework (MECU) is based on the importance of this framework as a tool that helps support and drive lifelong learning, assessing capacities in terms of competency levels, which includes education, professional experience and the combination of both and which allows international recognition of this learning thanks to integration of the MECU in the global framework of EQF.

Since it is necessary to simultaneously develop the Spanish Qualifications Framework for Higher Education (MECES) and the more general Spanish Qualifications Framework (MECU), it seems reasonable to do so jointly, so the higher levels of the MECU match those of the MECES. While it is true that MECES has certain, initially more limited, objectives, nothing prevents using only the more general framework for both cases.

National frameworks must be related to the eight-level European one. Since in Spain they are going to be created ex novo, it seems appropriate to also establish eight levels for the MECU, the last four of which will match those of the MECES.

At the moment, a Committee created for this purpose is working on defining the descriptors, and then to initiate a discussion with stakeholders (labour authorities, social agents, employers, etc.). Passing of a Royal Decree establishing the MECU is expected in mid-2010.

The Framework will facilitate mobility and international recognition of qualifications and training, with a twofold objective: on the one hand inform society and students on what the learning requirements are for each level and, on the other, inform employers on which are the competences of the people to be employed.

As for the systems for validation of non-formal or informal learning and its approaches, the current formulas developed are the following:

- Access to university for people over 25.
- Access to the Higher Cycle of Vocational Education (RD 1538/2006 establishing the general regulations for vocational education in the education system).
- Access to the Intermediate Cycle of Vocational Education (RD 1538/2006).
- Examinations to achieve the Compulsory Secondary Education Certificate.
- Recognition of non-formal and informal education through initial assessments conducted at adult centres.
- Draft Royal Decree establishing the procedure and requirements for evaluation and accreditation of professional competences acquired through work experience or non-formal training channels, and their effect. The main objective is to enhance recognition of professional competences acquired through work experience or non-formal training channels. For this end, it establishes the requirements for evaluation and accreditation of these competences, as well as their effects. This aims at facilitating employability and mobility, enhancing lifelong learning and favouring social cohesion.

CHAPTER III

VOCATIONAL EDUCATION AND TRAINING

• QUESTION 10

What progress has been made to increase the attractiveness of Vocational Education programmes and their relevance for the labour market?



Vocational Education is an essential education piece in the **lifelong learning** strategy. It is contemplated as such in the LOE and in RD 1538 /2006, which establishes the general regulations for vocational education in the education system.

The current design of Vocational Education allows all citizens to receive training inside and outside the education system in order to prepare them for qualified performance of various professions, to access employment and participate in social, cultural and economic life; it allows them to acquire, update and complete their capabilities, skills and competences for professional and personal growth; in short, it strives to provide young people and adults with full education and training.

Lifelong learning is based, essentially, on a Vocational Education system that is made up of a set of tools and actions to promote and develop integration of the various training offers.

Students wishing to pursue initial Vocational Education must complete a training cycle organised in modules of a variable duration and with theoretical-practical contents appropriate for the various professional fields. The cycles are Intermediate Level and Higher Level. Passing a cycle leads to obtaining a Specialist Certificate or Higher Specialist Certificate. Training for Employment and Continuous Education is the responsibility of the Ministry of Labour and Immigration and students completing a training programme may obtain trade qualifications with no academic value, but with employment value.

An appealing factor for students is the possibility of capitalising learning to obtain qualifications from the education system or trade qualifications from the labour authorities. Completion of modules allows their accumulation and capitalisation and therefore facilitates obtaining a certificate or, as the case may be, trade qualifications.

In order to reduce the school drop-out rate, which is far above the European average, and to bring Vocational Education closer to citizens, regardless of their age or status, **flexible and distinct offers** have been designed that allow balancing family and work with lifelong learning. Specifically, the RD 1538/2006 includes the following resolutions:

- It allows, especially adults, the possibility of combining training and studies with work.
- The courses of the Vocational Education cycles, leading to attainment of official qualifications, can be offered fully or partially under on-site or distance systems.
- Intermediate Level Vocational Education may be accessed directly with a Compulsory Secondary Education Certificate, and the Higher Level with an Upper Secondary Education Certificate. It is also possible to access by taking an examination if academic requirements are not met.
- Part-time enrolment in training cycles will be facilitated for those who are working.
- There is also the possibility of accessing training cycles when the examination to access university for those over 25 has been passed.
- A virtual platform will be created between the Ministry of Education and the Autonomous Communities that allows completing training modules leading to attainment of intermediate and higher level qualifications.

The Ministry of Education and the Ministry of Labour and Immigration have jointly prepared the Royal Decree for the evaluation and accreditation of professional competences acquired through work experience or non-formal training channels, described here in question 9.

In order to integrate initial training offers and employment offers, Vocational Education Integrated Centres have been created, conceived as institutions serving citizens and businesses and which must contribute to the qualification and requalification of individuals to prepare them for new professional expectations. They can also facilitate the grouping and optimisation of the resources available with different types of training.

An interesting update is the Initial Professional Qualification Programmes which have already replaced in academic year 2008-2009 the former Social Assurance Programmes for students of



Compulsory Secondary Education. These Initial Professional Qualification Programmes provide an alternative to 16-year-old youths—exceptionally, 15-year-olds- at risk of school failure, allowing them to obtain level 1 trade qualifications, valuable for employment and furthermore, the possibility of obtaining a Compulsory Secondary Education Certificate.

An important objective is improvement of Vocational Education quality by:

- Experimentation and innovation through the National Reference Centres. These have been regulated through Royal Decree 229/ 2008, that is, the public centres that undertake innovation and experimentation activities related to Vocational Education specialising in different industries. National Reference Centres can include training activities addressed to students, employed or unemployed workers, as well as business owners, trainers and teachers, related to innovation and experimentation in Vocational Education. At least one reference centre will be created for each one of the twenty-six professional fields and a minimum of one for each Autonomous Community.
- Creation of a National Quality Network. Spain already has its own National Quality Network, with an evident link to the objectives and actions of the European Network on Quality Assurance. Its objectives are basically the same as those of ENQA-VET: to create a culture of quality assurance in Vocational Education, to spread and share best practices, to provide prestige to Vocational Education and to improve student competences.
- Continuous improvement of teacher training both in technical professional aspects and in the area of pedagogical innovation. Responsibility for general policy on teacher training lies with the Higher Institute of Training and Online Resources for Teachers.

The Education Departments in each Autonomous Community develop and undertake important teacher training programmes and actions in all fields of education.

Work is being carried out to build the Spanish Qualifications Framework (MECU) based on the European Qualifications Framework (EQF), described in question 9.

Spain participates actively in European programmes to enhance mobility and transparency in Vocational Education. A great number of students, teachers, education centres and companies participate in various modes of the Leonardo da Vinci and Erasmus projects. Likewise, we participate in actions aimed at promoting the European dimension of Vocational Education, such as the various programmes related to professional guidance. We also belong to the “European Network on Quality Assurance in Vocational Education”. Finally, the Ministry of Education, under the name “SpainSkills”, is a member of the international organisation “Worldskills”, whose main objective is to promote and spread best practices and excellence in Vocational Education.

All regulations contemplate actions to promote equity and equality for male and female access to Vocational Education and to facilitate integration of immigrants and other disadvantaged groups in Spanish society.

We have also carried out actions which, on a permanent basis, help promote Vocational Education in the education system. We have developed an information and professional orientation policy to allow people to choose their training or professional paths with all the necessary elements to ensure the right decision. Also, we should highlight a promotional campaign in the press, radio and television, presence in fairs and shows such as AULA or INTEGRA and organisation of many courses and seminars.

Another of the main objectives is to increase the number of citizens who obtain Vocational Education qualifications at the post-compulsory level. For this, our efforts have essentially focused on consolidating Vocational Education in the education system in a manner that effectively relates the academic world with the requirements of the labour market, in line with society’s needs. RD 1538/2006 establishes the structure and characteristics of the new Vocational Education qualifications and initiated the process to prepare new Vocational Education Qualifications. RD 395/2007 regulates the structure of trade qualifications. Both Vocational Education and trade



qualifications are based on a transparent qualification system, understood as occupational standards, contemplated in the National Catalogue of Professional Qualifications.

The Spanish system of Vocational Education pays special attention to student training at the work place by establishing agreements with companies.

Vocational Education in Spain is highly relevant in the labour market. With relation to professional integration of youths completing intermediate and higher level Vocational Education, it should be noted that the trend observed in recent years is consolidating: nearly seven out of every ten students who completed Intermediate Level training cycles in recent years were working within six months of finishing their studies, according to the Survey on Education-Training Transition and Labour Integration (Etefil). Similar figures can be seen in the Higher Level, and in some professional fields (Construction and Civil Works, Industrial Mechanics, and Woodwork and Carpentry) integration can reach 90 %.

CHAPTER IV

HIGHER EDUCATION

• QUESTION 11

In the area of Modernisation of Higher Education, what progress has been made with relation to:

- **Plans and measures to diversify the income streams of Higher Education Institutions?**
- **Plans and incentives to encourage Higher Education Institutions to open up to lifelong learners?**

This question is covered from the university perspective and that of the higher level training cycles of Vocational Education.

UNIVERSITY SETTING

Plans and measures to diversify the income streams of universities:

Enactment of Organic Law 4/2007, of 12th April, modifying Organic Law 6/2001, of 21st December, of Universities, (LOMLOU), is a firm step towards harmonisation of our higher education system within the framework of the European Higher Education Area (EHEA) and it assumes the need for a profound reform of the structure and organisation of university studies addressed in RD 1393/2007, which establishes the new regulations for university studies, thus responding to the university community's wish to establish the principles of a common space based on mobility, recognition of degrees and lifelong learning.

On the other hand, the **University Strategy 2015**, approved by the Council of Ministers on 30th January 2009, is an initiative coordinated by the Government of Spain, the Autonomous Communities and the universities aimed at modernisation of Spanish universities by promoting excellence in education and research, internationalisation of the university system and its involvement in the economic change based on knowledge and improvement of innovation.

The University Strategy 2015 contemplates funding of universities as one of its strategic lines, with the aim of responding to the current financing imbalance in universities, striving for stable financing that will help achieve a sound financial situation that will allow them to increase their quality. This financing will be based on the actual costs of services and facilities. The intention is those universities, as well as fulfilling their two basic missions (training and research); also comply with a third mission: transfer of knowledge, acting as drivers of society and engines in the social, cultural and economic areas. For this, an increasing share of university funding must be based on objectives and projects that refer to these three missions.

The current financing system must be revised and a financing model must be jointly developed, based on the principles of sufficiency and equity, and made rigorously accountable. The model must comply with the objectives set in the Lisbon Strategy, bringing higher education expenditure



closer to the European average and better fitting the objectives and academic outcomes of universities.

A sound and stable financing model that generates trust in the system and gives an unequivocal political sign of the will to place universities and research in the centre of the social, economic, cultural and development model of our country.

A committee has been created with the essential objective of reflecting on and discussing what new financing instruments for universities and what possible changes in regulation can help facilitate and drive more efficient behaviours from universities when establishing their own cost models, more proactive towards the needs of society.

The work being carried out is divided into four main areas:

- A model of scholarships and grants updated and adapted to the new structure and needs of the European Space for Higher Education.
- Human resources devoted to University Higher Education in its three missions: teaching, research and transfer.
- Costs of adapting our universities to integration within EHEA introducing new teaching methodology.
- Costs resulting from intensive research and excellence derived from the financing model by finalist projects.

Plans and incentives to encourage universities to open up to lifelong learners:

Following enactment of the LOMLOU, independence of universities has been notably increased and the previous official catalogue of degrees has been eliminated.

RD 1393/2007, establishing regulation of official university studies, develops a new structure and indicates the procedure to design new studies that lead to attainment of degrees.

The model already existing in Spain is based on greater university independence so that universities are the ones proposing their degrees and designing their curricula. This is a flexible model that facilitates the connection between branches of knowledge and adapts to students' options and professional needs.

With the new law, organisation of university studies becomes more flexible, promoting curricular diversification and allowing universities to make best use of their capacity for innovation, and their strengths and opportunities, which will allow them to be better prepared for the social demands in an open context characterised by rapid and profound changes.

All undergraduate, master and post-graduate studies in the official registry may be a part of the lifelong learning offer at university. Moreover, universities can develop specific lifelong training programmes with other type of qualifications different from graduate, master and post-graduate. These qualifications must use names that cannot be confused with the above degrees. Evaluation systems will be established to verify compliance with this requirement.

On the other hand, RD 1892/2008, of 14th November, regulating conditions to access official undergraduate university studies and the admission procedures for Spanish public universities, contemplates for the first time a new university access system to which those evidencing, under certain conditions, specific work or professional experience may apply. Articles 27 and following establish that undergraduate university studies may be accessed by other groups based on their age and professional experience. Thus, university studies may be pursued by:

- a) People over 25, after passing an examination.
- b) People over 40 with work and professional experience related to a career, but no academic qualifications that enable them to access university through other channels.



- c) People over 45 who have no academic qualifications that enable them to access university through other channels and who cannot prove work or professional experience, may access undergraduate university studies after passing an adapted access examination.

Implementation of this new measure will allow adapting learning opportunities to the needs and interests of students and will facilitate learning by developing an offer that enables everyone to learn at any time.

Other measures to promote lifelong learning in universities:

- Through the Studies and Analysis Programme, post-graduate and lifelong learning studies have been subsidised, in different rounds.
- A work group has been created with the aim of advancing the design of qualifications, requirements and needs related to lifelong learning.
- There are numerous national (RUEPEC), Latin American (AUIP, RECLA) and European (EUCEN) networks carrying out significant activities related to lifelong learning.
- Universities are setting up various actions in the area of University Extension, Summer Courses and University of Experience. Furthermore there is the National Association for University Programmes for Seniors (AEPUM). These measures, aside from fulfilling a social mission, allow diversifying the income obtained from training activities.
- Most universities have created Foundations or Schools that undertake many training activities related to official education, continuous education and lifelong learning, either with an open or a corporate format.

AREA OF HIGHER LEVEL TRAINING CYCLES OF VOCATIONAL EDUCATION

Plans and incentives to encourage higher education institutions to open up to lifelong learners:

Access to higher level training cycles has been facilitated. Article 21 of RD 1538/2006 determines that access to higher level training cycles in accordance with that set forth in article 41.1 of the LOE, can be done directly, if Upper Secondary Education qualifications have been obtained. This can also be accessed by taking an examination. Those who have passed the university access examination for people over 25 are exempt from taking the examination.

The access examination for higher level Vocational Education must prove the applicant has sufficient maturity regarding the Upper Secondary Education objectives and capabilities related to the professional field in question. To access higher level training cycles through this path, it is necessary to be nineteen years old in the year when the examination is taken, or eighteen if a Specialist Certificate related to the studies applied for has been obtained.

RD 1892/2008 regulates university access of students who have a Higher Specialist Certificate. This RD establishes that those who have a Higher Specialist Certificate in Vocational Education may access without having to take an examination, that is, directly, to official undergraduate university studies. (Art. 26).

Therefore we may conclude that, based on the regulations of this Royal Decree, which develops criteria established by the LOE, a strategy is clearly facilitated to stimulate continuous studies in higher education. Moreover, both the law regulating non-university education and that of universities contemplate establishment of a recognition system between Higher Level Vocational Education studies and official undergraduate university studies.



ANNEXES

ANNEX I. Continuous education of teachers on key competences

Ministry of Education (ISFTIC)

Continuous education courses for teachers conducted since 2008 on the various key competences (summer courses and with collaborating institutions).

<i>Year 2007/2008</i> <i>Title of the activity</i>	<i>Location</i>	<i>Attendees</i>
HOW TO FOCUS ON BASIC COMPETENCES	CEUTA	45
BASIC COMPETENCES	CEUTA	138
EMOTIONAL EDUCATION: BASIC COMPETENCES FOR THE DEVELOPMENT OF INDEPENDENT AND CIVIC-MINDED INDIVIDUALS	BARCELONA	25
BASIC COMPETENCES IN TEACHERS' EDUCATIONAL WORK	MADRID	30
BASIC COMPETENCES IN THE LOE AND THEIR RELATIONSHIP WITH THE PEDAGOGY OF THE SACRED HEART	SANTA MARIA OF HUERTA	48
SOCIAL SCIENCES AS THE BASIS FOR EXERCISING CIVIC RESPONSIBILITY IN PRE-SCHOOL EDUCATION	BARCELONA	21
STRATEGIES TO DEVELOP BASIC COMPETENCES	SANTA MARIA OF HUERTA	27
TUTORING: DESIGN OF A PLAN BASED ON CURRICULUM BASIC COMPETENCES	BARCELONA	25
DIGITAL COMPETENCY AND INFORMATION PROCESSING TO DEVELOP KNOWLEDGE AND COMMUNICATION	BARCELONA	20
HOW TO EDUCATE IN COMPETENCES BETWEEN THE FAMILY AND THE SCHOOL	MADRID	14
EDUCATIONAL PROGRAMMING BASED ON COMPETENCES IN SECONDARY EDUCATION	MADRID	30
BASIC COMPETENCES AND COEXISTENCE: TRAINING STUDENTS AND COMPETENT EDUCATORS TO IMPROVE COEXISTENCE	MADRID	24
RELIGION LESSONS WITHIN THE CONTEXT OF THE LOE. EDUCATIONAL PROGRAMMING BASED ON COMPETENCES	MADRID	19



<i>Year 2007/2008</i> <i>Title of the activity</i>	<i>Location</i>	<i>Attendees</i>
EDUCATIONAL PROGRAMMING BASED ON COMPETENCES IN PRIMARY EDUCATION	MADRID	25
TRAINING ON TECHNOLOGY COMPETENCES. EDITION II	MADRID	11
TRAINING ON TECHNOLOGY COMPETENCES EDITION I	MADRID	11
COEXISTENCE AT SCHOOL BASED ON SOCIAL AND CIVIC RESPONSIBILITY	MADRID	14
VIDEO GAMES TO DEVELOP MULTIPLE INTELLIGENCE AND COMPETENCES	MADRID	7
DEVELOPMENT OF COMPETENCES IN SCIENCE CLASSES	MADRID	8
BASIC COMPETENCES IN THE LOE, AN INTRODUCTION TO THE CONCEPT	MADRID	15
CLASS OBSERVATION AND DEVELOPMENT OF TEACHING COMPETENCY: RESEARCH IN ACTION	MADRID	19
BASIC COMPETENCES IN THE CURRICULUM. RESOURCES TO TEACH, LEARN AND DEVELOP THEM	PARIS	6
STRATEGIES FOR DEVELOPMENT OF BASIC COMPETENCES	LISBON	7
INFORMATION PROCESSING, A BASIC COMPETENCY IN COMPULSORY SECONDARY EDUCATION	AVILA	39
DEVELOPMENT OF BASIC COMPETENCES THROUGH MATHEMATICS	SAN LORENZO OF EL ESCORIAL	22
BASIC COMPETENCES AND INCLUSIVE SCHOOLS	MADRID	20
TREATMENT OF BASIC COMPETENCES IN PRIMARY EDUCATION	MELILLA	30
TOTAL		700

<i>Year 2008/2009</i> <i>Title of the activity</i>	<i>Location</i>	<i>Attendees</i>
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<i>Year 2008/2009</i> <i>Title of the activity</i>	<i>Location</i>	<i>Attendees</i>
COMPETENCES IN EDUCATION. A NECESSARY REALITY	LUGO	42
BASIC COMPETENCES AND THEIR DEVELOPMENT IN THE CLASSROOM	OVIEDO	17
STRATEGIES TO DEVELOP COGNITIVE, EMOTIONAL AND RELATIONAL COMPETENCES	OVIEDO	17
TRAINING AND PROGRAMMING TO DEVELOP BASIC COMPETENCES AT SCHOOL	MADRID	28
BASIC COMPETENCES FOR ETHICAL AND CIVIC-MINDED EDUCATION	BARCELONA	36
TRAINING ON SOCIAL AND CIVIC RESPONSIBILITY COMPETENCY	MADRID	27
BASIC COMPETENCES FOR PROGRESSIVE AND COHERENT EDUCATION	ARENAS OF SAN PEDRO	25
WORKING ON COMPETENCES: CIVIC RESPONSIBILITY COMPETENCY	MADRID	15
COMPETENCES AND MUSIC EDUCATION APPLIED TO ICT	ZARAGOZA	16
CONFERENCE ON COMPETENCES AND MUSIC EDUCATION	ZARAGOZA	16
DEVELOPMENT OF BASIC COMPETENCES IN EDUCATION. OPTION B	MADRID	16
ENCOURAGING TRANSDISCIPLINARY PROJECTS IN SCHOOL AND DEVELOPMENT OF BASIC COMPETENCES	MADRID	31
TEACHING-LEARNING BY COMPETENCES. COMPUTER APPLICATIONS IN EXTRAMURAL EDUCATION	EBERBACH	42
CONFERENCE: TEACHERS AND THE LOE: STATUTE, COEXISTENCE, BASIC COMPETENCES	MADRID	64
TOTAL		392
GRAND TOTAL <i>2007/2008 and 2008/ 2009</i>		1092



ANNEX II. Regional teacher training activities on basic competences

(Source: *Paper on the 18th Meeting of Regional and State School Councils. 2008*)

1. Information, communication and awareness

The Education Councils have conducted various activities in different formats (conferences, lectures, brochures...) to bring to the various actors in education and to the whole school community what basic competences are and their impact on school teaching and evaluation.

Aragon, the Canaries, Castilla-La Mancha, Euskadi, Extremadura, Navarra, Murcia have organised Conferences, Courses and Information and Awareness Sessions on the new curricula and inclusion of basic competences.

Asturias designed a scaled information programme addressed to the central bodies of the Council and the Education Inspection, the Teacher Training Network, management of schools, teachers of the various subjects, and the general population. The Canaries are planning an action termed Coordination and financial support of conferences and workshops with families on basic competences, within the Atlántida Project.

2. Teacher Training

In Castilla-Leon eleven work groups made up of teacher training centre (CFIEs) managers and advisors have been working for 3 years towards developing a new teacher training model based on professional competences. The conclusions paper details, for each education level and speciality, the training itinerary any teacher must follow in order to achieve the right professional competences. This work can serve as the basis for subsequent reforms of the current training model.

2.1. Initial Training

Universities, within the process of restructuring and modernising undergraduate and post-graduate studies, within the framework of convergence with the European Higher Education Area, is reconsidering initial teacher training. The Ministry of Education has approved Agreements which establish the conditions by which curricula must be adapted to achieve enabling qualifications to practice the regulated profession of Teacher of Pre-School Education and Teacher of Primary Education.

In Castilla-La Mancha, Cantabria, Castilla-Leon and La Rioja, teachers are being offered courses to develop the new education model and implementation of ECTS credits (European Credit Transfer and Accumulation System), as well as the various tools and resources that enable continuous university teaching innovation and improvement.



2.2. In-service Training

Most Autonomous Communities (Aragon, Asturias, Canarias, Castilla-La Mancha, Castilla-Leon, Euskadi, Galicia, Madrid, Murcia) included, as the basis for teacher training institutional plans for academic year 2007-08, the “*Processes for teaching-learning and development of basic competences*”. In some cases, they address competences, their sense and implications in teaching and evaluation; in others, they consider the contribution of various areas to the acquisition of basic competences.

In Canarias there is a specific work team to implement new modes of teaching in order to provide both training proposals and lines of action. They have implemented the “*Advisory project: towards an integrated curriculum aimed at achieving basic competences*” with the purpose of training people with counselling responsibilities, so they can actively participate in the improvement of school curricula.

The first training activities offered to teachers consisted of introductory courses to the topic of basic competences and the new curricula and the contribution of each area and subject:

- Courses or conferences on each basic competency (Ministry of Education, Aragon, Cantabria, Castilla-La Mancha, Euskadi) or on a specific competency (Castilla-La Mancha, language communication; Canarias, mathematics competency).
- General courses on what basic competences are (La Rioja), on programming, methodology and evaluation based on basic competences, in Primary Education and in the various settings of Compulsory Secondary Education (*Canarias*), comprehensive treatment of languages (*Castilla-La Mancha, Euskadi*), on reading comprehension (Canarias, Cantabria) on diagnosis evaluation (Asturias, Canarias, Galicia, Murcia).
- Inclusion of modules on basic competences in more general courses (Murcia) and in courses on the management function (La Rioja).

The most enhanced model has been the one linked to practice, in seminars or work groups, with a mid-term perspective. For this purpose they have begun forming teams of *teacher trainers*. In various Communities (Aragon, Asturias, Cantabria, Castilla-La Mancha, Euskadi, Extremadura, Galicia, La Rioja) this function is assigned to the network of trainers from teacher centres. Some include Inspection (Asturias, Cantabria) and others (Catalonia) rely on universities for this task. In Catalonia, since academic year 2001-02, there is a *Network of Basic Competences*, a work team comprised of Primary and Secondary Education schools.

The teams of trainers, in accordance with the priorities set by each Region, are assigned these functions:

- To coordinate seminars and work groups to understand and reflect on basic competences and other related proposals (reading plan, coexistence plan ...) and to consider practical proposals.
- To advise schools on self-evaluation processes to prepare improvement plans focused on basic competences (Asturias, Catalonia).



- To advise schools on their training and innovation projects aimed at basic competences, in which all staff or some teacher teams participate (Euskadi).
- To prepare materials for reflection and analysis of the results of basic competency tests (Catalonia).
- To distribute classroom materials that help start new teaching practices.
- To organise sharing of experiences among schools and work groups and encourage school networks with similar or shared projects (Euskadi).



ANNEX III:

Awards or grants related to basic competences offered by the Ministry of Education.

1. Order CUL/551/2009, of 24th February, establishing the regulatory basis and announcing the "Create" Awards to enhance creativity in pre-school, primary, special and secondary education in centres with public funding for 2009.
2. Resolution of 16th January 2009, of the State Department of Education and Training, announcing grants to participate in the Territorial Cooperation programme Nature Classrooms in the period from 1st July to 14th August 2009.
3. Order ESD/2576/2008, of 3rd September, announcing grants to prepare educational materials developing reading comprehension in various areas and subjects of the curriculum and to undertake studies on reading and school libraries.
4. Order ESD/2863/2008, of 22nd September, announcing grants to participate in the territorial cooperation programme «Literary Routes » during academic year 2008/2009
5. Order ECI/857/2008, of 14th March, announcing grants to participate in the territorial cooperation programme for students «Science Routes», during academic year 2008/2009
6. Order ESD/2518/2008, of 24th July, announcing grants to establish school associations to undertake shared projects.
7. Order ECI/758/2007, of 13th March, announcing grants to participate in the territorial cooperation programme for students «Science Routes», during academic year 2007/2008.
8. Order ECI/930/2008, of 26th March, announcing grants aimed at students of Year 6 of Primary Education to develop a language immersion programme in autumn of 2008.
9. Order ESD/1577/2008, of 26th May, announcing the national competition of best practices for enhancement and innovation of school libraries.
10. Order ECI/500/2007, of 22nd February, announcing grants to improve school libraries of public centres dependent on the Ministry of Education and Science.
11. Resolution of 7th May 2008, of the State Department of Education and Training, announcing the 25th «Francisco Giner of los Ríos» Awards to Education Quality Improvement.
12. Order ECI/3514/2007, of 2nd November, announcing for 2007, National Awards of Education Research and Innovation.
13. Order ECI/607/2007, of 19th February, announcing grants to private non-profit entities to conduct, in 2007, congresses and conferences to spread activities aimed at education of adults within the framework of lifelong learning.

Awards or grants related to Higher Education

1. Orden ECI/3516/2007, de 16 de noviembre, por la que se convocan los Premios Nacionales de Fin de Carrera de Educación Universitaria, destinados a quienes hayan concluido los estudios en el curso académico 2006-07.
2. Resolución de 6 de abril de la Secretaría de Estado de Universidades por la que se convocan los premios del XXII Certamen «Jóvenes Investigadores», 2009.
3. Orden de 19 de febrero de 2008, por la que se convoca el VII Certamen Universitario «Arquímedes» de introducción a la Investigación Científica.



4. Real Decreto 922/2009, de 29 de mayo, por el que se establecen los umbrales de renta y patrimonio familiar y las cuantías de las becas y ayudas al estudio del Ministerio de Educación para el curso 2009-10.
5. Resolución de 2 de junio de 2008, de la Secretaría de Estado de educación y Formación, por la que se convocan becas de carácter general y de movilidad, para el curso académico 2008-09, para alumnado universitario y de otros estudios superiores.
6. Resolución de 2 de junio de 2008, de la Secretaría de Estado de Educación y Formación, por la que se convocan becas para los alumnos que vayan a iniciar estudios universitarios en el curso 2008-09.
7. Resolución de 13 de junio de 2008, de la Secretaría de Estado de Educación y Formación, por la que se convocan becas-colaboración para el curso académico 2008-09.
8. Orden ECI/765/2008, de 3 de marzo, por la que se establecen las bases reguladoras y se convoca el programa de ayudas para la movilidad de estudiantes universitarios Séneca para el curso académico 2008-09.
9. Orden CIN/2940/2008, de 14 de octubre de 2008, por la que se regulan los préstamos ligados a la posesión de una renta futura para realizar estudios de Máster Universitario.
10. Resolución de 13 de octubre de 2008, de la Secretaría de Estado de Universidades, por la que se convocan ayudas para becas y contratos en el marco del estatuto del personal investigador en formación, del programa de Formación de Profesorado Universitario, del Programa Nacional de Formación de Recursos Humanos de Investigación, del Plan Nacional de Investigación Científica, Desarrollo e Innovación Tecnológica 2008-2011.
11. Resolución de 27 de febrero de 2009, de la Secretaría de Estado de Universidades por la que se convocan ayudas para becas y contratos del Programa “Salvador de Madariaga” en el Instituto Universitario Europeo de Florencia, en el marco del estatuto del personal investigador en formación del Programa Nacional de Formación de Recursos Humanos de Investigación, del Plan Nacional de Investigación Científica, Desarrollo e Innovación Tecnológica 2008-2011.
12. Resolución de 17 de marzo de 2009, de la Secretaría de Estado de Universidades, por la que se hace pública la convocatoria de subvenciones del Programa Nacional de Movilidad de Recursos Humanos de Investigación, en el marco del Plan Nacional de Investigación Científica, Desarrollo e Innovación Tecnológica 2008-2011.
13. Orden CIN/2038/2008, de 25 de junio, por la que se convocan ayudas para favorecer la movilidad de profesores visitantes y de estudiantes en enseñanzas universitarias oficiales de máster para el curso académico 2008-2009.
14. Orden ECI/939/2008, de 5 de marzo, por la que se convoca la obtención de la Mención de Calidad a programas de doctorado de las universidades españolas para el curso académico 2008-2009.



15. Resolución de 18 de agosto de 2008, de la Secretaría de Estado de Universidades, por la que se convocan ayudas dirigidas a facilitar la movilidad de profesores visitantes y de estudiantes en programas de doctorado que hayan obtenido la Mención de Calidad y para la Mención Europea en el título de doctor.
16. Resolución de 27 de marzo de 2008, de la Secretaría de Estado de Universidades e Investigación, por la que se convocan 10 becas para la realización de estudios de máster en Ciencias Sociales y Humanidades en Universidades de Estados Unidos de América para el curso 2009-2010.
17. Resolución de 13 de marzo de 2008, de la Secretaría de Estado de Universidades e Investigación por la que se convocan ayudas para la cooperación interuniversitaria con Brasil, al amparo del Convenio de Cooperación suscrito entre el anterior Ministerio de Educación, Cultura y Deporte y el Ministerio de Educación de Brasil.
18. Ayudas para cursos de lengua inglesa en el extranjero, destinadas a maestros y estudiantes de último curso de de las enseñanzas de maestro.
19. Ayudas para la realización de cursos de lengua inglesa, durante el verano de 2008, destinadas a jóvenes becarios de entre 18 y 30 años.
20. Convocatoria de ayudas para cursos de lengua francesa o alemana en el extranjero, para alumnos becarios universitarios y de enseñanzas artísticas superiores.
21. Programa de inmersión lingüística organizado por la Universidad Internacional Menéndez Pelayo para alumnos becarios del Ministerio de Educación.



ANNEX IV. Legislation

General Ordinance

1. Organic Law 2/2006, of 3rd May, of Education (LOE, 2006).
2. Organic Law 4/2007, of 12th April, modifying Organic Law 6/2001, of 21st December, of Universities (LOU, 2007).
3. Royal Decree 1630/2006, of 29th December (BOE issue 4 of 04.01.07), establishing minimum curriculum in the second cycle of Pre-School Education.
4. Royal Decree 1513/2006, of 7th December (BOE issue 293 of 08.12.06), establishing minimum curriculum in Primary Education.
5. Royal Decree 1631/2006, of 29th December (BOE issue 5 of 05.01.07), establishing minimum curriculum corresponding to Compulsory Secondary Education.
6. Royal Decree 1467/2007, of 2nd November (BOE issue 266 of 06.11.07), establishing structure of Upper Secondary Education and setting its minimum curriculum.
7. Royal Decree 1538/2006, of 15th December (BOE of 3rd January 2007), establishing general ordinance of Vocational Education in the education system.
8. Order ECI/2755/2007, of 31st July (BOE of 26th September 2007), regulating Initial Professional Qualification Programmes developed within the scope of the Ministry of Education and Science.
9. Resolution of 5th October 2007, (BOE of 19th October 2007), of the Division of Education, Vocational Education and Education Innovation, regulating the curriculum of specific modules of Initial Professional Qualification Programmes within the scope of the Ministry of Education and Science.
10. Royal Decree 1558/2005, of 23rd December (BOE of the 30th), regulating basic requirements of Vocational Education Integrated Centres.
11. Royal Decree 229/2008, of 15th February (BOE of 25th February 2008), regulating National Reference Centres in the area of Vocational Education.
12. Order ECI/3854/2007, of 27th December (BOE issue 312 of 29th December 2007), establishing the requirements to verify official university degrees enabling practising as a Teacher of Pre-School Education.
13. Order ECI/3857/2007, of 27th December (BOE of 29th December 2007), establishing the requirements to verify official university degrees enabling practising as a Teacher of Primary Education.
14. Order ECI/3858/2007, of 27th December (BOE of 29th December 2007), establishing the requirements to verify official university degrees enabling practising as a Teacher of Lower and Upper Secondary Education, Vocational Education and Language Teaching.

Initial Training

1. Order ECI/3854/2007 of 27th December, establishing the requirements to verify official university degrees enabling practising as a Teacher of Pre-School Education.
2. Order ECI/3857/2007 of 27th December, establishing the requirements to verify official university degrees enabling practising as a Teacher of Primary Education.
3. Order ECI/3858/2007 of 27th December, establishing the requirements to verify official university degrees enabling practising as a Teacher of Lower and Upper Secondary Education, Vocational Education and Language Teaching.



Adult Education

1. Organic Law 2/2006, of 3rd May, of Education. Chapter 9, Article 66-70. (Published in the BOE on 04-05-2006)
2. Royal Decree 1631/2006, of 29th December establishing minimum curriculum corresponding to Compulsory Secondary Education. Additional stipulation one. (Published in the BOE on 05-01-2007)
3. Royal Decree 1538/2006, of 15th December, establishing the general ordinance of Vocational Education in the education system. Chapter VI. (Published in the BOE on 03-01-2007)
4. Resolution of 9th February 2007, of the Division of Education, Vocational Education and Education Innovation, announcing free examinations to obtain a Secondary Education Certificate, addressed at people over eighteen, within the scope of the Ministry of Education and Science. (Published in the BOE on 08-03-2007).
5. Order ECI/397/2008, of 29th January, announcing subsidies to Local Councils located within the scope of the Ministry of Education and Science, to undertake activities within the framework of adult education during academic year 2008/2009 (BOE on 19-02-2008).
6. Order ECI/398/2008, of 29th January, announcing subsidies to non-profit private entities to conduct, during 2008, congresses and conferences to spread activities aimed at adult education within the framework of lifelong learning (BOE on 19-02-2008).
7. Order ECI/399/2008, of 29th January, announcing subsidies addressed at foundations with organic dependence to political parties represented in Parliament to develop training activities within the field of adult education, tending to raise the level of training to enable developing the capacity for political participation (BOE on 19-02-2008).

Regional Standards

1. Order of 24th September 2007, regulating non-formal education plans for adults.
2. Order of 24th September 2007, regulating Lifelong Learning Networks of the Autonomous Community of Andalusia
3. Division of Vocational Education and Adult Education. - Resolution of 27th July 2005, stating instructions to organise basic adult training offer in the Autonomous Community of the Canary Islands. (BOC 16.08.2005)
4. Division of Vocational Education and Adult Education. - Resolution of 26th July 2004, stating instructions to organise basic adult training offer in the Autonomous Community of the Canary Islands. (BOC 19.08.2004).
5. Order of 28th March 2008, of the Department of Education, Culture and Sports, approving the curriculum of Pre-School Education and authorising its application in schools of the Autonomous Community of Aragon.
6. Order of 9th May 2007, the Department of Education, Culture and Sports, approving the curriculum of Primary Education and authorising its application in schools of the Autonomous Community of Aragon.
7. Order of 9th May 2007, the Department of Education, Culture and Sports, approving the curriculum of Compulsory Secondary Education and authorising its application in schools of the Autonomous Community of Aragon.



8. Decree 67/2007, of 29th May, establishing and regulating the Curriculum for the Second Cycle of Pre-School Education in the Autonomous Community of Castilla-La Mancha.
9. Decree 68/2007, of 29th May, establishing and regulating the Curriculum for the Second Cycle of Primary Education in the Autonomous Community of Castilla-La Mancha.
10. Decree 69/2007, of 29th May, establishing and regulating the Curriculum for the Second Cycle of Compulsory Secondary Education in the Autonomous Community of Castilla-La Mancha.
11. Decree 12/2009, of 20th January, establishing the curriculum for Pre-School Education and its implementation in the Autonomous Community of the Basque Country.
12. Decree 175/2007, of 16th October, establishing the curriculum for Primary Education and its implementation in the Autonomous Community of the Basque Country.

Lifelong Learning

1. Recommendation of the European Parliament and Council, of 23rd April 2008, related to the creation of the European Qualifications Framework for lifelong learning (DOUE 06.05.2008)
2. Order ECI/390/2008, of 25th January, establishing the general standards that must be met to manage decentralised actions of the European Union's Lifelong Learning Programme. (BOE 19.02.08).

Higher Education

1. Real Decreto 900/2007, de 6 de julio, por el que se crea el Comité para la definición del Marco Español de Cualificaciones para la Educación Superior (BOE 19 .07.07)
2. Real Decreto 1312/2007, de 5 de octubre, por el que se establece la acreditación nacional para el acceso a los cuerpos docentes universitarios
3. Real Decreto 1313/2007, de 5 de octubre, por el que se regula el régimen de los concursos de acceso a cuerpos docentes universitarios. (BOE 8 .10.07)
4. Real Decreto 1393/2007, de 29 de octubre (BOE 30.10.07), por el que se establece la ordenación de las enseñanzas universitarias oficiales.
5. Real Decreto 989/2008, de 13 de junio (BOE 1.07. 08), por el que se regula la contratación excepcional de profesores colaboradores
6. Real Decreto 1509/2008, de 12 de septiembre (BOE 25.09.08), por el que se regula el Registro de Universidades, Centros y Títulos.
7. Real Decreto 1892/2008, de 14 de noviembre (BOE 24.11.08), por el que se regulan las condiciones para el acceso a las enseñanzas universitarias oficiales de grado y los procedimientos de admisión a las universidades públicas españolas.