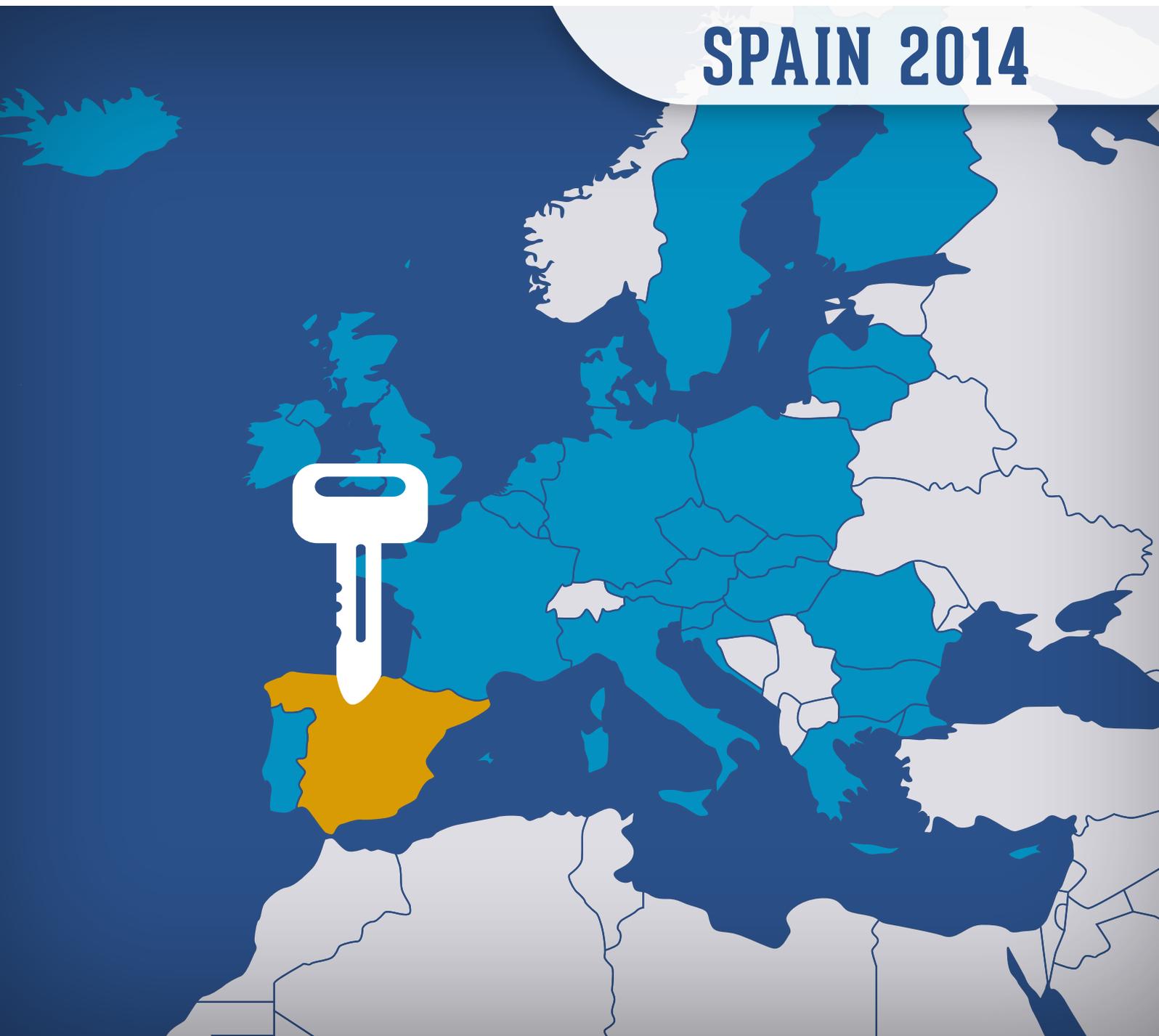


COUNTRY OVERVIEW

SPAIN 2014



<http://keyconet.eun.org>



SHORT SUMMARY

Providing a national description contextualizing key competence development in your country [rationale, objectives etc.]:

Over the last five years, several initiatives in Spain have developed experiences related to the curricular integration of key competences as a development of the European guidelines, starting from the issuing of the official legislation (LOE, 2006), that has been completed, sometimes qualified and others faced up to the new act LOMCE, 2013.

The centralised experience has a greater weight, and it has been managed by the Ministry of Education, Culture and Sport (IFIIE first, and then CNIIE) that has, during 2012 and 2013, continued the task undertaken by the former government in 2010, and developed the second and third phases of the COMBAS project, respecting its contents. This project is now called Curricular Integration Project (*Proyecto de Integración Curricular*, PIC), a name that was already present in its contents from the beginning. Therefore, COMBAS and the Curricular Integration Project are the same project in different phases, COMBAS/PIC. Until October 2014, 12 out of the 15 Autonomous Communities that had participated in the initial COMBAS 2010, continued the debate on the common core that defines a curricular integration model, which is still advised by a group of specialists linked to the state innovation movement *Atlántida*.

The general proposal of the Ministry has strengthened the keys to the assessment of competence levels in the curriculum, always in accordance with the guidelines set by the former legislation LOE, and has opened in parallel a new legislative process that has finished with the approval of a new law called LOMCE, as abovementioned. Without going into detail about the content of the new law that has been widely argued by the rest of the political parties and associations or movements of families and students, the new law has one thing in common with the former one: the respect for the European guidelines regarding the integration of competences in the renewed curriculum. The weakness of the new LOMCE lies, and hence the uncertainty in the autumn of 2014, in the fact that it has been approved by an absolute majority of the Government party, and answered by the main opposition party and other nationalist groups, with request for derogation if they come to power. The 2014-2015 course, with elections in May and November, will define a new situation in which efforts will be made to consolidate progress.

At the time of specifying some innovations introduced facing the development of new regulations of the LOMCE (2013) that has regulated education with the Royal Decree of the Ministry for Primary Education and prepares the Royal Decree for secondary education, it should be anticipated that, in curricular aspects, the law collects and strengthens the integration of basic competences (now called as in Europe, KEY), and introduces the discourse on indicators in the assessment standards for both external and internal tests, generating a debate that needs to find common ground with more cautious approaches in relation to the

value of the external evaluation, if it does not arise as a process of improvement of the whole education system. In any case, the process is open in Spain and in coming weeks it will be shared between the Ministry and the Autonomous Communities through reflection days in Madrid and with the preparation of external diagnostics tests to be passed to Primary fourth grade in this school year 2014-15.

As we say, in Spain the valuable experience of COMBAS continues and could serve as a bridge to LOE and LOMCE legislative debate, so guarantors try to find a meeting point in the curriculum debate for the education model to progress towards the proposal of knowledge in action and project resolution through relevant tasks.

Since the pilot experience, COMBAS has enjoyed continuity under the new government and is currently being extended throughout the CCAA (Autonomous Communities). As we have said, other similar initiatives in several Autonomous Communities, at least six in a significant way, replicate the COMBAS/PIC experience, and some organizations and entities make efforts to generate valid alternatives to integrate the competences, which describes an open situation both in the proposals of the Ministry and the proposals of different regional governments, universities and associations or foundations, which we will describe later.

At the same time, the brief summary, as we have advanced, describes in Spain a situation of legislative change with a strong political debate in which the new content-based learning, linked to examinations at the end of each educational level to obtain a certificate, and the message of improving the competences is still alive. From the success generated by COMBAS/PIC and other change proposals, we can identify what the outcomes will be, granting the European networks a very important role, if the dissemination of European experiences and the debate on the new recommendations product of the KeyCoNet case studies, COMBAS included, has any significance. So, and as an updated summary: currently, the MECD and the regional governments, along with Spanish schools, already have a Didactic Guide that COMBAS/PIC has made known, proposing a modification of the model for the development of educational reforms, generating a theoretical-practical proposal of reflection in schools with learning itinerary, and which is accompanied by example experiences. On the other hand, the continuity of COMBAS despite political changes has produced a summary guide that seeks to identify the keys of the process that a school could follow. It is worth mentioning also, as news among the initiatives of the CCAA, the proposal of a Domestic Curriculum that the Andalusian Community set with 100 AMPAS from its territory, jointly with a commitment to piloting the digital tool that facilitates the management of change. Also among the CCAA the work of the Community of Valencia should be highlighted, which has managed to launch a training plan to reach the entire educational community, in two years, deepening and completing the PICBA and COMBAS initiatives.

KCD INITIATIVES:

What relevant key competence related initiatives (e.g. curricular reform/national strategy/pilot project/public consultation etc. in relation to students' curricula and assessment, teacher training, school organisation, and learning resources) have taken place in your country over the past five years, and which are planned in the future? You may also refer here to the 2012 case notes produced for your country, and any other initiatives which will be the focus of the 2013 case notes.

1. CASE NOTES AND CASE STUDIES

Case study. COMBAS/PIC, as an official proposal, is a programme and project shared between the Ministry and 12 of the 17 Autonomous Communities or governments, developed along with pilot projects in 150 schools in a deepening stage, with the guidance of some specialists from the state level innovation group *Atlántida* and new professionals with renewed leadership. The model defended by COMBAS/PIC, and learned by its promoters in previous experiences with networks of schools since 2006, modifies the proposal of external training in favour of reflection from and within the schools' practice. This is its principal value, which had the pilot projects previously mentioned within COMBAS, and it had been previously recognized in the net as the more far-reaching experience, and this was the reason why the Ministry selected the plan as an advisor for its challenge. The continuity of the project from 2010 to 2014, overcoming political changes in the Ministry, has ensured the propagation of the debate all over the country, and the last publication of the Didactic Guide and the Digital Tool that facilitates it are the keys to its future impact. Currently, the Guide develops from the LOE (former law) and is being adapted to the new law LOMCE and its curriculum decrees that have been published, which is forcing Autonomous Communities and the rest of the system to make a huge effort, if we wish to find a common ground and give continuity to the curricular proposal.

PICBA, as an example of the development of COMBAS in a regional government like Andalusia (the largest one in Spain). PICBA is a pioneer and holistic project due to its compromise with all educational sectors, and with more than 200 schools involved it is a clear example of the future possibilities, along with other five projects of regional governments that have replicated the COMBAS/PIC experience: COMBEX in Extremadura, is the largest one, also with more than 200 schools; PIE in La Rioja; Valencia, with their renewed COMBAS learning itinerary; Navarre with COMBInar; and lastly, Galicia. At the moment the UNED-Atlántida research group has developed a new contribution as a case study of the PICBA project, identifying its strength as a reference for a community, jointly with the other 18 cases selected by KeyCoNet.

Other experiences described by Atlántida/UNED to KeyCoNet, are worthy of mentioning since they precede the Ministry experience, and they represent different contexts in which we carried out a pilot project of the *Atlántida* proposal. See the case notes of El Hierro, Alzira and Compañía de María that can be found in the KeyCoNet links and the link pages of the *Atlántida* movement.



Other experiences described to KeyCoNet by the Atlántida/UNED node: lastly, in this summary we would also like to mention a large group of experiences that have independently developed in Spain, led by innovation groups, private foundations and a number of Autonomous Administrations, all of which can be consulted through their usual websites. We offer a summary of these experiences in the links that we have available at the moment.

2. CURRICULUM REFORM AND GUIDELINES

As we have previously mentioned, from 2102 to the end of 2013, the new conservative government of the Popular Party (*Partido Popular*) has made a legislative proposal in the Parliament, which has ended with the upcoming approval of a new law, LOMCE, which replaces the former law passed by the Socialist Party (*Partido Socialista*) in 2006, the LOE.

As it has been previously described, the lines of progress in the challenge of the curricular integration set in the experience COMBAS/IFIIE since 2010 have been enhanced by the continuity of the COMBAS experience, now located in the CNIIE. The innovation developed in the second phase of COMBAS/PIC has ended with the publication of a Didactic Guide and a Digital Tool that describes all the work done in the two previous years, always under the guidance of the legislation LOE.

The COMBAS guide model that has generated a change process, at least in its pilot experience to produce the guidance material, represents an experience that has spread across Spain, at least to 12 of the 17 regional governments, is beginning to be known as an innovative project, albeit the educational system has not changed much, and looks warily at all the reforming proposals, especially facing the new debate arisen by the new law. The LOE emphasized the need for integrating the competences in the curriculum without specifying the way to do it, and it arranged the pilot project of COMBAS to search for a model that defined a Theoretical Framework and five levels of curricular integration starting from the classroom practice. The LOMCE on the other hand, with regard to the curricular level, has focused on the so called learning standards, to guide and prescribe the indispensable knowledge to achieve a certification through examinations at the end of each educational level. This final section is a new debate within the Spanish education system and forces us to look, sooner or later, for meeting points between the two approaches.

It is important to recognize that the continuity of COMBAS/PIC in disseminating, from the Ministry/CNIIE, the model developed with the resources guide and the digital tool could facilitate a meeting point between the pending debates. In any case, we don't know how the important political decision of giving continuity to innovation experiences will be defended in the curricular development of the new law, a challenge that is being discussed in 2014, and for which the recommendations of the European Commission, adopted by the European Parliament and Council of 18 December 2006 are still very important, as will be the recommendations and guidelines arisen from the KeyCoNet experience, after the case study research.

It is worth saying that between the recommendations developed by the Guide published by the Ministry after the COMBAS/PIC experience and the first data available on the draft curriculum proposed by the new LOMCE there can be a considerable difference which it would be advisable to reduce. To contain the possible maladjustment it would be advisable to make

an intervention that serves as a bridge and allows the drafting of some recommendations on a consensual curricular design, that avoids a new and unnecessary clash between the defendants of the contents as the essential axis of learning and the reformist trends, that integrate knowledge in practical tasks, from which it is possible to define the levels of competence performance, namely knowledge in action. The new location of the COMBAS Project now within the Ministry, in the Directorate General of Educational Planning, and not in the Evaluation Institute where it developed, could generate outreach strategies that the Days of internal debate as those between the Ministry and the CCAA in the current week could channel, waiting for a new election year between political parties that undoubtedly will shine a new political situation in Spain, from the elections of May, and November 2015, to renew Autonomous and Central governments respectively.

OVERALL KCD APPROACH:

How would you characterise the overall approach to key competence development in your country? Is it a holistic approach characterised by an overarching strategy, or rather a targeted approach focusing on one or more specific dimension of the education system (student curriculum, assessment, teacher training, school organisation, learning resources etc.)? Does it cover formal and non-formal learning, both primary and secondary school levels?

In Spain, the former law set the 8 competences and gave equal importance to each one of them. The holistic proposal of curricular integration has not been fully developed, and this is a challenge undertaken by COMBAS/PIC, trying to make the co-responsibility between central and regional administration, the existence of different support services for the educational system, etc., visible.

An open LOE proposal in a decentralized educational system with a mixed model, that didn't already have guidelines, is now faced with a more centralized model that is causing wariness in several Autonomous Communities or governments.

From an eight competence proposal in the LOE, we have changed to a different one in the LOMCE, and from a description of indicators for the improvement of learning we could switch to a new proposal of learning or performance standards which is still yet to be figured out, as we have described, and that starts being an approach conflict with a need for meeting points.

In any case, it is worth saying that the COMBAS/PIC experience of innovation in curricular integration, despite being the most developed in Spain, is still too horizontal, and it requires a new compromise between school, family and community, as it has been pointed out by some innovative experiences (see case notes of El Hierro, the schools of Compañía de María and the future proposal of PICBA), which are representative of a work with the global curriculum that exceeds the usual effort of training teachers and reflecting with them. We reiterate in this sense the expectation created by the draft Curriculum for life, domestic curriculum of PICBA itself in Andalusia, which began its journey at this time with 100 community AMPAS and the Atlántida Project as counselling group.



KEY COMPETENCES ADDRESSED:

Is there a focus on any particular EU key competence/s or a combination of them, or perhaps there is more of a focus on alternative/complementary competences defined at national level?

The proposal developed in the LOE globally focused the content of the eight competences without specially prioritizing any of them, although it gave special importance to reading skills, which entailed strategies of incentives for everyone. Currently, and after the European recommendations (November 2012), which already helped to focus the proposal on some of the more instrumental areas, the new legislation LOMCE, that define and specifies competences as KEY, does emphasize the importance of the so called instrumentals, that lead to a debate between core, specific and elective subjects, and it also led to distributing their weekly schedule in different ways. It also distributes the political responsibility, granting the central Administration control over the curriculum of the core subjects, and giving more independence to the regional governments over the specific subjects, and total independence over the elective subjects. In Spain, reading skills, mathematics and science (seemingly joined in one new competence), together with entrepreneurship, learning to learn and digital competence, define the priorities of the new legislation LOMCE, that the Decrees on Core Curriculum of the own Ministry are developing. Notably, after debates and conflicts of interest for the implementation of the LOMCE, in Spain the government has had to postpone its launch one year, and has launched for Primary Education, with some improvisation, courses first, third and fifth, and that the next course would come the rest of Primary and Secondary education, currently awaiting for its Royal Decree on Secondary shortly. The fact that this is a law, LOMCE, that has been for the first time approved in Parliament with the support of only one group, the Popular Party, without any other support, raises in Spain difficulties of continuity, as a significant number of parties have suggested the repeal of the law and in some cases have presented legal Motions, which makes the current election year, 2014.2015, a timeout to the definition of the new political reality.



STAKEHOLDERS INVOLVED:

Who are the main stakeholders involved in key competence development in your country?

The main stakeholders of the change by competences in Spain are the Ministry of Education together with 12 of the 17 regional governments. This pioneer work, centred in COMBAS/PIC, is accompanied by the permanent task developed by the Institutes of Evaluation or Agencies of Evaluation of the regional Governments, responsible for the external Evaluations of the schools and the so-called Diagnostic Evaluations, which are also structured by competences, close to the experience of PISA and other international tests. The state level association Atlántida with its innovative and creative work and a renewed theoretical framework and methodology, advises the MECD and the different communities involved in COMBAS, PIC-BA, PIE, COMBINAR, etc. Together with UNED, Atlántida is also adding its work groups and seminars in different universities.

On the other hand, we reiterate the importance of the autonomous and independent initiatives that are referred to under the URL section. This important group of initiatives represented by innovation collectives, private foundations, universities and other regional governments is trying to disseminate other work models close to the reforming European recommendations.

In the final phase of 2014 new partners entered the KeyCoNet network, including MECD through its own innovation center CNIIE that supports the integration of COMBAS into the General Directorate for Education Planning. Atlántida-UNED, CEDJA and MECD were happy to welcome new autonomous governments (Valencia, Galicia, Extremadura, Asturias, Navarra, La Rioja, the Canary Islands) to the network, as well as two associations with pioneering experiences, AELE in linguistic communication and Actitudes, a university training group. All partners coordinated by the Atlántida-UNED node have approved a wordpress platform, keyconetspain, where communication and information phases are being started.

As new leadership in Spain, it should be highlighted the Important work developed by the Spanish Keyconet node, in particularly by UNED-Atlántida, where a group of Researchers undertook the transversal analysis of the case studies selected by keyconet, and has completed a report for describing the major European experiences with their common and specific aspects, while reinforcing the European recommendations that experts and other collaborations had put on the table. The work, designed for two months, took three and half months given the important documents received, the requests for views to be agreed, and the commitment to a well done job. This work, already described in the last keyconet newsletter, proves the commitment of the Spanish node to quality, and will be published by the European network itself in October.

KCD IMPLEMENTATION PROCESSES:

How does the implementation of key competence development/reform in school education function in your country? (e.g. process followed, political commitment, consultation with stakeholders and their respective roles, incentives for stakeholders, dedicated funding, teaching material, definition of goals and standards, assessment and evaluation mechanisms, impact on teacher training/professional development and school practices/leadership, scaling-up approach, based on research/evidence? etc.)

Taking into account the European qualifications framework (EQF), the Spanish Ministry of Education and several regional governments, along with private entities, develop and drive the debate and reforming processes in the educational proposals, both in formal and non formal education, to improve Vocational Training and the certification of qualifications, which we deem necessary to research their reach due to their recent implementation. In any case, the proposals related to compulsory education have developed the largest innovation networks, as we will specify in the examples that follow.

Examples of learning resources/teaching material:

The most important training resources related to the integration of key competences are available to the educational community through different web portals:

The Ministry's Didactic Guide and Digital Tool in the Ministry Portal:

<https://sede.educacion.gob.es/publiventa/detalle.action?cod=16109> COMBAS Didactic Guide

<https://sede.educacion.gob.es/publiventa/detalle.action?cod=16047> COMBAS reflection

The digital platform where you can observe the activity carried out by COMBAS/PIC in the CNIIE (National Centre for Educational Innovation and Research, Centro de Innovación e Investigación Educativa), dependant of the Ministry:

<http://educalab.es/cniie/competencias-basicas/desarrollo-de-competencias/integracion-curricular-ccbb/proyecto>

Material from the projects that replicate COMBAS/PIC: COMBEX in Extremadura, PIE in La Rioja, Valencia, with their renewed COMBAS learning itinerary, Navarre with COMBINar, and the plan from Galicia.

<http://colaboraeducacion.juntadeandalucia.es> Colabor@ platform Andalusia

<http://ccbb.educarex.es> COMBEX Extremadura

<http://competenciasbasicas.edurioja.org> PIE La Rioja

<http://dpto.educacion.navarra.es/aulavirtualformacion/course> COMBINar Navarre

<http://www.edu.xunta.es/web/node/3668> Plan Galicia

Sources of dissemination/reflection:

The network of the Ministry of Education, Culture and Sport (MECD) becomes the dissemination point for innovation experiences related to curricular integration, together with the regional governments. In parallel, there are also innovation groups like Atlántida, in collaboration with the UNED, which serve as a node for new proposals. That is why we reiterate the two dissemination networks already present in the KeyCoNet case studies.

1. Dissemination through the network Innovation Atlántida:

<http://www.red-innova.net/publicaciones/atlantida-colaboraciones-con-la-red-europea-keyconet/atlantida-competencias-basicas-en-espana-y-en-europa-campana-de-difusion>

2. Ministry of Education, CNIIE:

<https://sede.educacion.gob.es/publiventa/detalle.action?cod=16109> COMBAS Didactic Guide

OBSTACLES AND FACILITATORS:

What would you identify as obstacles and/or facilitators to developing and implementing a key competence approach in your country's education system, or to more generally introducing any type of educational reform related to the definition of key competences and revision of the curriculum, and to joint collaboration on such issues relying on the input from those working on different dimensions (e.g. teacher training, learning resources etc.)?

One of the most important obstacles is the change of political responsibilities generated after the elections held in November 2011, which entailed the delay of a number of projects (COMBAS was delayed for a full year), the cancellation of others and the proposal of new ones. Another initial obstacle was that we lacked common models or scripts to develop the curricular integrations proposal, but we are starting to overcome it due to the array of innovative proposals we already have. Currently, COMBAS/PIC has turned this difficulty into a facilitating factor that could be a reference to the rest, without imposing a model, but requesting common points, which has been termed a common core for curricular integration. It is still to be defined whether COMBAS/PIC will become a bridge between laws that could facilitate the curricular meeting between LOE and LOMCE, without losing sight of the curricular proposals of former laws. It appears that the new political situation that will be generated from the elections in May and November 2015, will define the future of the model in Spain.

The Didactic Guide along with the digital tool and the example experiences, without forgetting other independent proposals that deserve to be better known, could make up an experience and data bank with a wide reach in Spain if we manage to make people consider the pilot project of COMBAS/PIC and other supplementary projects as a model for schools to replicate, thus improving their holistic development process.

Lastly, the initial challenge of curricular integration, will be gradually facilitated by the dissemination of KeyCoNet results, especially the 2014 Final Recommendations that draw upon the 19 KeyCoNet case study research results and the related KeyCoNet Transversal Analysis developed by the Spanish node UNED-Atlántida.



ADDITIONAL INFORMATION/USEFUL URLs:

-  Spanish node - UNED-Atlántida:
www.keyconetspain.org
-  ATLÁNTIDA and the European network KeyCoNet:
<http://www.red-innova.net/publicaciones/atlantida-colaboraciones-con-la-red-europea-keyconet>.
-  ATLÁNTIDA: Key Competences in Spain and Europe:
<http://www.red-innova.net/publicaciones/atlantida-colaboraciones-con-la-red-europea-keyconet/atlantida-competencias-basicas-en-espana-y-en-europa-campana-de-difusion>
-  Innovation network with a 15 step proposal for the integration of key competences; coordinated by Angel Pérez Pueyo:
www.grupoactitudes.com
-  Projects coordinated by Amparo Escamilla, where important initiatives related to key competences can be found:
info@proyectos-pedagogicos.es
-  Projects coordinated by Carmen Pellicer, related to competences and multiple intelligences:
competenciasbb.blogspot.com/2012

ABOUT EUROPEAN SCHOOLNET

European Schoolnet is the coordinator of the KeyCoNet project.

European Schoolnet is a network of 31 Ministries of Education from across the European member states, leading educational innovation at European level. As a major international think tank, European Schoolnet operates key European services in education on behalf of the European Commission, member Ministries of Education and industry partners.

European Schoolnet's activities are divided among three areas of work:

- Policy, research and innovation: information sharing and evidence building.
- Schools services: enhancing cooperation between schools across Europe.
- Advocacy: how ICT and digital media contribute to transforming teaching and learning processes.

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-  <http://europeanschoolnet.org>
-  Key Competence Network on School Education – KeyCoNet
-  #21skillscourse  #KeyCoNet
-  <http://www.europeanschoolnetacademy.eu/web/keyconet>

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