

SPAIN [1] - 2013

PICBA [PROGRAMME FOR THE CURRICULAR INTEGRATION OF KEY COMPETENCES IN ANDALUSIA]

A. BASIC INFORMATION

Country:	Spain
Title of initiative:	[ES] <i>Programa de Integración de las Competencias Básicas en Andalucía (PICBA)</i> [EN] Programme for the integration of key competences in education in Andalusia
Coordinator/ Organization:	[ES] <i>Consejería de Educación de la Junta de Andalucía (CEJA)</i> [EN] Regional Ministry of Education of Andalusia
Key competences addressed:	[ES] <i>Comunicación lingüística</i> [EN] Linguistic communication [ES] <i>Razonamiento matemático</i> [EN] Mathematical reasoning [ES] <i>Conocimiento e interacción con el mundo físico y natural</i> [EN] Knowledge and interaction with the social, physic and natural world [ES] <i>Competencia digital y tratamiento de la información</i> [EN] Digital competence and information processing [ES] <i>Social y ciudadana</i> [EN] <i>Society and citizenship</i> [EN] Cultural y artística [EN] Cultural and artistic [ES] <i>Competencias y actitudes para seguir aprendiendo de forma autónoma a lo largo de la vida</i> [EN] Attitudes for lifelong learning in an autonomous way [ES] <i>Autonomía e iniciativa personal</i> [EN] Autonomy and personal development
Type of initiative and channels used for implementation (e.g. curriculum reform introduced through legislation etc.)	Regional programme aimed at the integration of key competences in the curriculum through the development of teacher training modules.
Partners:	82 public Primary and Secondary schools
Scope: (student/teacher/school level; local/regional/national)	Regional
Learning context: (formal or non-formal)	Formal school education
School education level/s: (primary, lower secondary, upper secondary)	Primary and secondary school levels

Target groups:	Primary and secondary teachers and students
Time frame: (start and end date)	During the years 2011-2012: March 2011 – June 2012. In 2013, this programme is being developed in a total of 46 primary and secondary schools in a new phase of consolidation.
Relevant links:	PICBA Programme: <ul style="list-style-type: none">· http://www.ced.junta-andalucia.es· http://competenciasbasicascordoba.webnode.es/news/andalu-cia-desarrollara-un-programa-paralelo-a-combas/· Combas Project: http://www.mecd.gob.es/cniie/investigacion-in-novacion/competencias-basicas/proyecto-combas.html· Enter the Colabor@platform : https://sites.google.com/a/red-innova.net/web/publicaciones/atlantida-colaboraciones-con-la-red-europea-keyconet

B. SUMMARY

The Project Programme Integration of Key Competences (PICBA) was conceived in Andalusia as an instrument for cooperation between education administrations, including the national administration by accepting the COMBAS Programme (presented in the Spanish case study) as a reference for action, with the objective of improving the results of the entire school population through the development of key competences. This context, which called for the participation of over 100 schools, is characterised by seeing curricular integration as a holistic act in which all departments of the educational system cooperate (training consultants of teacher training centres, the inspection agency, educational orientation, innovation programmes, managers and teachers of schools and training coordinators). This proposal has led to the curricular acceptance of the officially established curriculum by connecting all its elements and facilitating a student evaluation process that will recognise their competence performance level.

The future perspectives at PICBA lead to the analysis of new challenges, such as: a curriculum model in view of the change in educational law that Spain is undergoing, professional competences, academic texts and the preparation of integrated teaching units, the inclusion of families and the community in the entire competence proposal, the evaluation of student performance and improvement plans for schools etc.

TO FIND OUT MORE:

Support information and material related to the integration of key competences can be found on the various platforms used by people and institutions participating in the PICBA-COMBAS Programme, including:

<https://sites.google.com/a/red-innova.net/web/publicaciones/atlantida-colaboraciones-con-la-red-europea-keyconet>

C. IN DEPTH INFORMATION

Rationale/contextual background/motivation for introducing the initiative/reform:

Legal Framework :

In Andalusia, after the publication of the 2/2006 Law of Education, the regulatory framework regarding the curricular integration of key competences was defined in the following terms: Act 17/2007, of 10th December, on Education in Andalusia; Decrees 230/2007 and 231/2007 that implement the minimum teaching requirements established in the Royal Decrees, Orders dated 10th August 2007, which established the planning of the evaluation of the learning process of students in compulsory primary and secondary education, Order dated 27th October 2009, which regulates the diagnostic evaluation tests and their application procedure in schools in Andalusia, and an Order dated 18th May 2011, which regulates the evaluation of certain key competences of students in the 2nd year of primary education. This legal framework clearly shows the concern about obtaining objective and rigorous information about the development attained by students in key competences, as well as about the various areas of the curriculum in order to establish proposals for improvement.

The origins of the PICBA Programme:

In 2010, within the context of a Regional Cooperation agreement, the Spanish Ministry of Education proposed participating with autonomous communities in the Programme for the Curricular Integration of Key Competences, COMBAS, following the approach provided by the Atlantida Innovation Group in this regard. We should state that this group, in 2008-09 and 2009-10, had already set up a similar experiment in Andalusia (together with the regional Ministry for Education and the teacher training centres in the province of Huelva in which 120 centre participated) which was used as a basis for the national initiative of the COMBAS Programme, especially regarding: 1) the training model for schools in partnership with all educational departments, 2) curriculum specification and the evaluation model, and 3) the design of a simple digital tool for the evaluation of key competences.

The strong demand from schools in Andalusia to participate in the national COMBAS Programme meant that many could not be included (25 were accepted, leaving 102 out). In view of this situation, the Department of Education of the Regional Government of Andalusia considered the viability of offering a parallel regional programme. This was how PICBA was created, reproducing, with its due regional adaptation, the actions proposed by COMBAS nationally. This not only benefitted a greater number of schools and teachers, but also increased the multiplier effect of the initiative by promoting academic success and student performance in the command of key competences.

Contextualisation of the PICBA Programme:

Since the approval of COMBAS nationally and the setting up of PICBA regionally in Andalusia, the implementation of the two initiatives has been carried in parallel and in a similar way: the review of various modules and activities has been the same, although the participating schools in Andalusia, both in PICBA and in COMBAS, have benefitted from the implementation of an initiative with a concise design and a holistic approach, including the active participation of sectors as part of the Andalusian educational system.

In Andalusia, the modules developed during the 2011-12 academic year were the initial (A1) and the advanced (A2); in the 2012-13 academic year, the schools that were A1 went on to study module A2 and the A2 ones studied the consolidation module A3. Also, all of the PICBA and COMBAS schools in Andalusia had exclusive access to the computer program that these programmes promote, a fact that made it possible to make a complete evaluation of their possibilities, based on its use by schools to evaluate their capabilities and carry out the improvement proposals as they were received.

Objectives:

Objectives of the various modules:

Module A1 centres (initial):

- To identify the most favourable conditions for the learning of key competences, taking the five levels of curricular integration established in this initiative (PICBA/COMBAS) as a reference.

Module A2 centres (advanced):

- To create the most favourable conditions for the learning of key competences, taking into account their inclusion in the educational project of each school and taking the various levels and scopes of the curricular design as a reference.

Module A3 centres (consolidation):

- To facilitate the execution of the improvement projects presented by the schools during the A2 module.
- To promote new lines of action used for the integration of the formal, non-formal and informal education curriculum.
- To study high-priority subjects, such as linguistic communication, work in social networks and professional teaching competences.

Dimensions targeted by the initiative/reform (e.g. student curriculum, assessment, initial/in-service teacher education, school autonomy etc.):

The planned dimensions were as described below, developed by monitoring the activities that can be viewed on the links of this initiative:

- Re-design of the curriculum, integrating competences as a new element, with the cooperation of all the support departments of the Andalusian educational system: training, inspection, orientation, innovation and programmes.
- An evaluation proposal, both for knowledge areas and materials and for competence levels, supported by digital tools.
- Ongoing teacher training, providing a model for reflection about the practice that forms part of the identity of the COMBAS work and that is contextualised in PICBA.
- Autonomy of schools to contextualise and complete the outline supplied by the programme for each activity, taking into account their identities.

Overall approach (e.g. holistic – existence of an overarching strategy, or targeted approach focusing on a specific dimension etc.):

The approach proposed by COMBA is the curricular integration of key competences and to implement this it proposes five levels of action:

1. in real classroom situations, such as the completion of tasks,
2. in curriculum elements, such as curriculum specification,
3. in methodologies,
4. in evaluation, and
5. in formal, informal and non-formal education.

PICBA assumed this approach in Andalusia although, specifically and significantly, it has developed the evaluation dimension because it believes that key competences are complex constructs that require, in an integral way, knowledge, abilities or skills, attitudes and values, and that this is not a simple task because of several reasons:

- Key competences are not defined in terms of learning results in each academic year for each subject, but must be connected by considering the evaluation objectives, contents and criteria. This complex curricular architecture does not facilitate the identification of what should be subject to evaluation.
- The evaluation procedures and instruments that are proposed to evaluate competences (rubrics, portfolios etc.) are not sufficiently known or sufficiently developed.
- The integral nature of key competences requires an evaluation that goes beyond any given academic year or subject. Consequently, the evaluation process of key competences, from its design to its execution, requires difficult collective work, as it exceeds the limits of any given academic subject, area of knowledge or department.

This analysis justifies the creation of the Educational Evaluation Agency of Andalusia (AGAEVE) with the fundamental objective of promoting the culture of evaluation in general and self-evaluation in schools, programmes and activities that comprise the Andalusian educational system. This agency develops wide-ranging evaluation activity and administers annual diagnostic tests for primary and secondary education centres so that, by using these evaluations, there is a guide for the drafting of the improvement plan of each school.

PICBA, addressing its autonomous dimension, has been able to consolidate its holistic approach by obtaining the participation of various sectors in the Andalusian educational system, which participate actively in the approach and development of the programme. This participation reaches various organisational levels, as listed below:

1 PLANNING LEVEL: General management and coordination committee of PICBA

This committee is presided over by the General Educational Planning and Evaluation Department and is set up by a representative from the various bodies and departments participating in the programme (the General Inspection Agency, the Educational Evaluation Agency of Andalusia, the General Department for Educational Innovation and Teacher Training, the general department of Participation and Equality and of Educational Planning and Evaluation, as well as principals from the Provincial Departments of Educational Planning).

2 PEDAGOGIC COORDINATION LEVEL: Core team of PICBA

This team is composed of various representatives: one inspector from each of the eight Andalusian provinces, one provincial training coordinator (eight in total), two representatives from the Educational Evaluation Agency of Andalusia (AGAEVE), principals from the Planning, Orientation and Respect for Diversity and Participation Departments, and from the Teacher Training Service of the Department for Education, one representative from the Central Inspection Agency and technical personnel from the Evaluation Service.

3 EXPERIMENTATION/TRAINING LEVEL: Permanent committee of PICBA

This committee is responsible for the pedagogical duties of the programme: the design, planning and application of experimentation, the selection, preparation and review of educational material, the giving of face-to-face experimentation/training sessions and the correction and evaluation of activities carried out by schools.

In parallel with PICBA, various research projects related to the development of key competences have been carried out in partnership with other bodies and institutions.

Detailed explanation of the key competence/s concerned:

1 Preparation of the plan for the promotion of entrepreneurial culture in the Andalusian state education system:

The Andalusian government, aware of the social and economic importance that the introduction of an entrepreneurial culture has for the autonomous community, approved Decree 219/2011 on 28th June, which regulates said plan. In this regard, during the 2011-2012 academic year the Department of Education prepared five educational guides for teachers, which included various types of initiatives with good practices carried out by schools and that are in accordance with the competence of autonomy and personal initiative and include the possibility of using one's own criterion and critical spirit, carrying out the initiatives required to develop the chosen option and being responsible for it. This includes the entrepreneurial ability to devise, plan, implement and assess a project.

2 Promotion of the preparation of curriculum materials that facilitate the development of the education curriculum:

Aware of the role that quality curriculum materials play in teaching-learning processes, the Education Administration of Andalusia passed DECREE 227/2011 on 5th July, which regulates the deposit, registration and supervision of textbooks, as well as their selection procedure by state schools in Andalusia. This legislation establishes that the publication and selection of school textbooks and other curriculum materials for use by schools must be adapted to match the appropriate scientific rigour and to suit student ages and to match the curriculum approved by the relevant Education Administration and must also reflect and promote respect for constitutional principles, values, liberties, rights and duties, as well as for the principles and values included in the Organic Law of Education.

Also, through an ORDER dated 2nd September 2005, criteria and regulations regarding the authorisation of curriculum materials for use in educational centres in Andalusia were established. This order regulates public meetings for the presentation of materials prepared by schools themselves. Its objective is to continue supporting the preparation and dissemination of curriculum materials that will offer attractive, innovative approaches that are adapted to specific contexts and, therefore, will be very useful in the development of their professional practice.

Specific subjects concerned or cross-curricular approach:

The *PICBA* Programme is based on the active participation and coordination of the various departments of the Education Administration, constituting a unified support structure regarding the implementation of work through key competences in the classroom.

How the initiative/reform is being implemented (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.):

The general management and coordination committee of *PICBA* is responsible for maintaining the necessary contacts and relationships with the National Centre for Educational Innovation and Research (CNIIE), coordinating the actions that said body carries out within the national *COMBAS* project.

The core team of *PICBA* is responsible for coordinating the monitoring and advice given to schools during the implementation of the programme, and to do this establishes some common guidelines to be followed in the various provinces:

Centres and teachers: Protagonists of the training action.

Coordinator: Responsible for the Project. Organiser.

Management teams: Responsible for the project in centres.

Core Teams: Representatives from the sectors involved in the Andalusian education system. They attend face-to-face meetings organised by the Evaluation Service as coordinator of the programme.

Incentives: A participation certificate issued by the General Department for Educational Innovation and Teacher Training (Ministry of Education, Culture and Sport):

- Coordinators of centres: 50 hours of training,
- Other teachers participating in the teachers' staff meetings: 30 hours of training.

The face-to-face experimentation-training sessions are used, in the first instance, to receive the necessary training from the coordinators of schools, although a significant amount of time is also used for the exchange of experiences between schools and for the resolution of queries related to the development of the programme.

The videoconferencing sessions are organised for a specific time with a dual objective: provincial and inter-provincial. That is, on one hand the coordinators of the schools receive the training related to the programme that makes it possible to continue making progress in schools, and on the other hand provincial meetings are organised for the contextualisation of the programme in its local setting and for its adaptation to real circumstances.

A network of schools has been created through the internet platform *Colabor@* for work with key competences, promoting the exchange and circulation of materials and experiences from colleges in this subject, establishing centres of reference that are established as mentors for others that are not participating in the programme, promoting top-down experimentation-training with horizontal participation. Using this same platform, individual school access is set up to the computer program designed within the *COMBAS/PICBA* Programme for the creation of Integrated Teaching Units (ITUs), the display and management of curriculum relationships "maps" and the assessment and classification of areas and competences in the compulsory nursery, primary and secondary stages.

The work carried out in the centres (products) are supervised by the people responsible for giving training. This management of delivery, classification and communication of results has been carried out using a virtual classroom (moodle), to which only trainers and school coordinators have access. The evaluation of work is carried out in accordance with an evaluation scale (rubric), created specifically for the evaluation of *COMBAS/PICBA* work. In this rubric there is a space reserved for the self-evaluation of the participating schools, where the coordinators themselves have to evaluate the degree of involvement of the teaching group in the proposed activities.

PICBA was financed with its own resources and the aid that it received when the project was presented in the call for bids published in the Official State Gazette on 31st May 2011 for projects that would study the consolidation of key competences as an essential part of the curriculum.

Present stage/phase of implementation:

PICBA relies on the joint participation of the various sectors involved in basic and compulsory education, such as teachers, families, associations, bodies and institutions, educational support and monitoring services etc. As proof of this participative interest and motivation, two new partners for KeyCoNet have now been approved: an ONG (the Albihar Foundation) and an association for teachers, parents and students (“Crece Cantando, Crece Soñando”), both working on innovative projects for the integration of key competences into the curriculum. However, it will be necessary to continue working to consolidate this collaborative working model.

Regarding the work using competences in schools and classrooms, we should state that teachers have a satisfactory theoretical base provided by the *COMBAS/PICBA* model, although it has been observed that, for its consolidation, it is necessary for schools to have more time to put proposals into practice and to reflect based on the results attained. Therefore, work is currently being carried out so that: a) the teacher training processes can be supported, mainly regarding evaluation and methodology, b) the leaders trained in PICBA can continue to set the pace for the improvement plans of schools, and c) management teams can continue to see PICBA as the hub of their strategic planning.

Pedagogical issues (issues related to how key competences are being taught to students and how are teachers being prepared to teach them):

The pedagogical approach developed by PICBA continues the models of activities connected around various sequences designed by COMBAS, although its scope has been contextualised. The identified sequences and their corresponding activities are listed below:

The sequence of activities for the initial module:

Preliminary activity :

Understanding the proposal of key competences and the approach of the European Union, as well as the LOE legislation.

Activity 1:

Recognising the presence of key competences in the current classroom curriculum.

Activity 2:

How to integrate key competences into classwork: the three types of teaching and the presence of competences: exercises, activities and homework.

Activity 3:

Curriculum specification and relationship of curriculum elements with key competences.

Activity 4:

Beginning the definition of teaching methodologies and models and their relationship with key competences.

Activity 5:

Evaluation of key competences.

Activity 6:

The biography of the centre through a portfolio of activities and a record of agreements.

The sequence of activities for the advanced module:

Activity 1:

Constructing a shared vision of the key competences in the school.

Activity 2:

Preparing an integrated teaching unit (ITU).

Activity 3:

Assessing the current situation of the educational project of the school and the possible consequences that the incorporation of key competences could have.

Activity 4:

Incorporating new regulatory principles to the educational project of the school.

Activity 5:

Defining the improvement plan in order to adapt the school.

Activity 6:

The biography of the school through a portfolio of activities and a record of agreements.

The sequence of activities for the consolidation module:

Activity 1:

The improvement of student performance through the evaluation of external and internal tests. This activity has been developed at PICBA through ten high-impact steps with a positive evaluation.

Activity 2:

The identification of professional competences and the evaluation of the teaching role. This activity could not be developed by PICBA due to the impact and dedication to the previous point, and will be planned in a new phase.

What works well (to identify enablers):

The aspects that PICBA has developed effectively are focused on the following points:

- Accepting, in accordance with all the support services of the educational system, the concept of developing key competences through the interconnection of curriculum elements so that students resolve socially relevant tasks.
- Analysing key competences based on classroom activities.
- Placing importance on evaluation in order to assess competence work through academic subjects and through the profile of each of the competences.
- Observing the relationship between methodology and the development of key competences.
- Analysing the curriculum design and competences, giving meaning to textbook work and to other materials.

Challenges and how these are being addressed (to identify obstacles and solutions):

The challenges that have arisen in the development of PICBA are as follows:

- Each school starts from a different situation and context. It is necessary for each core team to be able to adapt the general framework to its own school.
- The main difficulties have arisen due to a lack of time, as introducing these changes into the teaching and learning processes requires teaching teams to interact based on their own practice in order to reach a consensus about said practices.

In order to find solutions to these problems, PICBA considered the following aspects:

- Support for the programme from management teams, as the strategic planning hub of the school.
- The presence of educational leaders in the core teams, as their collaborative management will make it possible to find solutions to many of the problems that have arisen.
- Web tools to facilitate the management of *ad hoc* knowledge.

Monitoring & evaluation so far/planned, and which methods are being used (e.g. internal/external quality assurance, inspection, national assessments, international tests, self-evaluation, formative or summative evaluations):

After each training session, an evaluation questionnaire is handed out to participants. On average, the evaluations given by participants exceed 7 points in the overall classification. Also, in Andalusia the actions taken in the 2011-12 and 2012-13 academic years were evaluated positively both by the Inspection Agency and by the Educational Evaluation Agency of Andalusia. The use of videoconferences as a way to bring participants together and the realisation of more active and participative sessions have been especially praised in these reports. The addition of the Department for Education to the KeyCoNet network has also been positively evaluated, which meant a recognition of the work done by centres and the Andalusian administration and the enrichment of tasks developed through the transfer and exchange of knowledge and experiences from all participating countries.

The Evaluation Service, which is the *PICBA/COMBAS* coordinator in Andalusia, wished to make direct contact visits to participating centres at the end of these programmes. From the visits made, where classrooms were also inspected, it was observed that the work carried out using key competences has changed the way of dealing with daily activities, the way of planning and has even meant some conservative structures that the centre used to organise itself around have been abandoned. Thanks to the *COMBAS/PICBA* training received it has been possible to conceive of key competences as a cross-curricular aspect that goes beyond the barriers of curriculum areas, and consequently this has improved the collaborative work in centres. With this new educational approach, which revolves around integrated tasks in which more than one department participate collaboratively, greater student motivation has been achieved, as well as greater interest and the subsequent improvement in student performance.

Impact (e.g. any planned impact assessment?):

The focuses that have had an impact within the framework of PICBA are summarised in the following scopes, which are presented with some examples:

- The holistic approach of the programme, providing all the competence alternatives that Andalusia has regarding educational services.
- The curriculum specification of the elements, considering the educational legislation of Andalusia. Example, Primary Ed. Language Year 1. (See complete documents on link).

The proposed evaluation considering the profile of area of knowledge and the eight key competences.

EXAMPLE: MATHEMATICS COMPETENCE. PRIMARY EDUCATION, CYCLE 1.

Area of Knowledge of the Environment	Evaluation Indicators	% Weight
CM.7.1	Put some relevant facts about family life or the local environment in chronological order.	2.3%
10.1	Ask suitable questions in order to obtain information about an observation.	2.3%
10.2	Use instruments to obtain information based on observations.	2.3%
10.3	Make a clear record from the observations made.	2.3%

(The list of the areas and their indicators related to mathematical competence continues)

Communication of the initiative/dissemination of outputs and activities:

Over 150 people who, to some degree, had become aware of COMBAS/PICBA, attended the KeyCoNet Network Conference held on 3rd June in Cordoba. Not only representatives from the schools participating in this programme and their core teams attended, but also other teams and schools that had heard of this initiative and had expressed their interest in finding out more in person.

The Heads of the Planning and Inspection Departments of the eight Andalusian provinces were also present, along with managers from parents' associations, from head teachers' associations for primary and secondary education and from publishers of textbooks and academic material. This was clearly a perfect opportunity to give information about PICBA and the KeyCoNet Network, as well as to encourage attendees to subscribe to the Newsletter and to introduce themselves to the network as future members.

Next steps/follow-up:

The experience developed in the PICBA Programme two years ago has opened up various lines of action and experimentation that need to be included in future academic years. These include the following:

- **To continue with the in-depth analysis of relationships between officially established curriculum elements and specify the levels of integration that need to be included.** To facilitate the development of the autonomy of schools and their decision-making capabilities in order to prepare, in a contextualised way, the curriculum maps that display and specify the planning of schools, departments/cycles and classrooms, as well as the profiles of knowledge areas and competences and the complementary interaction between them.
- **To progressively formalise the preparation of integrated teaching units (ITUs)** within the framework of classroom teaching and learning processes and of the educational project of each school.
- **To organise the evaluation of competences using a suitable regulatory framework** to ensure that, based on the evaluation criteria, the definition of contextualised indicators can be achieved, along with recognition of the command of key competences achieved by students (rubric).
- **To promote innovative experiences regarding the curricular integration of key competences.** To support, as a priority, models for the integration of competences that promote the development of the official curriculum; the intention is to go beyond mere innovative experiences that are executed outside of current teaching.
- **To discover what the professional conditions are that facilitate competence-based work.** To analyse professional competences that appear in the teaching and learning process through competences: their connection with the initial and ongoing training of teachers and with the leadership of the management role.
- **Improvement plans for suitable centres.** Based on the contextual situation, the orientations of internal and external evaluations and on the orientations received from the supervisions carried out by the competent bodies.
- **To improve the preparation of curriculum materials** that facilitate the curricular integration of key competences, paying special attention to the role of textbooks.

- **The creation of local, regional, provincial, national and international social-professional networks** that will improve and recognise, disseminate and share good practices and experiences developed by centres and educational agents (web-based platforms and spaces: KeyCoNet, REDIE-EURYDICE, REDINET etc.).
- **To introduce working methodologies with a holistic approach.** To propose and include collaborative work, both at the internal school level and at the general educational system level, from various perspectives:
- **Training. Curriculum planning for centres.**
- **Evaluation. Educational resources. Supervision.**
- **School context and family participation. Respect for diversity etc.**

Additional information:

The General Educational Planning and Evaluation Department, in coordination with the Evaluation Service, has proposed the development of six lines of action for the coming academic year aimed at an in-depth study of the development of key practices proposed by the PICBA Programme which, based on the same holistic approach and with the participation of new sectors, will make it possible to continue working on the integration of key competences into the curriculum.