

# CITIZENSHIP AND LIFELONG LEARNING MONITOR 2020

## SPAIN





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# ABSTRACT

The following report represents one of nine national case studies feeding into the SOLIDAR Foundation's annual Citizenship and Lifelong Learning Monitor 2020. The purpose of the Monitor is to take stock of the developments at European and national level in terms of citizenship education policies and lifelong learning policies. The Spanish report is focused on the general three main themes: global citizenship education, digital citizenship, and community partnerships for interculturality. It accounts for challenges, governmental approaches to them, and civil society approaches to them for each of the three themes. In a year in which learning has been impacted by the COVID-19 pandemic, it has become more apparent how essential global citizenship education is for the development of competences that prepare learners for global challenges and that prepare them to act responsible towards their fellows beyond any national border. The Spanish public authorities have realized this as a new legislative project for education would see global citizenship education mainstreamed throughout formal education and teachers trained on

the topic. The action, though welcome, comes late considering the current environmental crisis and its impact would be significantly felt only after 2025. As access to developing global competences is not sufficiently developed, access to developing digital skills is also unevenly ensured across Spain, with 9.2% of socio-economically disadvantaged households with children not having Internet connection, compared to the 0.4% of affluent households. The many other regional disparities have impacted distance learning putting a significant strain on the teaching profession. Civil society organisations (CSOs) have mitigated these discrepancies during the pandemic, and have engaged in pressuring the government to take action on the development of global and digital competences. The impressive work done within the Spanish communities is filling the gaps, promoting social cohesion, and highlighting the importance of the public authorities to increase collaboration with CSOs, while recognizing that learning in the 21st century society occurs beyond the classroom, in informal and non-formal manner as well.

# INTRODUCTION

Spain has been one of the most affected countries by COVID-19, accentuating striking gaps in access to digital infrastructure and in digital skills development opportunities across its regions. The amount of learners left behind will have repercussions for their active participation in society at a time when collective action to fight the climate emergency is needed. Beyond this setback, the Spanish approach to global citizenship education (GCE) has been fairly absent until recently when GCE concepts were proposed to return into the mandatory

formal education curriculum. In this context, Spain seems less prepared to build up the competences for the green and digital transitions. The CSOs rallied up, setting up partnerships, and implementing digital training and building up GCE in non-formal and informal educational ways. For this reason, it is time for public authorities to collaborate better with CSOs, and all education stakeholders to correct the course on which the society is currently heading in light of the climate emergency.

# GLOBAL CITIZENSHIP EDUCATION

## TERMINOLOGY

GCE conceptualisation differs from one country to another amongst our case studies even if emerging patterns are present. However, there is a need to clarify the definition used by the authorities and our members in Spain. UNESCO's definition, which considers GCE as a framing paradigm that encapsulates how education can develop the knowledge, skills, values and attitudes learners need to secure more just, peaceful, tolerant and inclusive societies<sup>1</sup>, is the one used by the Spanish government. However, given the decentralized administration in Spain, education is approached differently by the 17 regions and 2 autonomous cities<sup>2</sup>, including in terms of GCE. The multitude of definitions will not be accounted for, however, given that our members and partners are more involved in some regions, it will be worth mentioning the definition they use. [Liga Española de la Educación](#) (henceforth La Liga) and [CIVES Fundación](#) (henceforth CIVES) operate with the concept of Education for Sustainable Development (ESD) which is an educational process aimed to generate critical awareness of the global reality and provide tools for participation and social transformation in terms of justice and solidarity. ESD aims to build a critical, politically active and socially committed global citizenship for a just and equitable human development for all communities on the planet.

## POLICYMAKING IN GCE

Though the topic is acknowledged, citizenship education and implicitly GCE are no longer a compulsory formal education topic as of the 2012 curricular reform<sup>3</sup>. There seems to be a renewed interest in sustainability and GCE as the climate emergency is becoming imminent and the objectives of [Agenda 2030](#) are edging closer to their deadline, but the lost years of inaction cannot be recovered. The Spanish assembly proposed in March 2020 a project to modify the organic law of education - those relating to the implementation of fundamental rights and civil liberties, those adopting statutes of autonomy and the legal order governing the general electoral system<sup>4</sup> - , [LOMLOE 2020](#), which would reintroduce citizenship education as a compulsory topic in formal education while acknowledging GCE. The proposal is far from becoming a reality, and the pandemic delayed any further work on it. Currently, the reform's language reveals a nuanced approach to the topic. GCE objectives, as set by the EU and UNESCO, would be streamlined through the citizenship education curriculum. The proposal recognizes the need to address sustainable development, integrating ESD in educational plans and programmes of compulsory education, incorporating the knowledge, skills, values and attitudes needed by all people to live a successful life, to make informed decisions and to take an active role - both locally

1 UNESCO (2015). Global Citizenship Education (GCED) – UNESCO'S Approach. Available at : <http://www.unesco.org/new/file-admin/MULTIMEDIA/HQ/ED/pdf/questions-answers-21jan-EN.pdf>. Last accessed: 6 January 2021.

2 Spanish Constitution. Passed by the Cortes Generales in Plenary Meeting of the Congress of Deputies and the Senate held on October 31, 1978; Ratified by Referendum of the Spanish People on December 7, 1978; Sanctioned by His Majesty the King before the Cortes Generales on December 27, 1978. Available at: [http://www.congreso.es/portal/page/portal/Congreso/Congreso/Hist\\_Normas/Norm/const\\_espa\\_texto\\_ingles\\_0.pdf](http://www.congreso.es/portal/page/portal/Congreso/Congreso/Hist_Normas/Norm/const_espa_texto_ingles_0.pdf). Last accessed: 28 October 2020.

3 Eurydice (2019). Primary Education – Spain [online]. Eurydice. Available at: [https://eacea.ec.europa.eu/national-policies/eurydice/content/primary-education-42\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/primary-education-42_en). Last accessed: 28 October 2020.; Eurydice (2019). Secondary and post-secondary non-tertiary education – Spain [online]. [https://eacea.ec.europa.eu/national-policies/eurydice/content/secondary-and-post-secondary-non-tertiary-education-43\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/secondary-and-post-secondary-non-tertiary-education-43_en). Last accessed: 28 October 2020.

4 European E-Justice (2020). Member State Law – Spain. Available at: [https://e-justice.europa.eu/content\\_member\\_state\\_law-6-es-en.do?member=1](https://e-justice.europa.eu/content_member_state_law-6-es-en.do?member=1). Last accessed: 6 January 2021.

and globally - in addressing and resolving common problems of all citizens of the world. The curricular objectives promote creativity and the scientific spirit while special attention will be given to enhancing meaningful learning for the development of transversal competences that promote autonomy and reflection. By 2022, it is envisioned that ESD knowledge and skills will be incorporated in teacher training, while by 2025 all teachers will be prepared on this topic<sup>5</sup>. Though the understanding of what is needed is clear, the timeline chosen by the Spanish government is unambitious and risks missing the [Agenda 2030](#) targets, given how late the teachers would be well-prepared. Moreover, this proposal can be further slowed-down as the actual implementation of it will depend on the public administration of the autonomous regions.

### **GCE AND THE TEACHING PROFESSION**

The implementation of citizenship education and GCE will depend highly on the teachers. Though the reform envisions training for teachers, it is important to consider their working conditions given how these are impacting their class performance. As mentioned in our previous Monitor, 25% of teachers in Spain operate on an interim contract. The regional discrepancies are also wide on this, which implies many difficulties in building up cohesive teams in schools, which are needed for the promotion of GCE across the topics. GCE requires a paradigmatic shift, and any effort from the government's side on this is not credible until they can create the conditions in which cooperation among all stakeholders inside education institutions is fostered in order to mainstream GCE across all topics.

Our members and partners report that public authorities are not taking other initiatives on the topic apart from the current legislative proposal, which reveals a very rigid approach to GCE that prevents a comprehensive course-correction. Such large-scale reforms must be complemented by targeted and flexible instruments that facilitate this transition, and for this reason non-formal and informal education providers have such an important role in the green transition, and must be better recognized.



5 Head of State of Spain (2020). Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. Available at: [https://www.boe.es/diario\\_boe/txt.php?id=BOE-A-2020-17264](https://www.boe.es/diario_boe/txt.php?id=BOE-A-2020-17264). Last accessed: 6 January 2021.

## CASE STUDY

SOLIDAR Foundation member, [La Liga](#), identified the need to support teachers throughout their entire career, including in their ITE. Therefore, [La Liga](#) is implementing a project, titled [Classrooms with a Taste of Earth. Learn while enjoying the orchard](#), with the aim to provide students at University of Valladolid, who are training to become teachers, with courses on implementing an ESD perspective in their classrooms. This provides the much needed training that they need during ITE to mainstream GCE.

The pedagogical experience is planned from an experiential methodology, the university garden acts as a thread, so the format is planned for a small group of

students. The aim is to promote awareness, in-depth analysis of the different issues related to development, knowledge and design of curricular proposals to work in the school and social educational space as future education professionals. The course started in February 2020 as a 75-hour theoretical-practical training process to work the garden as a pedagogical resource in school classrooms (nursery and primary) and in the social sphere. Activities were also implemented to bring the garden closer to the classroom. As the pandemic begun, the course was rethought to continue online, while the students each had seedbeds in their households, continuing the practical component from home.



## CSOS IN POLICYMAKING

Due to their standing in Spanish society, our members and partners, [La Liga](#) and [CIVES](#), are very engaged in policy-making on education, and have the capacity to reach local and national public authorities representatives.

They have reported that, together with other CSOs, they evaluated the new education bill and provided amendments to improve the curricular standing of civic education. However, the process is ad-hoc and opens up the possibility to exclude less well-placed CSOs even if their work is highly relevant.

# Particip- Arte

El camino hacia la participación efectiva

Investigación - Acción - Participativa sobre la participación de las familias en el entorno escolar

Liga española  
de educación  
De Unidad Pública



### CASE STUDY

CSOs can participate in policymaking also because of their evidence-based approach. SOLIDAR Foundation member, [La Liga](#), and our partner, [CIVES](#), have been running research on various topics, producing vast amounts of data that can be very helpful for public officials. Such an example is their PARTICIP-ARTE research project which in the past 2 years focused on:

- ♦ [the participation of families from highly vulnerable contexts in the school environment](#)
- ♦ the normalization of violence in educational institutions located in vulnerable and disadvantaged contexts

Both sets of research are highlighting the importance of the whole-school approach and of inclusion in schools with disadvantaged pupils, so that policy-makers can consider these.

The methodology used is empowering the research subjects, treating them with respect and focusing on self-diagnosis and self-reflection. Such a type of research not only provides data but also develops the subjects' skills, empowering them by providing them tools to actively participate in the current society. The objective of PARTICIP-ARTE is to contribute to the betterment of education centres and their personnel for prevention and detection of violence and generating greater ability to respond to such instances. This improvement is only attainable if all those involved gain an understanding of their role and its importance, to the point that educators are treated as agents of change. All this work is done from an ecological perspective that considers the various environments and realities in a way that these are playing into the work and reality of the educational centres, contexts in which they belong (neighborhood, city, associations).



An encouraging aspect of the Spanish case study is the national platform for NGOs working on development, which creates a common front for CSOs and NGOs to strengthen their voice. [The National Spanish NGO Coordinator](#) has 17 regional representatives and are working with a diverse range of CSOs and NGOs on this topic. The landscape of stakeholders in Spain has improved considerably since the Franco era, and, even if organisations linked to sustainability and GCE are less represented than others, they have grown exponentially<sup>6</sup>. The amount of support coming from these organisations in terms of non-formal and informal education on the topic is clearly compensating

for the previous inaction of public authorities. The only possibility to meet the [Agenda 2030](#) goals would be, beyond the national authorities setting more ambitious targets, to formalize a process in which these CSOs are better represented in formal education, are part of GCE policy-making and implementation, and are recognized as expert stakeholders that can make the paradigmatic shift to GCE a reality. Our member, [La Liga](#), and our partner, [CIVES](#), are collaborating with the regional development NGO coordinators in Madrid, Murcia, Canary Islands, Extremadura, Castilla y Leon, Andalusia and Valencia.

### CASE STUDY

CSOs have been producing a multitude of tools that can support public authorities in the monitoring and implementation of GCE. Such an example is the [Educational Observatory for Global Citizenship](#) created by [Fundacion Gregorio Peces-Barba](#). This project is at its beginning, therefore, not many results can be accounted for but it is based on the fact that many secondary school learners

in Spain lacked basic concepts related to citizenship while the approach to human rights in formal education is inadequate. As a result, the foundation will research the ways in which global citizenship is approached and studied in Spain to see the barriers and enablers for mainstreaming this topic and for ensuring that all learners are prepared to live in a globalized world.

6 Saleniece, Ilze (2018). Global Citizenship Education in Europe: How Much Do We Care?. CONCORD Europe. P.110. Available at: [https://concordeurope.org/wp-content/uploads/2018/03/CONCORD\\_GCE\\_FundingReport\\_2018\\_online.pdf](https://concordeurope.org/wp-content/uploads/2018/03/CONCORD_GCE_FundingReport_2018_online.pdf). Last accessed: 5 January 2021.



# DIGITAL CITIZENSHIP

## COVID-19 AND EDUCATION

The state of emergency declared in Spain in March 2020 due to COVID-19 shed a light on the stage at which the society is in the digital transition. 10 million learners switched from physical education to remote learning as the government issued decrees on maintaining the length of the academic year<sup>7</sup> and on moving all educational activities online<sup>8</sup>. [Our Monitor's last edition](#) highlighted gaps in digital infrastructure and skills development in Spain, and especially the regional discrepancies. The COVID-19 pandemic stretched thin the resources Spain had, and presented an even grimmer picture than before. The impossibility to access digital resources has left those most disadvantaged further behind, as they were excluded from education. 20% of the children of the first quartile of rent - 900 euros monthly net or less - live in a home without a computer, in comparison to 0,9% of the fourth quartile of rent. The lack of access to a computer is almost 20 times higher in more impoverished households<sup>9</sup>. Though 97% of households with children have access to internet in Spain<sup>10</sup>, even the excluded small percentage is devastating when it comes to missing out on the stepping stones to engage in society. Moreover, if we focus on those with the least earnings (900 euros monthly net or less), 9.2% of households with children do not

have internet access, which means 100.000 households are unable to connect. In comparison, only 0.4% of households with the greatest income (more than 3000 euros net monthly) do not have access to the internet<sup>11</sup>. Those with significant difficulties to engage in society are further left behind, damaging social cohesion, increasing polarization and frustrating the collective efforts needed for the digital and green transitions. Spain is one of the countries in which the socio-economic status of parents counts exceptionally much for pupils' academic achievement, with learners from a lower socio-economic background scoring 60 points lower on PISA tests in 2015 compared to their peers from higher socio-economic background<sup>12</sup>.

The new academic year began with measures in place to prevent the spread of COVID-19 but also with many more teachers hired on temporary contracts given the decreased size of classrooms. Only 11000 such teachers were hired in Madrid<sup>13</sup>, revealing a very short-sighted approach that puts the teaching profession in danger while in a context of precarious working conditions. This poor, temporary planning will have repercussions over how education is organized, and is already questionable given that schools have already started to close again due to incidence of COVID-19 cases<sup>14</sup>.

7 Spanish Ministry of Education and Professional Formation (2020). El Ministerio de Educación y Formación Profesional y las CCAA acuerdan mantener la duración del curso escolar hasta junio. Available at: <http://www.educacionyfp.gob.es/prensa/actualidad/2020/04/20200415-sectorial.html>. Last accessed: 6 January 2021.

8 Ministry of the Presidency, Relations with the Courts and Democratic Memory (2020). Real Decreto 463/2020, de 14 de marzo, por el que se declara el estado de alarma para la gestión de la situación de crisis sanitaria ocasionada por el COVID-19. Available at: <https://www.boe.es/buscar/act.php?id=BOE-A-2020-3692#a9>. Last accessed: 6 January 2021.

9 UNICEF Spain (2020). La brecha digital impacta en la educación. Available at: <https://www.unicef.es/educa/blog/covid-19-brecha-educativa>. Last accessed: 6 January 2021.

10 Ibid.

11 Ibid.

12 European Commission (2020). Country Report Spain 2020. 2020 European Semester: Assessment of progress on structural reforms, prevention and correction of macroeconomic imbalances, and results of in-depth reviews under Regulation (EU) No 1176/2011. P.55. Available at: <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020SC0508&from=EN>. Last accessed: 6 January 2021.

13 Mateo, Juan Jose (2020). Madrid will delay start of school term for some students and bring down class sizes. El País. Available at: <https://english.elpais.com/society/2020-08-25/madrid-will-delay-start-of-school-term-for-some-students-and-bring-down-class-sizes.html>. Last accessed: 6 January 2021.

14 Reuters (2020). School closed in Spain after teachers test positive for COVID-19. Available at: <https://www.reuters.com/article/us-health-coronavirus-spain-idUSKBN26121R>. Last accessed: 6 January 2021.

As of the end of October 2020, schools in Spain are officially open<sup>15</sup>, but with the number of cases just crossing 1 million<sup>16</sup>, and with the second wave being far harsher than the first it seems that it is only a matter of time until the school will again move completely online.

### EDUCATION STAKEHOLDERS INNOVATING DURING COVID-19: MARTYRDOM IN A CONTEXT OF REGIONAL INEQUALITY?

The education institutions made significant efforts to adapt to this situation, and the level of innovation has been impressive. They adopted various tools to provide education such as videoconferences, audiovisual content, email, phone calls but there has been a discrepancy among education institutions, with some regions not benefitting from the same tools or from the same level of teacher preparedness. The lack of a national online model is surprising. Furthermore, the Spanish authorities have

encouraged institutions in some Autonomous Regions to continue with their curriculum online, while for others, for which remote learning was more complicated, to re-do the curriculum that was taught until that point<sup>17</sup>. That further increases academic achievement gaps and is a tremendous setback for Spain considering the high rate of grade repetition among 15-year olds (30.6% repeated at least a grade by that age), and considering the low skilled population<sup>18</sup>. Further barriers to academic achievement are damaging the chances of the population to adapt to the green and digital transitions, which can have dire environmental consequences as well as significant impacts on poverty levels.

Though this situation points out insufficient planning and investment in digitalization in previous years, the government has rolled out an impressive number of initiatives to alleviate the pressures of distance learning. The government continued its economic aid and food distribution for children that were receiving free lunch in education institutions<sup>19</sup>. It has released recommendations for the emotional support of children during the pandemic<sup>20</sup>, and a set of specific recommendations to support children with autism spectrum disorder<sup>21</sup>. The government provided a [platform](#) to facilitate access to different resources, tools, and applications that allow teachers, families, and students to continue educational activity during the suspension of classes, while providing [other resources on online learning](#) and setting up a peer-learning activity for education professionals. Licenses for tools such as Webex were



15 UNESCO (2020). Education: From Disruption to Recovery. Available at : <https://en.unesco.org/covid19/educationresponse>. Last accessed: 6 January 2021.

16 Euronews (2020). Coronavirus: Spain and France reach 1m cases as Europe intensifies measures against COVID-19. Available at: <https://www.euronews.com/2020/10/21/coronavirus-spain-becomes-first-country-in-western-europe-to-hit-1-million-covid-19-cases>. Last accessed: 6 January 2021.

17 <https://www.educacionyfp.gob.es/dam/jcr:179eba76-e613-4ecc-89a0-277740c71928/instrucciones-mefp-3trimestre-y-proximo-curso.pdf>

18 European Commission (2020). Country Report Spain 2020. Pp. 51, 54-55.

19 Head of State of Spain (2020). Real Decreto-ley 7/2020, de 12 de marzo, por el que se adoptan medidas urgentes para responder al impacto económico del COVID-19. Available at : <https://www.boe.es/buscar/act.php?id=BOE-A-2020-3580#a8>. Last accessed: 6 January 2021.

20 Ministry of Health, Consumption and Social Welfare of Spain (2020). Recomendaciones de apoyo emocional a niños y niñas durante la epidemia de COVID-19. Available at : [https://www.mscbs.gob.es/profesionales/saludPublica/ccayes/alertasActual/nCov/img/COVID19\\_recomendaciones\\_infancia.jpg](https://www.mscbs.gob.es/profesionales/saludPublica/ccayes/alertasActual/nCov/img/COVID19_recomendaciones_infancia.jpg). Last accessed: 6 January 2021.

21 Ministry of Health, Consumption and Social Welfare of Spain (2020). Recomendaciones para niños y niñas con trastorno del espectro autista durante la epidemia de COVID-19. Available at : [https://www.mscbs.gob.es/profesionales/saludPublica/ccayes/alertasActual/nCov/img/COVID19\\_Cartel\\_TEA\\_20200410.jpg](https://www.mscbs.gob.es/profesionales/saludPublica/ccayes/alertasActual/nCov/img/COVID19_Cartel_TEA_20200410.jpg). Last accessed: 6 January 2021.

## Recomendaciones de apoyo emocional a niños y niñas durante la epidemia de COVID-19

### ¿Cómo puede afectar la situación actual?

En estos momentos nuestras vidas han cambiado. Los niños y las niñas pueden **requerir más atención**, tener problemas para dormir y/o en la alimentación y mostrar enfado, **tristeza**, cansancio o **miedos**.

### Normaliza sus emociones

Explícale que estar triste, **tener miedo** o sentir cualquier otra emoción **es normal** y que las personas adultas también las sentimos y se pueden manejar.

### Organízate en casa

**Facilita el contacto** con familiares y amigos mediante videollamadas.

**Establece una rutina familiar** adaptada a su edad e involúcrala en las tareas domésticas.

**Intenta diferenciar** las rutinas de diario de las de **fin de semana** y planifica actividades para que jueguen y se relajen.

### Explícale lo que está sucediendo

Con **palabras adecuadas** a su edad y sin añadir miedos. **Escucha** sus preocupaciones y contesta a sus preguntas. Procura que no estén mucho tiempo recibiendo información sobre el tema. Recuérdale que **es algo temporal**.

### Un ejemplo vale más que mil palabras

**Sé un referente** a la hora de manejar tus emociones y evita las discusiones. Cumple las medidas del estado de alarma y sigue las medidas de higiene. Estate pendiente del uso que hacen de las pantallas y da ejemplo **desconectándote** tú también.

### Disfruta del tiempo a su lado

23 marzo 2020

Consulta fuentes oficiales para informarte  
www.msdsb.gob.es  
@sanidadgob



extra tutoring courses that teachers could access to boost digital competences should have been part of their Initial Teacher Education (ITE). This was the case for only 38% of Spanish teachers, significantly below the EU average of 52.9%. Only 36.2% of teachers reported feeling confident to use ICT in the classroom, which again was below the EU average<sup>25</sup>. Even if the teaching profession seems more at ease to introduce ICT in the classroom (51%) or is ready to support learners through digital technologies (66%), both rates being similar to the OECD average, almost half of the teaching workforce misses these competences<sup>26</sup>. Furthermore, only 52% of the student body is in a school where the school leader confirmed the existence of a platform for online learning, while 33% of the student body is in a school where the school leader confirmed sufficient time being available for teachers to prepare lessons that integrate digital devices. Both numbers are below the OECD average, with the latter significantly so (28pps)<sup>27</sup>.

## DIGITALISATION POST-COVID-19

Following up on this situation, the Ministry of Education and Professional Training, together with the Ministry of Economic Affairs and Digital Transformation and the business entity [red.es](http://red.es) have taken action to develop digital education through the [Educa en Digital](http://Educa en Digital) initiative. The plan involves the provision of digital equipment to education centres for disadvantaged learners to borrow, the installation of technological devices and other additional equipment

22 Ministry of Education and Professional Formation of Spain (2020). El Ministerio de Educación y Formación Profesional, Telefónica, Cisco e IBM facilitan la continuidad educativa de los estudiantes de Bachillerato y FP. Available at: <http://www.educacionyfp.gob.es/prensa/actualidad/2020/03/20200330-tarjetasdatos.html>

23 National Institute for Digital Education and Teachers' Formation of Spain (2020). Apertura del plazo de inscripción para la 2ª edición de cursos de formación en línea del Profesorado 2020. Available at: <https://intef.es/Noticias/apertura-del-plazo-de-inscripcion-para-la-2a-edicion-de-cursos-de-formacion-en-linea-del-profesorado-2020/>. Last accessed: 6 January 2021.

24 National Institute for Digital Education and Teachers' Formation of Spain (2020). 10 claves para el aprendizaje a distancia. Available at: <https://intef.es/Noticias/centros-educativos-10-claves-para-el-aprendizaje-a-distancia/>. Last accessed: 6 January 2021.

25 National Institute for Digital Education and Teachers' Formation of Spain (2020). 10 claves para la evaluación a distancia. Available at: <https://intef.es/Noticias/docentes-10-claves-para-la-evaluacion-a-distancia/>. Last accessed: 6 January 2021. National Institute for Digital Education and Teachers' Formation of Spain (2020). 10 herramientas para la evaluación a distancia. Available at: <https://intef.es/Noticias/10-herramientas-para-la-evaluacion-a-distancia/>. Last accessed: 6 January 2021.

26 European Commission (2019). Education and Training Monitor 2019 Spain. Pp.5. Available at: [https://ec.europa.eu/education/sites/default/files/document-library-docs/et-monitor-report-2019-spain\\_en.pdf](https://ec.europa.eu/education/sites/default/files/document-library-docs/et-monitor-report-2019-spain_en.pdf). Last accessed: 6 January 2021.

27 OECD (2020). School Education during COVID-19: Were teachers and students ready? – Country Note Spain. P.1. Available at: <http://www.oecd.org/education/Spain-coronavirus-education-country-note.pdf>. Last accessed: 6 January 2021.

28 OECD (2020). School Education during COVID-19: Were teachers and students ready? – Country Note Spain. P.2.

in homes, setting up applications, tools, and curricular resources that facilitate digital education, and including development and application of methodologies of teaching in digital context in ITE and CPD<sup>28</sup>. This strategy paves the way towards the introduction of Artificial

Intelligence (AI) in education, which seems particularly unwise given the large basic digital skills gap, but also given the difficulties of mitigating AI's risks<sup>29</sup>.



The delayed response to the digital transition now comes in partnership with technology and telecommunications actors, raising concerns about the implications on data protection and privacy, but also on the commercial interests at play. The absence of CSOs and NGOs from such initiatives is glaring considering how much they have contributed to providing informal and non-formal education in Spain during this time. The innovative approaches taken by these actors should be promoted, formalized, and these actors must participate in the process for digitalization, in order to contribute to closing the academic achievement by being able to reach to those most disadvantaged in their own communities.

### CASE STUDY

SOLIDAR Foundation member, [La Liga](#), adapted many of its activities online during the pandemic, creatively reaching its learners regardless of their situation or age. This was applicable for [La Liga](#) professionals working in the early childhood education and care centres in the Extremadura who ensured that they can maintain daily contact with the children aged 0-3 to not minimize the disruption to their routines. The objective is to offer the children a calm environment of respect and serenity in the

knowledge that their adults of reference in this case, their educators, have not disappeared from their lives, but are at home doing the same things as they can do. Continuing with the daily routines in this anomalous circumstance also allows us to help them understand what is happening. At this early age it is essential to work side by side with families and now more than ever there is the need to maintain a personalized educator-child-family relationship, for educators to show that they are available.

28 Ministry of the Presidency, Relations with the Courts and Democratic Memory (2020). Resolución de 7 de julio de 2020, de la Subsecretaría, por la que se publica el Convenio entre el Ministerio de Educación y Formación Profesional, el Ministerio de Asuntos Económicos y Transformación Digital y la Entidad Pública Empresarial Red.es, M.P., para la ejecución del programa "Educa en Digital". Available at : [https://www.boe.es/diario\\_boe/txt.php?id=BOE-A-2020-7682](https://www.boe.es/diario_boe/txt.php?id=BOE-A-2020-7682). Last accessed: 6 January 2021.

29 Read more about this here: <https://www.solidar.org/en/publications/position-paper-on-artificial-intelligence-ai>



# COMMUNITY PARTNERSHIPS FOR PROMOTING INCLUSIVE SOCIETIES

[Our previous Monitor](#) highlighted how differences in background can be acknowledged and can factor in education policymaking only when there is sufficient collaboration and exchanges to share various perspectives. This year's Monitor is looking more in depth into the avenues for cooperation for education stakeholders, and specifically for CSOs, in providing intercultural education.

## CSOS TOGETHER FOR INCLUSION!

The formalized landscape for collaboration in Spain is robust, with a large number of platforms for inclusion. [The Platform of NGOs for Social Action](#) is composed of 35 NGOs, confederations, federations, and state networks and has provided 14.830.146 services, while amassing 3.502.726 partners, 410.994 volunteers, and 105.894 workers. This is a non-denominational and nonprofit organization at state level, that promotes the development of social and civil rights for those most vulnerable and unprotected in Spain, reinforcing the third sector. Our member, [La Liga](#), is a member of this platform. [The Platform for Volunteers in Spain](#) coordinates promotion and diffusion of volunteers and actions of solidarity at a state level, an activity that 2.5 millions of Spanish people engage in. This platform was established in 1986 and incorporates 80 organizations and platforms that together represent more than 29.000 associations and partnerships. This is the main source of coordination and systematization of volunteer action in Spain. The platform also participates in politics and volunteer programs, defending interests and independence of the NGOs that it is constituted by and acts as a voice of the Third Sector in national and international forums. Our member, [La Liga](#), is a board member in this platform. [The Third Sector Platform](#) was set up in January 2012 to defend, through a

single voice, the rights and social interests of citizens, mainly those in a situation of poverty or at risk of exclusion. With this objective, the seven most representative organisations in the social field joined together: the Spanish Volunteer Platform (PVE), the European Network for Combating Poverty and Social Exclusion in Spain (EAPN-ES), the Platform of Social Action NGOs (POAS), the Spanish Committee of Representatives of People with Disabilities (CERMI), the Spanish Red Cross, Cáritas and the Spanish National Organisation for the Blind (ONCE). The Platform is composed of 20 organizations and represents nearly 28.000 third sector entities, 577.000 workers and 1.5 million volunteers. These national bodies are complemented by many other regional platforms and bodies. Such a robust partnership system contributes to how these organisations are implementing activities in Spanish communities, and how they can cover many groups of disadvantaged individuals. The platforms also provide a strong common front for NGOs and CSOs to engage in policymaking on the topic. Our members and partners report that participation in these platforms offers them the opportunity to present amendments to official documents, to access political groups with governmental representation, create documentation with political impact at European and national level, highlighting the empowering nature of partnerships for CSOs.

## FROM PLATFORM PARTNERSHIPS TO COMMUNITY-LEVEL COLLABORATION

Our members and partners build up on the experience developed from collaborating with other CSOs, as mentioned in the previous section, and employ partnership models also in the way they engage in community work in Spain or in an international context.

## CASE STUDY

SOLIDAR Foundation member, [La Liga](#), implements various community projects in Latin America. An example is their participation in Local Participatory Advisories on Education in the Peruvian provinces of Huamanga, Fajardo and Cangallo. These advices that are the organ of coordination, participation, concentration and educational vigilance, following and evaluating the Local Educational Projects are formed by local organizations, students and local authorities, regional, educational, and communal. Through these collaborations, [La Liga](#) contributed to the implementation of intercultural dialogue activities in the communities, for intercultural bilingual education in formal education, and to inclusion activities. By collaborating with people entrenched

in various communities, they managed to identify the need in those areas, the best ways for addressing these needs and ensured that they would be able to reach the largest number of people in these communities. Through such projects, replicated across many other regions, it can be seen how non-formal and informal education can prepare an entire generation to peacefully coexist and collaborate with peers from diverse backgrounds. Such an approach will also make sure that all people, regardless of their socio-economic status, can be supported to meaningfully participate in society, and to adapt to a 21st century society characterized by multiculturalism and by a need to pay close attention to the climate emergency.

Similar to the Peruvian example from this previous case study, [La Liga](#) fosters constructive dialogue among third country nationals and the Spanish population, providing activities of empathy, mediation, empowerment and intercultural competency, counseling and work in a way that continues with beneficiaries and professionals. The reliance on volunteering for [La Liga](#) is ensuring that a generation of Spanish citizens is open to collaboration, to acknowledging diverse perspectives, to multiculturalism, to inclusion and to active citizenship. This generation becomes in itself a multiplier for future generations, and highlights a successful engagement model for [La Liga](#) that starts from the level of the local community, and even reaches EU institutions via [La Liga's](#) participation in European networks such as

[SOLIDAR](#) and the [DARE Network](#). This positive model of collaboration is not replicated in education, where our members and partners reveal that the whole-school approach is uncommon. The learner-centred model, in which all education stakeholders collaborate to provide educational support tailored on individual needs should be adopted widely across Spain, while as of today is common among CSOs only. This situation clearly highlights how intercultural education cannot be properly implemented in formal education and there is a need to open up the chance for non-formal and informal education providers to participate in the process of providing the needed support for learners to be prepared to engage with diverse peers in a globalized 21st century society.

It is essential for governmental authorities not only to listen to these CSOs when organized in platforms, but also to actively support them ideologically and financially to perform the much needed activities in the communities, and to bring those most disadvantaged in society into the limelight, ensuring that they can also meaningfully engage in the Spanish society.

Moreover, these CSOs are preparing the native population in Spain to adapt to the transitions of a globalized world as can be seen from the following case study.



## CASE STUDY

SOLIDAR Foundation member, [La Liga](#), is running an [Integral Network for Intercultural Spaces](#) in partnership with entities such as educational centres, associations, local authorities in the neighborhoods of San Cristóbal de los Ángeles in Madrid, in Alcalá de Henares and in township of Puente Tocinos in Murcia. The project creates an environment for sports activities, for cultural activities, for language learning, for psychological and social support, environmentally-themed events, among many others. It fosters the celebration of multiculturalism and sustainability in Spanish neighbourhoods, building up

on the need in many communities to have such centres in which they would be able to congregate with their peers. Such a project reveals the power of community-based projects, and the importance of supporting people's education in their own neighbourhood and in a lifelong and lifewide manner. Such a model reveals how intercultural education and GCE can be continued outside of formal education, contributing to their constant presence in people's lives for the purpose of changing the paradigmatic thinking on intercultural dialogue and GCE.



# FUNDING

This section presents an overall view of education investment, while then considering the investment in GCE and digital education. The public expenditure on education as a percentage of GDP in Spain has been decreasing since 2009, when it was 4.6%, as it currently reached the 4% mark<sup>30</sup>. This is clearly insufficient for an educational system that is currently suffering from the pandemic, but also insufficient in general if we consider that it is below the EU average of 4.6%<sup>31</sup>. Given the significant problems mentioned above in relation to teachers' precarious working conditions, to grade repetition, to gaps in academic achievement based on socio-economic reasons it is easy to draw the link with underinvestment in education.

Funding for GCE is managed by the Spanish Agency for International Development Cooperation pointing out towards a minimization of GCE as an external feature, rather than an element that should be mainstreamed in national education via the Ministry of Education. Funding was allocated based on projects, and out of 70 projects awarded funding, only 8 focused on GCE. The total amount of the grants was €756.360<sup>32</sup> which is nowhere near what is needed for a topic that should underpin the entire education system to ensure that the global climate emergency can be tackled. Our

partners and members have mentioned that 2020 funding for such projects decreased due to COVID-19, showing a short-term thinking from the Spanish authorities, as the pandemic, and future crises, are better handled when learners developed the creativity, independent learning, collaborative and problem-solving skills promoted by GCE.

The main source of funding for digitalization, Presupuesto de Impulso Digital, amounted in 2019 to approximately €772 mln, deemed as insufficient by one of the greatest patrons of the technological sector<sup>33</sup>. Only 10% of education funding is allotted to implementing programs committed to innovation and quality in the schools<sup>34</sup>. The COVID-19 pandemic brought an impetus for further funding in digitalization as [The Agenda for a Digital Spain 2025](#) was elaborated. This Agenda projects 50 measures to achieve digitalization, most of them aimed at having a multiplying effect for private investment<sup>35</sup>. It remains to be seen how funding for digitalization will change in the coming years, but so far it was insufficient and the current multiplying approach puts the onus of responsibility more on private actors, without being able to adequately forecast if the investments mobilized by the reforms will be sufficient for the education sector.

30 European Commission (2019). Education and Training Monitor 2019 Spain. Pp.3

31 Ibid.

32 Ministry of Foreign Affairs, the European Union and Cooperation of Spain (2019). Subvenciones a Organizaciones No Gubernamentales de Desarrollo (ONGD) – Proyectos. Available at : <https://www.aecid.gob.es/es/Paginas/DetalleProcedimiento.aspx?idp=310>. Last accessed: 6 January 2021.

33 Computerworld (2019). El presupuesto del Gobierno para digitalización es "insuficiente", según Ametic. Available at : <https://www.computerworld.es/negocio/el-presupuesto-del-gobierno-para-digitalizacion-es-insuficiente-segun-ametic>. Last accessed: 6 January 2021.

34 Gamez Jareno, Beatriz (2020). Solo el 10% del presupuesto para Educación se destina a programas de innovación. Available at : <https://www.magisnet.com/2020/01/solo-el-10-del-presupuesto-para-educacion-se-destina-a-programas-de-innovacion/>. Last accessed: 6 January 2021.

35 The Government of Spain (2020). Digital Spain Plan 2025. Available at : [https://www.lamoncloa.gob.es/presidente/actividades/Documents/2020/230720-Espa%C3%B1aDigital\\_2025.pdf](https://www.lamoncloa.gob.es/presidente/actividades/Documents/2020/230720-Espa%C3%B1aDigital_2025.pdf). Last accessed: 6 January 2021.

# RECOMMENDATIONS

- ◆ Speed up the process for the ratification of the new framework law on education (LOMLOE) while also providing more ambitious targets for mainstreaming GCE in formal education
- ◆ Provide better training to teaching professionals on GCE, ensuring funding for the presence of such courses in ITE and CPD while also providing adequate time for them to follow such trainings
- ◆ Increase investment in GCE projects and better support CSOs and NGOs which engage in implementation of such projects
- ◆ Promote the whole-school approach, ensuring that all relevant education stakeholders participate in the design and implementation of the GCE-based education
- ◆ Increase digital investment in the aftermath of COVID-19, ensuring that all households have access to fast internet connection as a public good, and that all households with potential learners have sufficient digital devices to participate in education
- ◆ Provide better training for teaching professional on digital competences, ensuring the presence of such courses in ITE and CPD while also providing adequate time for them to follow such trainings
- ◆ Provide more financial support to CSOs and NGOs implementing community-based actions related to intercultural education and dialogue

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