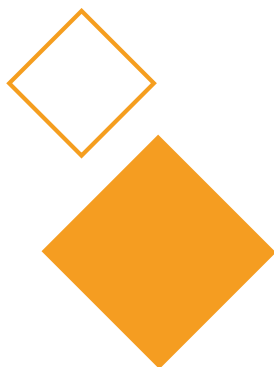


# CITIZENSHIP AND LIFELONG LEARNING MONITOR 2019

# SPAIN





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# ABSTRACT

The following report represents one of eight national case studies feeding into the SOLIDAR Foundation's annual Citizenship and Lifelong Learning Monitor 2019. 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: digital citizenship, citizenship education and intercultural dialogue. It accounts for challenges, governmental approaches to them, and civil society approaches to them for each of the three themes. Digital education in Spain is hampered by regional inequalities in terms of digital infrastructure which frustrates the opportunities that learners have. This is coupled with only 36.2% of teachers reporting being comfortable to teach ICT in the classroom. Citizenship education implementation experiences similar inequality issues which

are impacted by the federal system of Spain that effectively creates multiple education systems. The topic is also problematically lumped up with Religion, as in 2017 63% of pupils exerted their right and picked Religion over citizenship education classes. High numbers for ELET, NEET and regional inequalities on academic achievement, coupled with academic achievement discrepancies among native and migrant background populations point towards a segregated system, in which many citizens are left behind. The efforts of CSOs are insufficient as they cannot engage every local administration and as their funding has been reduced or the application process have been made more complicated. The collaboration with CSOs on such topics must be increased, showing willingness to go over the barriers of not being able to have a unique national approach.

# INTRODUCTION

Spain enjoys a decentralized administrative system, as the responsibility is devolved to its 17 Autonomous Communities, regional administrative units, and its 2 Autonomous Cities<sup>1</sup>. This translates into 19 distinct education systems, with overlapping aspects but that create divergence nonetheless. The report will aim to address the citizenship education and lifelong learning policies within the entirety of Spain, but it will prioritize some Communities over others, with more attention offered to Castilla y Leon and Catalunya. This diverse situation will be revealed throughout the report as leading towards regional inequalities and inadequate implementation of national policy directives. **The digital skills of Spanish citizens remain worrisome, while citizenship education has lost the strong position that it consolidated in the mid-2000s with the risk of being conflated with religion. Similar regional disparities can be observed in terms of the whole-school approach, with some areas having comprehensive inclusion plans while others neglect this topic or limit it to targeted policies towards disadvantaged groups of pupils.**

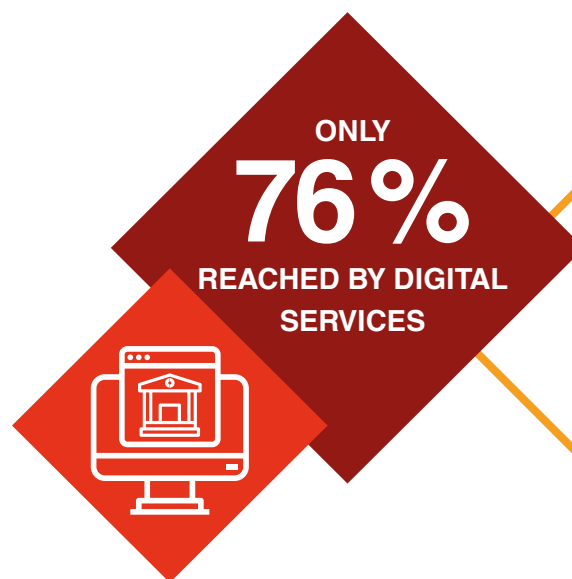


<sup>1</sup> Spanish Constitution. Passed by the Cortes Generales in Plenary Meeting of the Congress of Deputies and the Senate held on October 31, 1978; Ratified by Referendum of the Spanish People on December 7, 1978; Sanctioned by His Majesty the King before the Cortes Generales on December 27, 1978. 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: 13 January 2020.

# DIGITAL CITIZENSHIP

SOLIDAR Foundation members report that the term digital citizenship is not employed by public authorities. However, the Ministry of Industry, Commerce and Tourism's [Digital Society and Law Document](#) provides a broader definition of citizenship which refers to participation in society, not tied to a specific area. As a result, the approach includes digitalization in how the government conceives of its relation to citizenship and citizens<sup>2</sup>. This is clearly the case considering that Spain is one of the best performers in the EU in terms of digital public services, even relying on a 'digital-by-default' clause in terms of public services<sup>3</sup>. It is worth noting that though the government makes these advancements, its **digital services reach only 76% of the population<sup>4</sup> while the rate of basic digital skills attainment for the population aged 15-74 was 55%, below the 57% EU average<sup>5</sup>.**

These issues were on the governmental agenda since 2013, with the publication of Spain's [Digital Agenda](#). Topics have been revised and introduced in the Agenda since, with constant planning to keep the document in line with technological and societal developments<sup>6</sup>. Pursuing the Agenda's priorities, the curricular



reform of 2014 introduced digital competences as cross-curricular topics in primary<sup>7</sup> and secondary education<sup>8</sup>, while establishing a separate ICT subject in secondary level education<sup>9</sup>. As teachers had to implement it in class, their pedagogical preparation on these topics had to be intensified. Following up on this, a digital competence framework that mapped all the essential competences were designed for teachers, Spain being only one of eight

2 Ministry of Industry, Commerce and Tourism of Spain and Red.es (2018). Sociedad Digital Y Derecho. Available at: [https://www.boe.es/biblioteca\\_juridica/abrir\\_pdf.php?id=PUB-NT-2018-97](https://www.boe.es/biblioteca_juridica/abrir_pdf.php?id=PUB-NT-2018-97). Last accessed: 16 December 2019.

3 European Commission (2019). Country Report Spain 2019. Accompanying the document 2019 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.71. Available at: [https://ec.europa.eu/info/sites/info/files/file\\_import/2019-european-semester-country-report-spain\\_en.pdf](https://ec.europa.eu/info/sites/info/files/file_import/2019-european-semester-country-report-spain_en.pdf). Last accessed: 16 December 2019.

4 Ibid. P.72.

5 Ibid. P.53.

6 European Commission (2019). Digital Government Factsheet 2019 Spain. P.6. Available at: [https://joinup.ec.europa.eu/sites/default/files/inline-files/Digital\\_Government\\_Factsheets\\_Spain\\_2019.pdf](https://joinup.ec.europa.eu/sites/default/files/inline-files/Digital_Government_Factsheets_Spain_2019.pdf). Last accessed: 16 December 2019.

7 Ministry of Education, Culture and Sports of Spain. Royal Decree 126/2014, of February 28, establishing the Basic Curriculum of Primary Education. Available at: <https://www.boe.es/buscar/pdf/2014/BOE-A-2014-2222-consolidado.pdf>. Last accessed: 13 January 2020.

8 Ministry of Education, Culture and Sports of Spain. Royal Decree 1105/2014, of December 9, establishing the Basic Curriculum of Secondary Education and the Baccalaureate. Available at: <https://www.boe.es/boe/dias/2015/01/03/pdfs/BOE-A-2015-37.pdf>. Last accessed: 13 January 2020.

9 Ibid.

European countries to do so<sup>10</sup>. Initial Teacher Education (ITE) and Continuous Professional Development (CPD) on this are offered by the National Institute of Educational Technologies and Teacher Training, while this body also supplies teachers with a Digital Competence Portfolio containing a self-assessment tool<sup>11</sup>. The participatory and reflective nature of teacher training boosts teachers' confidence to implement ICT tools in class. This is reinforced by the fact that the **rate of teachers reporting not receiving sufficient training to include ICT in schools has decreased by 11.2 pp in the past decade, one of the biggest decreases in the EU<sup>12</sup>. Though this is the case, regional discrepancies exist as well as inadequacies in ITE, as can be seen by the fact that only 38% of teachers report having 'use of ICT for teaching' as an**

**ITE topic<sup>13</sup>. Only 36.2% of Spanish teachers report feeling prepared to use ICT in schools<sup>14</sup>, a worrisome trend that needs to be addressed.** It is difficult to expect teachers to update their digital competences without further support given how **25% of them have precarious interim contracts, moving from one school to another every year<sup>15</sup>**. Moreover, **34.2% of teachers are above the age of 50 and report an increasing workload<sup>16</sup>** which makes them less likely to pursue the introduction of new pedagogical methods that would further overload them without any further support. Moreover, the usage of digital competence frameworks for teachers are not mandatory<sup>17</sup>, which on the one hand offers flexibility in teachers' work but on the other hand if there is less initiative to rely on them, the level of digital skills can slide back.



10 European Commission (2019). Digital Education at Schools in Europe. Eurydice report. P.48. Available at: [https://eacea.ec.europa.eu/national-policies/eurydice/sites/eurydice/files/en\\_digital\\_education\\_n.pdf](https://eacea.ec.europa.eu/national-policies/eurydice/sites/eurydice/files/en_digital_education_n.pdf). Last accessed: 16 December 2019.

11 Ibid. P.57.

12 European Commission (2019). Education and Training Monitor 2019. P.32. Available at: <https://ec.europa.eu/education/sites/education/files/document-library-docs/volume-1-2019-education-and-training-monitor.pdf>. Last accessed: 16 December 2019.

13 Ibid. P.88.

14 European Commission (2019). Education and Training Monitor 2019 Spain. P.5. Available at: [https://ec.europa.eu/education/sites/education/files/document-library-docs/et-monitor-report-2019-spain\\_en.pdf](https://ec.europa.eu/education/sites/education/files/document-library-docs/et-monitor-report-2019-spain_en.pdf). Last accessed: 16 December 2019.

15 Ibid. P.4.

16 Ibid.

17 European Commission. Digital Education at Schools in Europe. P.48.

The implementation of national initiatives is affected by the decentralized system in Spain. Each Autonomous Community is setting its own digital education strategy, some even local digital competence frameworks for teachers (Castilla y Leon)<sup>18</sup>. This contributes to the regional discrepancies in terms of digital skills and inclusion, as **only 2% of high-income households have never accessed the internet compared to 30% of low-income households while the expansion of fast broadband depends on regions, with only 37.4% of the rural households being covered by this**<sup>19</sup>. The digital infrastructure is, therefore, still lacking and requires more investment and incentives for underdeveloped regions. For example, since 2015 only 13 of the 17 Autonomous Communities have joined the governmental *Connected Schools* policy, which entails the installation of ultrafast broadband in all schools. Therefore, 11577 schools are foreseen to benefit from this<sup>20</sup>, with many others not even planning to have this on the agenda.

## ACCESSING THE INTERNET



<sup>18</sup> European Commission. Digital Education at Schools in Europe.

<sup>19</sup> European Commission. Country Report Spain 2019. P.53.

<sup>20</sup> European Commission. Digital Education at Schools in Europe. P.90.



# MEDIA AND INFORMATION LITERACY

The government supplemented formal education policies with various online resources that spread information on digital safety for children and adults alike. The [Red.Es](#) government programme, established since 2002, coordinates many such resources, and one example would be Chaval.es, an award winning website established in 2003 which provides hotlines for reporting cyberbullying, sexting, online grooming and online hate crimes. Another example is the [You decide on the internet](#) project, set up by the Spanish Agency for Data Protection, which offers tools, teaching materials and guidance for parents and teachers

on preventing dangers on the Internet without depriving young people of the digital media's benefits. This is complemented by public-private partnerships, such as [EducalInternet](#) and [Actívate](#), with Orange and Google respectively. While EducalInternet provides training for teachers, Actívate is open to any citizen who desires to improve their digital skills. Beyond this, CSOs engage to complement the government's work and to close regional gaps. In this respect awareness raising campaigns are set up to inform people about social inclusion through digital means and threats online.

## CASE STUDY

SOLIDAR Foundation member, [La Liga Española de la educación y la cultura popular](#) (henceforth La Liga) has launched a campaign in 2017, [Conoce, Educa, Protege](#), aimed at raising awareness in relation to children's rights. The campaign operates through governmental funding and support from citizens, and it is focused on promoting the development and acquisition of social values that have the purpose of exercising democratic citizenship, such as equality between men and women, tolerance, justice, equity, prevention of gender violence. Several of the materials produced referred to cyberbullying and online harassment, ensuring that children can protect themselves and adequately be protected from these dangers. In 2014 60% of children were using the internet for 1-2 hours daily, with 83% of over 15 year-olds spending over 2 hours daily, so La Liga undertook the responsibility to protect the victims of cyberbullying. The campaign has reached so far over 630000 people via social media.

 Liga española  
de la  
educación  
De Unidad Pública

## Dossier 1

Educar en igualdad, contra los prejuicios  
y la discriminación

**Conoce,  
Educa,  
Protege.**



Source: La Liga



**Beyond campaigns, CSOs are also becoming a hub for developing digital skills through online trainings.**

### **CASE STUDY**

SOLIDAR Foundation member, La Liga, runs trainings for teachers on global citizenship education, sustainable development, and HIV via online means. Each training programme includes a component familiarizing learners with digital tools they would use, furthering their digital capabilities and developing digital citizenship. For example, [Soñar que Somos Mundo](#) invites learners to share content online and develop wikis and glossaries related to global citizenship education. The course had two editions so far, reaching 75 teacher learners. The

University of Extremadura assists La Liga in this endeavor, and together they monitor how teachers implement the lessons learned during the course in schools. Social workers have also been a category of learners in this course. La Liga reports difficulties in upscaling such projects nationally given the divergent objectives, priorities and political orientations of the Autonomous Communities. La Liga underlines the fragile and unsustainable nature of such projects and the inequalities that this perpetuates given how not all regions benefit from them.



The Spanish government improved its approach to digital inclusion and digital skills but regional disparities still persist – in terms of both digital inclusion and digital infrastructure – , while investment in the digital infrastructure needs to be improved, and the training of teachers and implementation of competences in schools is insufficiently developed.

# CITIZENSHIP EDUCATION

SOLIDAR Foundation members report that, since 2006, citizenship education has been reserved as separate subject in the curriculum. However, **since the 2012 curricular reform it no longer is a compulsory subject, being rebranded Social and Civic Values for primary school and Ethical values for secondary school and being put up for choice for pupils, against Religion classes**<sup>21</sup>. This equivalence between religion and citizenship is narrowing down the scope of citizenship with the danger of not offering adequate skills for inclusion and of excluding many pupils who identify with a different religion than Catholicism or who do not subscribe to any religious affiliation. Islamic religion courses are being provided in certain regions where the Islamic community represents a large minority<sup>22</sup>, but this still begs the question whether all religions are properly represented anyways. **In 2017, 63% of pupils picked religion over**

**citizenship courses, revealing the inadequate provision of citizenship education in Spain**<sup>23</sup>. Though this is the general approach to the topic, specific Autonomous Communities are offering compulsory citizenship education courses on top of the optional classes. Such Communities are Andalusia, Aragon, the Canary Islands and Cantabria<sup>24</sup>, emphasizing yet again the inequality amongst regions.

SOLIDAR Foundation members report that **the topic has a civics education approach, being more focused on sharing knowledge related to the history, geography, governance and constitution of Spain, than on skills that would ensure the harmonious development of responsible citizens**. Similarly, the European dimension is included in the curriculum, but it is treated in the same way of understanding the shared



21 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: 16 December 2019.; 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: 16 December 2019.

22 European Commission (2018). Education and Training Monitor 2018 Spain. P.5. Available at: [https://ec.europa.eu/education/sites/education/files/document-library-docs/et-monitor-report-2018-spain\\_en.pdf](https://ec.europa.eu/education/sites/education/files/document-library-docs/et-monitor-report-2018-spain_en.pdf). Last accessed: 16 December 2019.

23 Conferencia Episcopal Española (2017). Nota de la C. E. de Enseñanza y Catequesis sobre la opción por la Enseñanza Religiosa Católica (2016-2017). Available at: <https://www.conferenciaepiscopal.es/nota-la-c-e-ensenanza-catequesis-la-opcion-la-ensenanza-religiosa-catolica-2016-2017/>. Last accessed: 16 December 2019.

24 European Commission Education and Training Monitor 2018 Spain. P.5.

history of European countries and the practical interlinkages due to spillovers caused by geographic proximity. Though teachers are prepared in ITE and CPD to address in class concepts such as conflict resolution, emotional education, problem-solving, critical thinking, equity and human rights amongst others<sup>25</sup>, the reason why SOLIDAR Foundation members discuss about a civics approach to the topic is due to the heterogenous approach within communities, due to a lack of oversight of how teachers implement it and due to a lack of support for teachers to implement it. Citizenship education policies exist, but better national coordination is needed as well as an adequate implementation. The curriculum's content is well developed also because of how various stakeholders are invited to participate in policy reforms. The State Board of Education has an advisory role to the government on education reforms, including curricular ones, and it is formed of 107 members coming from the civil society, local entities, universities, the teaching profession, the parent commu-

nity, amongst others<sup>26</sup>. However, it is worth noting that SOLIDAR Foundation members have a privileged position in their interaction with the government, which cannot be said to be the same for less established or smaller CSOs. However, it is encouraging to see the cross-sectoral cooperation of stakeholders in Spain on topics of citizenship education.

To ensure that teachers are qualified to implement the subject in schools, civic competence frameworks are established and ITE as well as CPD on citizenship education is promoted by the Spanish authorities<sup>27</sup>. Although this is the case, over 70% of teachers report a lack of incentive to take up CPD<sup>28</sup>. This, coupled with the ageing profession and the proportion of teachers on interim contracts mentioned above, leads to a need to facilitate their participation to training if there will be any expectation for civic competences to be developed in schools. To further complicate the situation, the provision of training varies from one Autonomous Community to another, as inclusive



Source: NMCImages

25 European Commission. Education and Training Monitor 2018. P. 21.

26 Ministry of Education and Professional Formation of Spain (year). Consejo Escolar del Estado. Available at: <https://www.culturaydeporte.gob.es/educacion/mc/cee/organizacion/composicion.html>. Last accessed: 16 December 2019.

27 European Commission (2018). Education and Training Monitor 2018. Pp.: 21-22. Available at: <https://ec.europa.eu/education/sites/education/files/document-library-docs/volume-1-2018-education-and-training-monitor-country-analysis.pdf>. Last accessed: 16 December 2019.

28 European Commission. Education and Training Monitor Spain 2019. P.5.

education and gender equality is part of CPD in Extremadura, sexual, family and gender diversity, democracy and coeducation in Valencia, intercultural respect and equity education in Madrid<sup>29</sup>. All these are essential for teaching citizenship education, but that fact that not all teachers benefit from this, and if they would, due to their interim contracts, they might be moved to a region that has a different approach to citizenship education, reveal logistical hurdles for successfully implementing the subject and ensuring citizens' successful social inclusion.

Given the pressures experienced by teachers, CSOs are providing a much needed respite, by promoting training courses, by exchanging best practices on citizenship education, by participating in national, regional and local education networks to push for greater political participation.



### CASE STUDY

SOLIDAR Foundation member, La Liga, in partnership with [Fundación CIVES](#), funded and supported since 2016 an initiative called [Network of Citizenship Schools](#). Understanding the insufficient support from the government, La Liga and CIVES created a platform to connect universities, educational centers, and education stakeholders. The platform provides an opportunity to exchange practices on citizenship education, to integrate Global Citizenship Education in discussions in Spain and to unite education professionals in different national events. The

database compiled by them includes teaching practices, examples of activities and ways to expand the school curriculum on citizenship education to topics such as gender and sexuality and intercultural dialogue. The Network is extra-curricular, not being bound by national education reforms, and it will also enjoy funding now from the local administration in Extremadura given its resounding success in the region. Over 100 education practitioners joined the platform's latest conference in Andalusia on the topic of human rights.

**SOLIDAR Foundation members report a danger of right wing extremism diluting citizenship education in some regions, yet again reinforcing the problem of regional discrepancies.** Our members hope to see pupils being included in a more participatory approach to citizenship education that would receive more attention than it currently does in the educational system.

<sup>29</sup> European Commission. Education and Training Monitor 2018 Spain. P.5.



# INTERCULTURAL DIALOGUE

Spain remains the country with the **highest rate of early leaving from education and training (ELET) in the EU, at 17.9%**, while being the EU country with the highest proportion of individuals that were both NEET and ELET<sup>30</sup>. Though this is problematic, it is important to highlight that Spain has been making a tremendous progress since 2009. This is something which Spain must continue to work, though recently other problems of inequality have been highlighted through the ELET rate. 31.9% is the ELET rate for foreign-born pupils, with Spain experiencing the highest gap between native pupils and foreign-born ones in the EU. This is not only an issue for children with migrant backgrounds, as native pupils from the southern parts of Spain are also left behind, with ELET rates of above 20% in Mallorca<sup>31</sup>. If these aspects are considered as well as the fact that the participation of adults in education was in 2018 below the EU average, at 10.5%<sup>32</sup>, questions arise whether the education system is adapted to the learners' needs.

**The lack of a learner-centred approach is even more striking when assessing Spain's grade repetition numbers: 12.3% repeat first grade, 10.7% repeat second grade, 11% repeat third grade and 9.5% repeat fourth grade.** These numbers have not improved in the past years<sup>33</sup> and point towards an inadequacy in how the Spanish educational system treats pupils and a rigidity in adapting to their needs. A learner-centred approach is hard to implement given that the class sizes in Spain are some of the largest in Europe, with

25 pupils per teacher<sup>34</sup>. This is an overwhelming situation that does not allow much time for the teacher to adapt the teaching methods to the pupils that need support. However, though the academic results are damning it is surprising to see that the whole-school approach and intercultural education are permeating many official documents<sup>35</sup>. **Inadequate implementation of policies and regional disparities seem to create serious gaps among Spanish citizens in terms of inclusion.**

Intercultural education is introduced as a general objective of the education curriculum in Spain<sup>36</sup>, while most Autonomous Communities, such as Aragon, Cantabria and Andalusia, provide intercultural mediation to facilitate reception and social integration for newcomers while promoting intercultural coexistence for all<sup>37</sup>. Personal, intellectual, social, and emotional development are priorities in the curriculum, but they are left to the devices of the Autonomous Regions<sup>38</sup>, which explains the disparities. The ELET and grade repetition rates in Southern Spain are counterbalanced by a better approach in the North. Catalunya has a robust learner-centred educational systems that caters perfectly to the needs of pupils with migrant backgrounds, promoting intercultural dialogue. It provides teaching in the home language in schools, while organizing preparatory Spanish and Catalan language classes for the migrant pupils, though it facilitates very quickly the integration of these pupils in mainstream education to avoid increasing any knowledge gaps and to speed up the

30 European Commission. Education and Training Monitor 2019. Pp.: 51-54.

31 European Commission. Education and Training Monitor 2018. Pp.: 31-32.

32 European Commission. Education and Training Monitor 2019 Spain.

33 European Commission. Education and Training Monitor 2018 Spain. P.6.

34 European Commission. Education and Training Monitor 2019. P. 24.

35 European Commission (2019). Integrating Students from Migrant Backgrounds into Schools in Europe: National Policies and Measures. Eurydice report. Available at: [https://eacea.ec.europa.eu/national-policies/eurydice/sites/eurydice/files/integrating\\_students\\_from\\_migrant\\_backgrounds\\_into\\_schools\\_in\\_europe\\_national\\_policies\\_and\\_measures.pdf](https://eacea.ec.europa.eu/national-policies/eurydice/sites/eurydice/files/integrating_students_from_migrant_backgrounds_into_schools_in_europe_national_policies_and_measures.pdf). Last accessed: 16 December 2019.

36 Ibid. P.108.

37 Ibid. P.110.

38 Ibid.

integration process<sup>39</sup>. Support is not limited only to the cognitive dimension, unlike in other Communities, but it expands to emotional and social needs, treating holistically the needs of pupils<sup>40</sup>. This requires appropriate teacher training, which is offered in Catalunya but not in other Communities, while the monitoring of the implementation of psycho-social support or teacher training associated with the whole-school approach are inadequately done across the Communities<sup>41</sup>. Moreover, procedures and plans for cooperation among teachers within a school are established in Catalunya to coordinate in providing education for students with migrant backgrounds.<sup>42</sup> Teacher training is problematic all over Spain, as, though, they have many tasks associated with intercultural education and integration, the competence frameworks include very vague mentions of this<sup>43</sup>, and create the risk of an increased workload for teachers without appropriate support.

The support offered to migrant pupils in Catalunya is systematized, with planning being prepared for pupils' needs, with specialized materials used to provide support and with counselling teams specialized in language development, interculturality and social cohesion<sup>44</sup>. The reliance on extra-curricular activities and on parents' participation in formal education are points stressed in Spain, and especially in Catalunya<sup>45</sup>. The Department of Education is providing 'Workshops on Language and the Social Integration of Families in the Educational Environment', aiding parents and guardians with Catalan learning, with understanding how to monitor children's progress, how to participate in schools' mundane activities, and how to reinforce social cohesion in schools. These actions are part of Local education plan, which also specify how schools should connect with the local commu-

nity and address wider challenges that pupils face to ensure their integration<sup>46</sup>. Therefore, many CSOs collaborate with schools, offering learning support, intercultural conferences, raising awareness and organizing workshops to promote diversity.

Beyond such initiatives, La Liga provides targeted support to migrants, adopting a lifelong learning perspective over intercultural education and ensuring that peaceful coexistence is promoted to allow for the fruitful development of local and regional communities. In this regard, La Liga offers Spanish language courses to migrants to compensate for the Communities where this is not a regular fixture while ensuring that interculturality, global citizenship and human rights are topics discussed with the migrants. La Liga has migrant assistance and guidance centres providing legal support for migrants, informing them on social resources available, such as education, healthcare, and preparing them for obtaining nationality.

The privileged position offered to NFIL in Spain on matters related to the whole-school and intercultural dialogue is to be appreciated. However, in many Communities this is insufficient as it is not coupled with sufficient support from the State or with a strong formal education system. This runs the risk of creating gaps that are not conducive towards social cohesion or a successful integration of all in society.

39 European Commission. Integrating Students from Migrant Backgrounds into Schools in Europe: National Policies and Measures.

40 Ibid. Pp.15, 22.

41 Ibid. P.66.

42 Ibid. P. 136.

43 Ibid. P. 155.

44 European Commission. Integrating Students from Migrant Backgrounds into School in Europe. P. 150-153.

45 Ibid. P. 142.

46 Ibid. P. 159.

## CASE STUDY

SOLIDAR Foundation member, La Liga, developed a programme entitled *Family schools* in the provinces of Zamora and Palencia (Castilla y Leon), collaborating with schools to facilitate the access of parents and guardians in their children's education process. Similar to what the Department of Education offers in Catalunya, La Liga provides workshops on how to participate in the learning process and on how to assist pupils with holistic development,

outside of school. La Liga even partnered with television channels in Zamora to provide these workshops on TV, broadening the access to such lessons. Only for the year 2018 566 people attended the 41 workshops which La Liga provided. The public authorities are recognizing the value of non-formal and informal learning (NFIL) while also accepting the expertise of CSOs that work on education topics across Spain.

Liga española  
de la  
educación  
De Unidad Pública



Source: La Liga



# FUNDING

Public investment in education remains at low levels, representing only 4% of the GDP in 2018, below the EU average. This has increased the costs that families have to cover for education by 34% between 2009 and 2016, a significant pressure on low-income households that further explains the unequal

academic results of pupils<sup>47</sup>. SOLIDAR Foundation members report that even the granting system for CSOs is based on an annual system, which prevents the possibility of a multi-annual planning for projects, reducing the capacity of CSOs to compensate for reduced public investment.

# RECOMMENDATIONS



## DIGITAL CITIZENSHIP

- ◆ Investment in the digital infrastructure in schools all over Spain
- ◆ Support for teacher training on digital competences in the context of precarious contracts and an ageing profession
- ◆ Governmental promotion of NFIL in digital education performed by CSOs in a similar way to how it is done for NFIL for civic competences



## CITIZENSHIP EDUCATION

- ◆ Provision of citizenship education as a stand-alone, compulsory subject and not as an alternative to religion
- ◆ National coordination of the citizenship education policies, and especially of the contents of the curriculum, which need to be updated to include topics such as gender, intercultural dialogue, global citizenship



## INTERCULTURAL DIALOGUE

- ◆ Ensure that the whole-school approach is accessible to all pupils, including in schools from disadvantaged socio-economic areas



## FUNDING

- ◆ Targeted investment to support underperforming Autonomous Communities
- ◆ Increase funding in education, ensuring that the costs that families have to bear is reduced in order to combat inequalities in access to education
- ◆ Increase funding and flexibility associated with granting for CSOs in order to offer long-term stability for them.

<sup>47</sup> European Commission. Country Report Spain 2019. P. 50.

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