

REFLECTIONS ON EDUCATION IN SPAIN: PROPOSALS FOR THE FUTURE

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Abstract

This article analyzes the educational situation in the Spanish schools, on the basis of the different evaluations realized by international organizations, the opinion of the most representative political parties, the last researches and publications related with the topic, and finally the opinion of the teachers and parents. It notes the need to promote concrete changes in our education system, saying this need on the basis of school failure, dropouts and their evolution in recent years. It is shown with consistent evidence that our current education system has no mechanisms to reduce the actual negative indicators. It suggests three basic principles on which the change we propose can be based, based on a thorough analysis of the situation of compulsory education in Spain on the basis of the most urgent problems highlighted by the faculty and parents. Finally, it suggests five important goals to achieve and different lines in educational research that, in a priority way, must be enhanced to achieve the goals.

Key words: *educational situation, education system, indicators, compulsory education.*

Introduction

Education is the main issue in any society. It is not a superficial issue, but latent and ever present in the background, for as the philosopher González de Cardedal (2004) describes it, we are not referring to teaching as a mere transmission of knowledge, techniques, methods and skills, but to the profound configuration of the individual, the set of ideas, criteria, values, etc. which give meaning to the world, to life and to human beings themselves.

However, according to other thought conceptions, public education should focus on the objective transmission of knowledge and not, as the author Sánchez Ferlosio (2008) states on the acquisition of values, ideas and beliefs, which are more typical of private education institutions.

We believe that society in its political manifestation through the different education laws, has reduced the problem to a sterile debate on learning methods, thus repudiating the actual fact of educating in its most profound meaning, i.e., that of dignifying institutions, teachers and students themselves.

The modernisation of a country brings about an education system that is accepted by the great

majority of society, providing students with a high degree of satisfaction and offering positive results. A society can only be considered modern, advanced and developed if it possesses a high quality education system, therefore education must be inarguably a “political priority.”

The general opinion in our country is that education as a whole and public education in particular, is undergoing a period of crisis with problems that are difficult to solve. And a society like the Spanish one, which has overcome extremely hard times and which endeavours to attain the greatest social well-being for its people, is becoming increasingly more aware of education-related issues.

Therefore, amongst the urgent matters that occupy our democratic governments, everything connected with education should play a highly relevant role. At the present time, it is also important to create mechanisms for the maximum improvement of education, besides contributing the necessary resources.

The survey method has been used in this work. Teachers, Professors and Associations were asked to complete a questionnaire on the Spanish education model. Through the qualified opinions of these experts, we assessed academic failure and counteracting proposals.

This is a relevant study for it is the basis to achieve a political agreement on education which pursues the improvement of the education regulations in Spain.

The Situation of Education in Spanish Schools

Through the various assessments carried out by the international community (PISA reports) it has been possible to verify that education in Spain occupies one of the last places among the most highly developed countries in the world. In mathematics, reading and science, Spain comes 26th out of 41 countries, behind Slovakia, Liechtenstein, Hungary or Macau. As far as problem solving is concerned, it is even one step lower. And if we take as reference the 29 countries integrating the OECD (now 33 countries), that is to say, the group of world powers, Spain is in the 21st place.

The situation of education in Spain comes under what is technically called “school failure”. At the basis of this situation, the reasons for which are many and varied, lie the continuous changes in the curriculum, which, with their numerous and frequent contradictions, bring about a sense of insecurity within the education milieu (teachers, students and parents).

It is true that schools as institutions need a periodical review of their ideas, contents and methods, adapted to the demands of society, and it is also true that well within the Twentieth Century, the methods used consisted of learning contents by heart through repetition, from text books or from the teacher, which is known in the classroom as “trivium”.

Criticisms of this method that typifies the school as an indoctrination tool, together with radical changes in education philosophy giving priority to student’s individual characteristics over contents, have had undesirable effects in the development of school activity.

The Trilateral Commission itself refers to schools as “institutions responsible for the indoctrination of the young.” The reasons for this judgement are as follows: the imposition of obedience, the blocking of critical and independent thought, the role of control and the coercion exerted in the institutional system.

This whole situation refers to a merely rhetorical democratic state in which the economic and political elites often jointly, control society, whilst the majority of the population observes this process and ratifies, when required, the elite’s decisions. It is convenient for this framework to preserve the *status quo* and, thus, any change is considered a threat to democracy.

Any attempt to amend this situation will need to take into account training students to think critically so that they can perceive reality and absorb information offered to them with a critical attitude as well as understand the reasons and links between facts. Passive and transmissive education rewards the mechanical and routine acquisition of knowledge. Teaching within the change that is needed within schools should favour the critical analysis of surrounding social and political structures.

The general rejection of this type of education situation has resulted in a veritable boom of research, publications and proposals related to changes in the education model.

Gallagher’s (1993) contribution is remarkable, for he considers education to be a process that creates culture, as opposed to acting with culture. Teachers at all levels can only aspire to participate through their previous training and specific learning in this natural process. The basis for this relevant

statement is the interpretative nature of learning. Because of this premise, it can be stated that teachers cannot possibly know how students may interpret an explanation or a text. The fundamental load of learning is transferred to the process itself rather than to its contents.

It is both necessary and urgent to effect changes in many concrete aspects of the education system, which although difficult to achieve and requiring much time and effort, have to be tackled systematically and with determination, considering that these changes should be agreed between political parties, parents associations and teachers representatives, since global changes without consensus, as a consequence of the political bias of the government in power at the time, eliminate the continuity and stability of the education system and make it impossible to develop a definite education model, consequently introducing modifications during the process.

The successive education reforms that have been taking place in Spain, far from improving the situation, have worsened it. Let us take the following reflections as an example:

- a. The social debate taking place about education models: public, subsidy maintained or private.
- b. The rate of school failure in our country is around 30 %, and according to the data from the Ministry of Education, since the year 2000 (when the process of being transferred to the Autonomous Communities was completed), it has gone up more than 3 points, which means that around 130,000 students leave compulsory education every year without any qualifications. These figures make it mathematically impossible for us to attain the Lisbon objectives by 2010. The problem does not lie at the end of secondary education, but in the hundreds of students who drop out of school during the compulsory stage of education.
- c. Spain is at the top of the list of OECD countries with the most students repeating academic courses, according to its report "Education Panorama". Almost one in three secondary school students has repeated some year, as opposed to the 13 % average of the OECD countries.
- d. The number of school drop-outs has also increased considerably in the last few years, making us the third country with the highest drop-out rate in the European Union, only behind Portugal and Malta, with the difference that in these two countries, there has been an improvement in their indexes, whereas ours has worsened. Versus a European average of 15 % of early school drop-outs, Spain showed 31.1 % in 2004, 2.3 % higher than in the year 2000. However, in 2006 early school drop-out rate was 30.8 %, showing just a slight improvement.

The average school drop-out rate in the European Union countries is 15.2 % and in such countries as Poland (5.5 %), Sweden (8.6 %) or Finland (9.3 %) it is below 10 %. Spain doubles this figure within the European Union.

As it is well known, dropping out of school has negative repercussions on all aspects of life: slipping into the world of drugs, getting into the habit of consuming alcohol and tobacco.

- e. On the other hand, the evolution of school failure increases even further the differences between students from the various Autonomous Communities, since the strong decentralising trend of our education system contributes to the results of each Community becoming more and more different, with over 23 points between them.
- f. Another sample of the inequality of the system, though it is taken into account less often, is the disparity between the performance of boys and girls, 14 points in favour of the latter, which accounts for the probability of a girl from Asturias failing at school being 10.6 %, whereas for a boy from the Balearic Islands it is 44.1 %, a difference of over 33 points between two students from the "same education system" which is supposed to be "fair".
- g. Our education system on its own does not have mechanisms to prevent students from dropping out of school and to minimise school failure; it is the greater interest that families take in their children's education which makes them achieve the best results and perse-

vere in their studies. When there is a lack of interest and systematic attention within the family, many of these children fail and are lost to the education system.

A change in education that is related to the social, political, economic and cultural context of our country, that has evolved greatly in the last few years is not easy, for it needs support, not only from teachers or parents, but also from the whole education community and from society as a whole. Change or innovation in schools can only take place through “transformations that require the consensus and involvement of all factors to be successful” (Martinic, 2001:23).

Schools today have to face great challenges which require a lot of thought before deciding which are going to be the guidelines of research on education in our country. From what we have been discussing so far, it follows that our schools should: provide high quality education for all and effectively guarantee equal opportunities for all students, as well as be committed to the education objectives set out by the European Union for the coming years.

The Problems Related to Change: the Difficulty of Effecting Change in Education

From all that has been stated previously, it is clear that there is a need for the school institution to change. However, we have to consider that schools are cultural facts and cultural change is a more complex matter than the simple idea of contributing to and including new curricula or pedagogic techniques in the teaching practice. We understand, therefore, that the procedure to bring about change in schools should be based on the following principles:

1. A study of school programmes and culture in order to better understand and describe the potential improvement of academic achievement. These studies include reflection on curricular contents and on developing new methodologies.
2. Reflection on the new learning concepts as well as on structures and strategies to improve educational activity.
3. A transformation of education and school practice. It is about building collaboration structures between schools and University, on general and specific content and pedagogical areas, aimed at effecting a transformation in education and practice. The various university specialists taking part in this task will be educational sociologists who will describe the need for change from the isolation of teachers to community work; psychologists who will explain the relation between human nature, learning contents and school context, theoreticians of change and organisation who will devise the administrative and economic policies for change.

In short, the change that is needed in education will have to be brought about by harmonically conciliating the school organisation, the curriculum, the teaching in relation to the intellectual, social and psychological needs of students originating from their ages.

An education reform must, therefore, be based on research. This should refer to the relations between the structure of tasks, the level of development of students, the curriculum content and the previous knowledge of students.

Changes in education must try not to trivialise the problems posed by learning in the classroom. These problems constitute the complex core of teaching and for any education reform process it will be necessary to design and develop projects that will offer a greater understanding of learning in the classroom as well as of the effects that any reform ought to produce.

Thus, school reform is a very complex task. It needs to take into account the modern concepts of learning and instruction theory; the development of the student; motivation problems, intelligence and personality assessment, the relation between curriculum and new technologies, the relationship between school and family, etc.

The Change of Education in Spain

All the points we have previously listed agree on the necessity of the education system to be open to its own improvement, that is to say, open to change. However, it is also necessary to acknowledge and recognise the difficulties that effecting a thorough and controlled change in schools will entail.

It has been typical of the Spanish education system to bring about a type of change that does not have the characteristics that systematic change with a scientific criterion demands. The change of the Villar law (General Law of Education, 1970) promoted universal schooling creating a basic education in the image of the British system (comprehensive education) which entailed a lowering of standards in primary schools, and above all, in the Spanish baccalaureate (bachillerato) which up to that moment in time had been one of the best in Europe, destroying the old National Institutes of Secondary Education, later known as Baccalaureate Institutes, as well as the prestigious professors for secondary school.

The radical political change of 1982 contributed to the creation of the problems of the Spanish public school, first of all with the failed reform plan prepared between 1983 and 1986, and, later on with the enactment and implementation of the LOGSE (General Organic Law of the Education System 1990), whose psychological and sociological foundations removed learning contents from Spanish students replacing them with the creation of a school specially conceived as a fun space without a reference to the fact that study and learning require work and effort.

This is how Language Academician Gregorio Salvador describes it very graphically: “we teach children how to waste time with plasticise and not how to read and write.”

The situation has been caused by the philosophy of education gathered in the LOGSE, coyly amended after much hesitation in the LOCE (Organic law of the quality of education, 2002) and developed yet again in the current LOE (Organic law for Education, 2006) with its various legal prescriptions, which makes them directly responsible for the problems affecting Spanish schools today:

- The rate of school failure.
- The lack of attention to curricular contents.
- The lack of motivation in students and teachers.
- The distribution of the education system: the briefest baccalaureate in Europe.
- The internal organisation of schools: relations between teachers and families.
- The well known conflicts and lack of discipline in schools.
- The problems derived from bringing students from different cultures into the classroom.
- The conflicts arising from implementing school integration.

Some of the Most Urgent Problems

Some of the most urgent problems that need to be assessed and found solutions to are the following:

1. Education levels and academic results at the end of the different stages.
2. Sharing life at school: regulations and education in values.
3. The involvement of families in the education project.
4. The level of commitment of teachers.
5. The way in which schools are organised and work. Quality indicators and optimisation of resources.

Let us consider these factors more specifically:

1. Education levels and academic results at the end of the various stages.

- As we have seen, failure rates are becoming more and more alarming and far removed from the average rates of developed countries around us.
- To be more specific, the assessment tests carried out in previous years within primary schools present results which are well below expectations in such basic aspects of learning, as:
 - Linguistic competence
 - Oral comprehension
 - Low levels of oral and comprehensive reading
 - Solving and inventing mathematical problems
 - Poor vocabulary and poor oral and written expression among pupils

This backwardness makes future learning difficult and puts a stop to motivation in students and teachers.

- A characteristic of our schools is that they have highly heterogeneous groups in which students from very different origins, dissimilar ability and different educational levels mix, who need educational responses appropriate to their peculiarities and specific needs. For this purpose, teams of teachers must have adequate psycho-pedagogic strategies and resources at their disposal.
- The academic results of a particular group of students should not depend solely on the characteristics of the practitioner in charge of them, but their good results should be guaranteed in every case by the organisation and work of the complex society which is the school.
- Teachers should have at their disposal specific intervention programmes and appropriate consultancy to deal with the specific difficulties of their students.
- It is necessary for schools to have the special support required for pupils with learning difficulties, provided within and/or outside the classroom by the tutor or by a specialist in close coordination with the former. It is equally indispensable that teachers have readily available materials, programmes, techniques and instruments to assess and deal with specific difficulties in an educational manner.

2. Living in the school community: rules and education in values.

- Schools are privileged spaces where children can learn to live in a community. However, a relatively new problem has arisen in our schools from the issues of community life, children against children, bullying as an emerging disturbance (Padilla and Sánchez-López, 2001).
- These types of behaviour involve: the attacker, the victim, the whole group of school pupils, the whole institution (teachers, psycho-pedagogic teams and the management team) and the families (that of the attacker, that of the victim, as well as parents associations.).
- Living in the school community has also become a challenge for the education system, as it is hard to achieve peaceful coexistence in today's schools (Padilla, 2007). Some of the circumstances that foster difficult interaction within education centres could be the following:
 - The lack of motivation amongst students as a consequence of the permissive and flexible nature of our system, which allows everyone to pass regardless of their

effort and achievement. Motivation as a way of making effort agreeable has been absent from our schools for a long time.

- A goal to aim for and a need to please are no longer desirable for teachers and parents.
 - Values have shifted drastically in the hierarchy that manages and directs the actions of our young people.
 - The complicated puzzle of Secondary Education is formed by a variety of different students, poorly psycho-pedagogically trained and scarcely motivated teachers, parents who fail to take an interest in their children's education, an obsolete school organisation which is hardly appropriate for dealing with the new reality, very homogeneous school planning, etc.
 - The parallel school which consists of the omnipresent and powerful media from which our students learn and useful and useless, correct and incorrect skills and knowledge, sometimes by chance and sometimes intentionally.
- The poor adaptation of many students to school life. Is school life so far removed from their reality?
 - The immaturity and hedonistic culture of young people who feel "overwhelmed" by any effort asked from them however small. A tendency to avoid effort. An exaggerated couldn't care less attitude.
 - Teachers have lost relevance as "exchange brokers" of their pupils.

3. *Family involvement in the education project.*

- Every positive learning experience starts at home. In many cases, due to their work circumstances, parents cannot devote much time to their children's education, and even less to school matters.
- It is time to set up the means for parents to go from being mere representatives to being effective participants in the schools. The main responsibility for the children's education lies with their parents, who can count on the help of professionals trained for this purpose.
- In many cases, the family environment contributes a negligible level of incentives. They have low expectations with regard to the ability of their children and hardly value study and effort.
- Only 2, 3% of parents become involved in the learning process of their children, according to the Institute of Assessment and Quality in Education.
- The current model of the relationship between families and school and/or teachers can be summed up as one bringing the other to account rather than working in close collaboration in the pursuit of a common goal. A responsible attitude would be to ask oneself ¿whose is the merit? Whilst on the other hand, an irresponsible attitude asks ¿who is to blame? (Santiuste, 1997)
- The scale of values is learnt within the family environment.
- Parents do not always value their importance as role models for their children.

4. *Teacher's level of commitment*

- It is necessary to review and modify the initial training curricula for teachers, especially of those working in secondary schools, for their training is obsolete and far removed from the reality of today's classrooms.
- On-going training, at present in the hands of Teachers Centres, should respond to concrete problems; it should work closely with schools in a very practical way. "Training at

Teachers Centres” should be enhanced because it is specific and close to reality.

- There is no coordination whatsoever between the centres in charge of the initial training of teachers (Universities) and those which run their on-going training in centre of teachers (CEP), Teachers Support Centres. This serious lack of connection impairs the teacher training process as a whole.
- Teacher consultancy models are few and far between as well as poorly coordinated. There is enough personnel devoted to these tasks (School Inspection, CEP consultants, Education counselling teams, External support services, Multi-professional teams, Educational resources centres, etc.), but their functions in general hardly ever reach the reality of our classrooms. These resources should be greatly improved, facilitating their systematic action in the schools and avoiding, whenever possible sporadic external action, so that they can be of assistance to teachers in their daily work. On the other hand, there are many differences between the support and consultancy models of the various autonomous communities.
- Training activities leading to becoming familiar with classroom management models and to developing management skills in the classroom. Professional “knowledge” and “know how”. Change occurs in the education system only when the training of teachers changes.
- It is necessary to give teachers incentives, to increase their motivation through:
 - Professional identity for teachers
 - On-going training outside their school hours
 - Aiding research with University teams
 - Encouraging communication between schools and exchanging experiences
 - Taking academic results into account for personal promotion
- The new professionalism maintains the break between ideal and practical education. The majority of teachers experience a feeling of crisis as well as a strong lack of orientation when they realise how drastically teaching has changed in a few years.

5. The Organisation and functioning of schools. Quality indicators and optimisation of resources

- Granting a higher importance at all levels to the “Centre Project” as a guide for the activity to be carried out by all within the school. At present, this is a document that exists in schools, safely guarded by the management team, but hardly known to or used by families or by many teachers and students.
- Teachers, families, students, non-teaching staff should jointly devise, supervise and modify the educational goals of the school and the Regulations for its Organisation and Functioning that should rule the institution daily.
- Training school management teams appropriately so that each member can carry out their difficult task properly, giving them enough authority to perform their duties within a complex society where there are multiple inter-relations.
- Enhancing the technical pedagogic coordination teams (ETCP) and, generally, the various coordination levels among the teachers, and between them and the families.
- Helping teaching teams to function appropriately, advising them about their duties, supervising their work and providing incentives for their members according to their degree of responsibility.
- Reviewing the structure and contents of guidance plans and tutorial activity.
- Economic, material and human resources in schools are still insufficient, and those existing should be better utilised to reach a greater number of students in better conditions and more efficiently.
- Encouraging the active participation of students and families in school life.

- Our school is blamed for:
 - A lack of connection between social reality and the learning it offers
 - Life skills are not taught
 - There is little teamwork on the part of teachers
 - It is excessively theoretical
 - The exposition method is predominant
 - A very receptive (passive) attitude on the part of students
 - Programmes with too many contents
- The school should be organised in such a way that it would be:
 - A stimulating environment for students and teachers
 - A place with no routine, tiredness or boredom
 - A place to live, to relate to others, to cooperate with others
 - A place to meet and make friends
 - A place to succeed, not to fail

Conclusion

The complexity of the points listed above, makes it hard to establish a new proposal to improve the education system. We understand that the school should have a crucial aim: *to help students attain their maximum potential.*

This aim would cease to be a utopia if these goals could be attained:

1. To raise the educational level of students and of the whole population (life-long education) through the study of basic and thorough curricular contents.
2. To make compulsory education a success, with all students being in control of their basic knowledge, using a methodology based on study and personal effort.
3. To try and encourage teachers to help students obtain this control.
4. To involve parents and other training instances, associations, the media and industry in designing the learning and how to attain it.
5. To make personalised learning possible using the help of school psychologists and strengthening tutorial tasks.

In our opinion, the achievement of these objectives must ensure that each student has the means to develop their abilities; that the school motivates its students defining feasible projects, compatible with the specific projects of each student. It is also necessary to reinforce the ability for action of teachers within the school educational team, to build jointly with parents a model of social integration.

Priority Research Lines in Education

- Previous measures:
 - If education is a social priority, research into education and educational psychology should also be of the utmost importance in national plans.
 - It is necessary to create a National Agency to coordinate and manage research activities, since there are many organisms and administrations working autonomously in this field: different ministries, autonomous communities and, within them, various councils, the European Commission, through various actions and private firms.
 - To promote “quality” research, with a minimum of indicators, to which assigned resources will be linked.
 - To increase human resources dedicated to research into education, with research assistants on university grants, through work groups, obtaining the benefits of this enormous human potential on Ph. D. and M.A. courses.

- To establish links between researchers and schools, asking the latter to participate in the choice of research subjects and to become involved in the process through some of their members.
 - To encourage transferring research to society, ensuring that the results obtained always reach all the layers involved in its daily practice.
 - To enhance links and experience exchanges between schools through regional, national and international programmes.
 - To promote coordination between researchers and research groups and federations and parents-teachers associations to carry out joint research activities.
 - To establish reliable pre- and post research evaluation commissions with clear objectives and priorities and a profound knowledge of reality.
 - To provide greater support and incentives for researchers and the results of their investigation.
 - To bring science, its methods and results closer to the social groups targeted by the research work, especially in this “applied” area.
- Bearing in mind the great challenges and problems or difficulties of education at present, some of the priority action guidelines to be considered are as follows:
 1. *Training teachers to attend to the diversity of students* in our heterogeneous centres which cater for all students up to the age of sixteen within compulsory school education. Looking after all students according to their specific needs, is not merely integrating them physically in the classroom, it means giving them an appropriate educational response in every single case, so that each student can reach their maximum degree of development. Teachers must be familiar with techniques, action strategies and educational practices that will allow them to work under the best conditions within our inclusive classrooms.
 2. *Didactic application of information and communication technologies in the classroom.* To encourage the promotion and extension of information and communication technologies both in the classroom and the school.
 3. *Knowledge of the basic competencies in the process of teaching-learning* according to the European Education and Training reference framework 2010, which, as we know, clusters the key competencies of the knowledge society in eight areas:
 - Communication in the student’s mother tongue: the ability to express and interpret thoughts, feelings and facts in verbal and written forms.
 - Communication in a foreign language: the same communication skills as for the mother tongue are required within an intercultural understanding.
 - Mathematical competency and basic competencies in science and technology: problem solving skills in everyday situations and the ability to use the knowledge and scientific methodology acquired to explain the natural world.
 - Digital competency: confident and critical use of Electronic media for work, leisure and communication, effectively developing communication skills.
 - Learning how to learn: efficiency and ability to organise and regulate their own learning, both individually and in cooperation with others.
 - Interpersonal and public-spirited competencies: being capable of participating efficiently and constructively in social life being able to resolve conflicts if and when required.
 - An enterprising spirit: being responsible for own actions and developing a strategic vision to set and attain objectives.
 - Cultural expression: the relevance of expressing ideas in a creative way through the various means of expression (music, self-expression through movement, literature and plastic arts).
 4. *The appropriate methodology for the teaching-learning of foreign languages to ensure*

effective teaching. The European Union and the Council of Europe recommend that students should communicate competently in at least two languages, besides the subject's own, at the end of compulsory education. To rise to this challenge, it is necessary to introduce profound changes, both in the curriculum and in the methodology of the teaching-learning process of foreign languages.

5. *To encourage teachers and the education community to participate in innovation and research processes,* thus fostering the reconstruction of professional knowledge starting from everyday activity, reflecting on it and looking for solutions.
 6. *To promote reading* as a basic tool for learning, as a way to access knowledge and culture for life management.
 7. *Professional development for teachers and improvement of their working conditions,* so that they can carry out their activity in the best environment, with a favourable attitude and a high degree of motivation.
 8. *On-going training for adults* to guarantee life-long learning without interruptions throughout their lives.
 9. *To encourage the involvement of families* in the school, ensuring their active participation as one more element, and most importantly, their involvement in the education community.
 10. *To aid communication between schools and their relations with social agents from the district, the neighbourhood, etc.*
- From a highly global standpoint, besides what has already been pointed out, we shall establish some priority current research lines, already existing in Research Centres and foreign Universities from our milieu:
 - Organising the inclusive school.
 - The Management of schools.
 - School community and democracy. Sharing everyday life at school.
 - Opening schools to society.
 - The management of an education centre. Quality indicators.
 - Supervision and consultancy models.
 - Teaching methodologies.
 - Teaching methods and instrumental materials.
 - Different teaching models.
 - Teaching styles.
 - Content selection.
 - Learning strategies.
 - The role of educational support. Models and strategies for action.
 - Individual attention programmes.
 - Motivation at school.
 - Education in values and moral education.
 - Educational compensation.
 - Bilingual education.
 - The initial attention to immigrant students.
 - Parents training and participation.
 - Psycho-pedagogic attention and personal, school and career guidance. Specific programmes.
 - Possibilities after compulsory education.
 - Life-long learning.

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