NATIONAL REPORT

SPAIN

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Revision History

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Referenced Documents

ID	Reference		Title
1	2020-1-UK01-KA204-079145		Rural GCE Proposal
2			

Applicable Documents

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1		

Contents

1. Introduction

1.1   Project Context

Countries and regions across the world are going through a period of dramatic change, encompassing aspects of culture, politics, economy, and society, broadening horizons and internationalising outlooks. This makes it all the more important that citizenship education is comprehensive, clear, and that it equips learners to understand and function as comfortable and effective global citizens. This is particularly important in rural areas, which, some studies have found, are often left behind in the implementation of global citizenship education initiatives and agendas.

1.2   Project Objectives

Given the issues and context set out above, the aim of the Rural GCE project is to develop and disseminate a set of tools and materials that educators in particular can use to improve the uptake and implementation of global citizenship education in rural areas in particular. As a broader objective, the project hopes in the longer run to be able to facilitate greater citizenship participation in rural areas through this citizenship education and the development of more and better global citizens.

1.3   Project Target Group

There are a few main target groups, mostly centred around being rural, but reaching a number of different demographics nevertheless. These include employees and supporters of civil society organisations in rural areas, activists for NGOs based in rural areas or concerned with rural issues, local government and municipalities in rural areas, and of course educators and teachers in rural areas. It should be borne in mind that this is not a finite list, and that others with links to rural issues, or citizenship and education may be valid target groups also.

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2. National Report

2.1   The Objectives of the Report

The national report concerns the identification of the current state of play rural global citizenship education in each partner country, and in particular the needs that must be met in each country to sufficiently improve the state of global citizenship in rural areas. Following a process of validation to ensure the veracity of these needs with stakeholders, the "TO-BE" situation will be identified in a common, overall report, defining what exactly it is that should be focused on to go from the current status quo to the desired, optimal situation.

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As such, this report will form the foundation for the body of work that this project hopes to accomplish by establishing the parameters and rough aims of the content to be developed going forward.

2.2   The methodology

Partners will conduct desk research on the current situation around rural global citizenship education in rural areas and needs to be met in their own country. They will identify qualitative and quantitative data to describe their national "AS-IS" situations, and may present good practices in the field that will be used as examples to provide motivation and ideas to the project participants.

These will be verified through a validation survey that will be distributed to a number of stakeholders in the relevant area, then a final overall report produced, describing the ideal situation for rural global citizenship education and the gaps that must be bridged to reach this situation.

2.3   The results

2.3.1   Set out the most commonly used, useful, and effective definition of "rural areas" that are used in your country

The idea of a rural areas in Spain is linked to a territory with a small number of inhabitants where the main economic activity is agriculture. In this way, the rural area differs from the urban area, which has a greater number of inhabitants and an economy oriented towards industry or services.

Rural areas are made up of fields in which agriculture is developed and cattle are raised. The raw materials obtained in these areas are then sent to the cities, where they are processed and consumed.

They differentiate rural areas into three groups: disadvantaged rural areas (high degree of rurality), intermediate rural areas (medium rurality), dynamic rural areas (low rurality).

Using the indicators, they establish a series of thresholds to calculate the synthetic index of rurality. The eight indicators are: - Population of the municipality (considering as rural those with a population of less than 2,000 inhabitants, semi-rural those with between 2,000 and 5,000, semi-urban those with between 5,000 and 10,000, and urban those with more than 10,000 inhabitants population)

Based on these indicators, thresholds are established in which rural areas are differentiated from non-rural areas, except for the population indicator for which up to four different thresholds are established: rural, semi-rural, semi-urban and urban. Once the thresholds have been established, the synthetic index of rurality is calculated, based on weighting coefficients according to the different indicators, resulting in a value by which it can be established whether it is a question of rural municipalities or not.

2.3.2   What sorts of topics and issues are generally covered by global citizenship education in your country?

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Training in Human Rights (Ombudsman and others) and ministries in charge of monitoring and reporting the implementation of the conventions ratified by their countries.

Also, it has a specific block in the citizenship course:

Block 5: CITIZENSHIP IN A GLOBAL WORLD

It addresses some of the characteristics of today's society: inequality in its various manifestations, the process of globalization and interdependence, the main conflicts in the world today, as well as the role of international organizations in their prevention and resolution.

Key elements for GCE		
ABILITIES	**KNOWLEDGE AND COMPREHENSION**	**VALUES AND ATTITIUDES**
• Critical thinking. • Ability to argue effectively. • Ability to combat injustice and inequality. • Respect for people and things. • Cooperation and resolution of conflicts.	• Social justice and equity. • Diversity. • Interdependence. • Sustainable development. • Peace and conflicts.	• Awareness and self respect. • Empathy. • Belief that society can be fair and that people should be treated equally. • Value and respect for diversity. • Person responsible for the environment ambient. • Belief that people can act in favor of transformation Social.

Key difinitions:

Rights: recognition that we are made of a certain capacity in relation to certain actions.

Peace: Absence of direct violence (physical aggression) or structural (social injustice).

Violence: Something avoidable that hinders the satisfaction of basic, material and non-material needs.

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2.3.3 Are there any particular skills or approaches to teaching global citizenship education in your country that are considered particularly useful, effective, or widely used?

Methodological guidelines:

Learning in this area goes beyond the acquisition of knowledge to focus on school practices that stimulate critical thinking and participation, which facilitate the assimilation of the values on which democratic society is based, in order to train future citizens responsible, participatory and supportive.

In this sense, the methodological approaches must be attended with great care because they will be decisive in ensuring that the knowledge of certain principles and values generates the acquisition of habits and influences behaviors.

In the last cycle of primary education, when the area is introduced, students are in a position to adopt a broader perspective to transcend the habits acquired in relation to group work, participation in functioning of class meetings or assemblies and the practice of social habits. Likewise, human rights have a universal character and at this age they are capable of understanding the meaning they have, being able to become aware of their belonging to a country and of being part of a global society. This area requires practical learning and therefore it should be promoted that students get involved in the operation of educational centers, facilitating their participation and valuing dialogue as the only means for understanding and resolving conflicts. School practices that stimulate critical thinking and participation, which facilitate the assimilation of the values on which democratic society is based, will be promoted, in order to form future responsible, participatory and supportive citizens.

The didactic procedures that should guide the treatment of this area, will bet on actions that facilitate the learning of skills such as self-regulation and control, inherent to the competence of learning to learn, which are specified in:

a) Planning strategies that reflect the learning goal to be pursued, as well as the action plan that is planned to be applied to achieve it;

b) Supervision strategies from which the student examines the adequacy of the actions that she is developing and the approach to the goal;

c) Evaluation strategies from which both the result and the process that has been carried out are analyzed.

Through these resources, attitudes and values, motivation and confidence are crucial for the acquisition of skills. They must be promoted from the approach of realistic goals in the short, medium and long term.

Upon reaching the goals, the perception of self-efficacy and confidence increases, and with this the learning objectives are progressively raised. People must be able to

draw on previous life and learning experiences in order to use and apply new knowledge and skills in other contexts, such as private life, for example.

As orientation in the treatment of the contents, the following will prevail: the enhancement of human relationships and affective-emotional education; the real application of ethical theories and human rights as a universal reference for human behavior in the resolution and overcoming of conflicts and the demonstration through concrete actions of equality between men and women under the protection of Law 12/2007, of 26 of November, for the promotion of gender equality in Spain, and Law 2/2014, of July 8, comprehensive for non-discrimination on grounds of gender identity and recognition of the rights of transsexual people in Andalusia, from the recognition and action of the characteristics of current societies through attitudes of tolerance, accepting minorities and expressions of various cultures.

2.3.4 What is the attitude towards global citizenship issues and education in rural areas in your country? Does it significantly differ to the attitude in urban areas?

In Spain we have a common law which is applied equally in the whole territory, not differing within urban and rural areas. This Law is the "Celaá Law" (LOMLOE) and it includes the subject *Education in civic and ethical values* that students would take in 5 or 6 of Primary or in one of the 4 courses of ESO on a compulsory basis, both in rural and urban areas without exception.

2.3.5 What are the main barriers or disadvantages to effective global citizenship education, in terms of teaching, learning, and broader participation, in rural areas your country?

As far as I'm concern, teachers that teach this subject, within the application of the current law, don't need to possess and specific formation regarding Global Citizenship. This subject can be taught, for example by a maths or natural science teacher, so not all teachers are familiar with the content of global citizenship

This can be a barrier or disadvantage in little rural areas where professors are not specialised in the concept of global citizenship and can't access to training on it as easily as teachers from urban areas.

2.3.6 What are the particular strengths or advantages of the way global citizenship education is implemented in rural areas your country?

As I mentioned on question 2.3.4. , GCE is implemented in the same way on rural and urban areas, but some studies highlight these questions:

Feu i Gelis (2004) points out the following advantages of rural schools:
- Being a small school, all the students know each other and it allows collaboration with each other.
- Stimulates educational experimentation, because the initial teacher training does not prepare for teaching in a rural school, teachers must experiment, create, innovate, ... to meet the goals.
- Facilitates the development of an active pedagogy, based on direct contact with the natural social reality, due to the context in which the rural school operates. It also facilitates the participation of all its members.
- It is a school with comprehensive and versatile teachers, sometimes generated by the responsibility of attending more than one level, giving a more global vision of education. They are comprehensive, because they are in the position of being, at the same time, teachers, psychopedagogues, counselors, monitors, etc. They are versatile, in the sense that they undertake the organization of activities for the educational community and even act as a 'cultural enhancer' for the people themselves.
- It has a heterogeneous student body, being able to concentrate students of different levels and ages in the same classroom, favoring flexible work groups. Situation that makes one think about the criteria, scientifically endorsed, in the division of the groups by homogeneous ages.
- The teacher can dedicate himself to each student, making individualized attention and in turn causes the students themselves (the older ones) to act as student-tutors, allowing greater collaboration, enhancing their self-esteem and responsibility.
- The student is linked to the environment, thus reinforcing the local culture, so that the rural school contributes to creating life in a town.

García, et al, (2008) add other positive aspects:
- In rural schools, relationships with students and with their family environment are closer and more personal.
- The students tend to be more receptive, avoiding indiscipline behaviours.
- The communication between teacher-student is more fluid, favouring the dynamics of the class and the preparation and development of activities.
- People from the rural environment can participate, teaching students other types of knowledge.
- The diversity of nearby natural landscapes offers students a didactic resource.

Faced with all these advantages or potentialities coming from rural schools, it cannot be ignored that these types of schools face a series of **limitations or disadvantages**.

The University of Castilla-La Mancha prepared in 2004 a report before the Competences in Education in reference to the problems of rural schools. Although it is true, the report focuses on the characteristics of the rural communities of Castilla-La Mancha, a premise that does not prevent extrapolating to the rest of the Autonomous Communities, some of the points that are developed, such as:

- Low level of economic development; infrastructure deficits, low-skilled labour activity, weak expectations of economic development...
- The network of basic public services is limited by the characteristics of the municipalities and their location.
- Indevaluation of rural culture compared to urban culture.
- The network of centers present greater deficiencies, affecting more noticeably in the nuclei with less population, in school buildings, services, recreational spaces, sports facilities, libraries...
- The difficult professional and living conditions of the teacher caused by temporary work, difficulties in accessing training, itinerancy, insufficient external support (specialists, psycho-pedagogical teams, administrative staff, ...), etc.

For Fernández, Madera and Sabín (2001) citing Fraile, et al, (2000: 161), the inconveniences presented by rural schools are grouped into: geographical dispersion, socio-economic inequalities, displacement problems in areas of complex orography, absence of social and cultural services, poor communication routes, difficulties in the development and maintenance of the population, ...

Other **disadvantages**, mentioned by Boix (2003), that concern rural schools are:

- The curriculum established in the educational legislation does not contemplate the particularities and needs of rural schools.
- The design and development of the curriculum requires specific methodological strategies to be carried out by the teaching staff on the occasion of the groups of students of different educational levels and, consequently, carrying out programming based on the characteristics of the group-classroom of the moment.
- The material resources are scarce and in most cases they have to be shared with other localities, as in the case of the Rural Grouped Schools, being the teachers themselves who transport this material.

Bernal (2009) refers to the need to improve and respond to the needs generated in rural schools, and indicates some **pending problems to be solved**:

- Get a greater commitment and support from the educational Administration.
- Adequate training so that teachers can perform their functions more effectively in rural schools.
- Powering a curriculum adapted to the environment.
- Facilitate joint activities between teachers and students.

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- The elaboration of didactic materials adapting them to the type of rural school students and support material for teachers.
- Coordination between the Grouped Rural Schools and the Rural Centers for Educational Innovation (CRIE).
- Improving the working conditions of teachers.

According to Gallardo (2011), there are three fundamental premises for the development of rural areas: firstly, to enhance the human factor, secondly, to protect and promote environmental wealth and the heritage of rural areas, and thirdly, to encourage the creation of sustainable economic development, in which the socio-economic structure maintains a population level and optimal development dynamics. Rural schools try to make the most of their potential and fight to make the rural school a school of educational excellence. (Feu i Gelis, 2004).

2.4 Conclusions

The rural school is an example of how heterogeneity, integration and attention to diversity can be worked on. The slogan of this type of schools, as indicated in several articles reviewed for the study, is to favour the development of active and flexible pedagogy, as well as to facilitate the participation of students and their families, as well as to promote contact social and natural with the environment.

In spite of everything, it is still necessary to change some beliefs and raise awareness among all members of the educational community so that the efforts being made are aimed at common goals and objectives, an aspect of great relevance when talking about Rural Grouped Schools.

Teaching performance, which is essential in the context of rural schools, is generally marked by a criticism made of their training, due to the fact that the reality of rural schools is not contemplated in the plans of higher teaching studies. The teachers are trained for their own teaching that can be carried out in an urban school.

When teachers enter the world of work in rural areas, they can see that they have to face a different school in terms of students, methodology, etc. To which is added the instability of the workforce in rural schools and mobility, so that they cannot delve into projects or programs that provide solidity to the School's Educational Project.

The number of teachers is proportional to the number of school units and students, instead of responding to the pedagogical needs required by each center. The rural school should have more resources, both human and material. Permanent teacher training should be encouraged as a crucial aspect of the educational life of rural schools, since these teachers have a more global vision of education and it affects the comprehensive training of students.

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Some authors propose changes in educational legislation so that a regulation is applied that considers the reality of the rural environment, so that the rural school does not lose its identity. In order to avoid exacerbating the problems faced by rural schools, a review of educational regulations on structural and organizational models common to urban schools is necessary, their reality being quite different.

Policies must be carried out that reactivate the development of the rural area to achieve its sustainability, considering these schools as one of the livelihoods of the rural population and its culture.

As a public school, the rural school is a guarantee of equal opportunities for all boys and girls, whatever their origin.

It would be necessary to carry out more research and studies on the school in rural areas and analyze all its potentialities, as well as on new intervention and innovation strategies applicable to rural schools.

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