

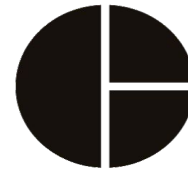
Brief report about teachers' training in the Valencian region (Spain)



GENERALITAT
VALENCIANA

Conselleria d'Educació,
Investigació, Cultura i Esport

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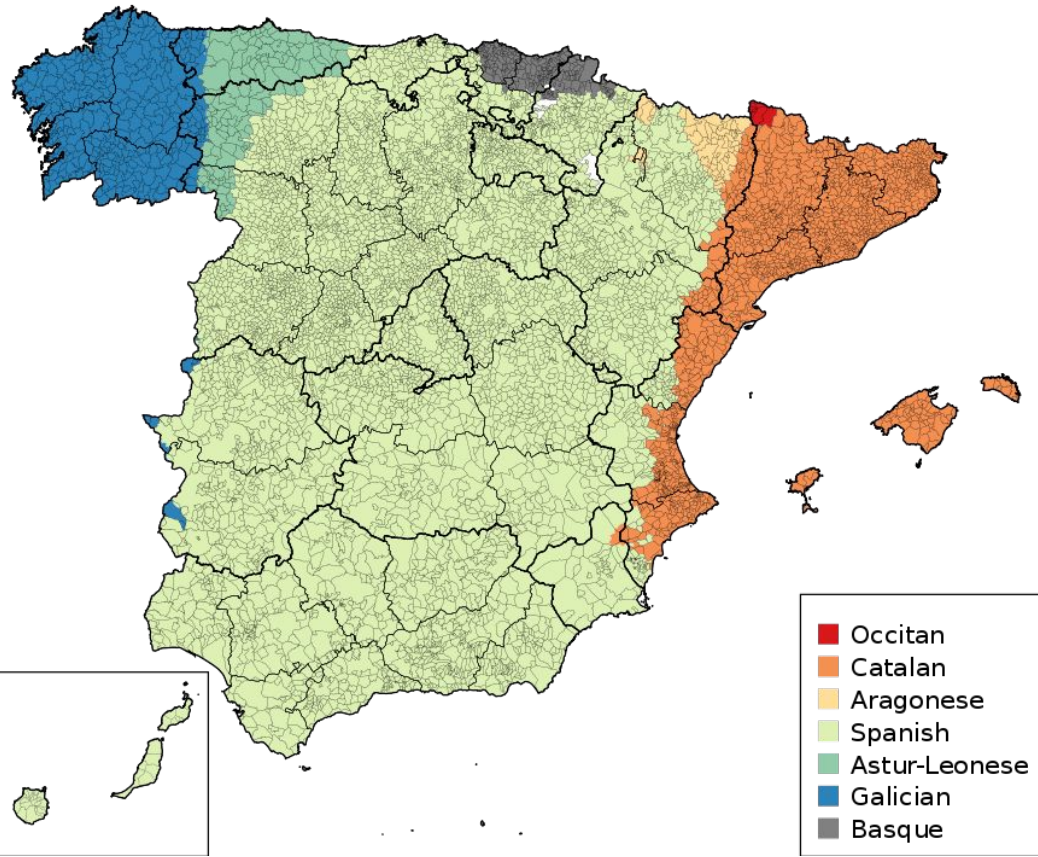
cefire
Elda

The different Spanish territories are configured in **Autonomous communities** (regions) that have transferred the competences in education.



Along with the 17 Autonomous communities (that include two archipelagos, Canary Islands and Balearic Islands) two autonomous cities are also part of the State of Autonomies and are first-order territorial divisions: Ceuta and Melilla. These are two exclaves located in the northern African coast.

Spain is **legally multilingual**, and the constitution establishes that the nation will protect "all Spaniards and the peoples of Spain in the exercise of human rights, their cultures and traditions, languages and institutions"



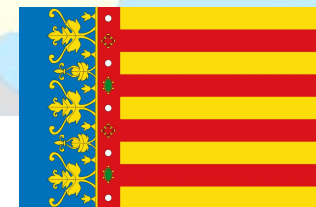
The other official languages of Spain, co-official with **Spanish** are:

- **Catalan** (*català* or *valencià*) in Catalonia, the Valencian Community and the Balearic Islands;
- **Galician** (*galego*) in Galicia;
- **Basque** (*euskara*) in the Basque Country and Navarre; and
- **Occitan** (*aranés*) in Catalonia.

Other **Romance languages**, though not official, have special recognition, such as the **Astur-Leonese** language (*asturianu*, *bable* or *llionés*) in Asturias and in northwestern Castile and León, and **Aragonese** (*aragonés*) in Aragon.

Regarding the Valencian government, after the first years of the transition to democracy, the progressive socialist governments (1980-1995) collected the tradition of the teachers before the Spanish civil war. These teachers of the 1930s who had struggled for widespread literacy and the most advanced scientific-based methodologies (Montessori, Decroly, Dewey, etc.) were refined by Franco's dictatorship with jail sentences and disqualification.

In 1995 and until 2015, conservative Valencian governments succeeded in carrying out school management policies that favored elitist private and concerted Catholic schools carrying out public money management dedicated to teacher education and training that is now being investigated for suspicion of corruption. This management reached its maximum expression in the years of the financial crisis that, added to a management that reduced the economic contribution to the public centers in favor of the private ones, left the teacher training centers reduced to their minimum expression. Half of the teachers' centers with a 25-year history, since the transition to democracy, were closed and in 2012 the teacher training was converted into autonomous training into the educational centers. The isolated training in each educational center made it impossible to weave territorial collaboration networks among teachers and prevented the organization of priority strategic lines of action for educational improvement.



The Valencian Generalitat is the highest governing body of the Valencian Community. The Valencian Ministry of Education, Culture and Sport is responsible for the school organization, the innovation and quality of education and the training of teachers. The teacher centers are dependent on the Autonomous Secretariat for teacher training and vocational training. The centers of training, innovation and educational resources depend on the Sub-directorate-general for teacher training.



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Decret valencià d'Equitat i d'Inclusió Educativa



Since 2017 the progressive Valencian government (governing agreement between three parties PSPV-PSOE, Compromís, Unidas Podemos) has invested a lot of effort to regain teacher education and build strategic lines necessary and fundamental for educational improvement, such as the **inclusive education** of all students (non-sexist education, equality and coexistence) and a **multilingual and multicultural education system** conveyed in three languages (Catalan, that we call Valencian here, Spanish and English), as well as grants for innovation educational projects.

The **centers of formation, innovation and educational resources** (CEFIRE) of the Valencian Community are the bodies of the educational administration for the permanent training of the teaching staff.

Their aims are to foster teacher training as a professional profile required by the current education system in its fundamental aspects regarding personalized training, the participation and collaboration of parents and guardians, attention to diversity, development of capacities, promotion of educational and instructional habits, research activity, educational orientation, evaluation of teaching-learning processes, relationship with the environment, training in respect and defense of environment and education in values. They act in a coordinated way and following the indications established both by the Planning and Management Service of Lifelong Learning for Teachers and the Sub-Directorate General for Teacher Training.

The CEFIRE network includes nowadays 12 territorial centers (support and attendance for all educational centers in a area) and 9 more thematised centers dedicated to specific advice and the preparation of courses and materials of the different topics all along the Valencian territory.

Territorial and thematised teachers' training centers: **formation, innovation and educational resources** (CEFIRE)



CEFIRES Territorials

- Alacant
- Castelló de la Plana
- Elda
- Elx
- Gandia
- Oriola
- Sagunt
- Torrent
- València
- Vinaròs
- Xàtiva
- Alcoi

CEFIRES Específics

- Formació Professional (FP)
- Formació Profesional (FP) - Secció Alcoi
- Àmbit Científic, Tecnològic i Matemàtic (CTEM)
- Educació Inclusiva
- Educació Infantil
- Àmbit Humanístic i Social
- Plurilingüisme
- Àmbit Artísticoexpressiu

Territorial Teachers' training centers (cities and municipalities)

Thematised Teachers' training centers

- Vocational training
- STEM
- Inclusive education
- 0-6 years education
- Humanities and social
- Plurilingualism
- Arts, music&sport.

<http://bit.ly/CEFIREmap>

Corporate logos (territorial and thematised teachers' training centers)



Strategic lines: Sub-directorate-general for teacher training. Valencian Ministry of Education, Culture and Sport

- I. **Inclusive, coeducational and egalitarian school**
- II. **Development of the curriculum** in the different educational levels.
- III. Teacher training linked to **vocational training, special education, official language schools and adult education centers** as a key element in order to prevent absenteeism and drop out and to promote employability
- IV. Teacher training and **information and communication technologies (ICT)** in teaching and learning processes
- V. Development of **plurilingual education system**.
- VI. **Professional teachers' development**.

“Educating for being”, an ERASMUS+K101 Consortium

(ID CODE: 2019-1-es01-ka101-063209)

This is an specific project from our territorial teachers' training center (CEFIRE Elda). It is focused on

- I. **Inclusive, coeducational and egalitarian school**
- V. Development of **plurilingual education system**.

strategic lines. This is a thematised Erasmus project.



Two years ago, Valencian government, which has autonomy related to educational decisions into the framework of Spanish Ministry of Education, published the Decree 104/2018 by which **the principles of equity and inclusion** in the educational system are developed.

We, as a teacher training center, considered that exploring other European educational systems could be an important step for improving teacher training with the goal of creating safe, equal and violence-free environments, these being the main characteristics of inclusive schools. We, as teachers, have to move towards a model of coeducational, inclusive, egalitarian school that can contribute to social transformation in the direction of a society free of gender discrimination and that can focus on preventing gender-based violence, and children violence, which is a real and serious problem that we are suffering as a society.

Being also the inclusive education one of the priority lines of the European Commission and a main strategic objective for different governments in other countries, as teachers' training advisors, we considered that the creation of a Consortium (Erasmus + K101) based on a coeducational approach could be the most effective way to improve the quality of teachers' training for secondary schools in our area. Exchanging points of view abroad and sharing learning could become a rich experience that, with no doubt, positively will reverse in our high school students, who are in the age range of 12 to 18 years, the most sensitive age for personal relationships.

All the secondary schools in the area were summoned in order to find out their interest and predisposition in this respect. The response was enormously satisfactory and **eight High Schools** in our area, affecting five municipalities, are now participating in this Consortium with courses at Cyprus (Malta, September 2019) and Florence (Italy, April 2020) and jobshadowings in Mödling (Austria, March 2020) and Jyväskylä (Finland, April 2020):

LAS FUENTES (Villena municipality) website <http://ieslasfuentes.com/>

HERMANOS AMORÓS (Villena municipality)

website <http://www.ieshermanosamoros.com/>

IES BIAR (Biar municipality)

website <http://mestreacasa.gva.es/web/iesbiar/1>

IES PACO MOLLÀ (Petrer municipality)

website: <https://iespacomolla.es/>

IES MONASTIL (Elda municipality)

website: <http://iesmonastil.edu.gva.es/>

IES LA MELVA (Elda municipality)

website: <http://ieslamelva.edu.gva.es/>

IES LA TORRETA (Elda municipality)

website: <http://mestreacasa.gva.es/web/ieslatorreta>

IES LA MOLA (Novelda municipality)

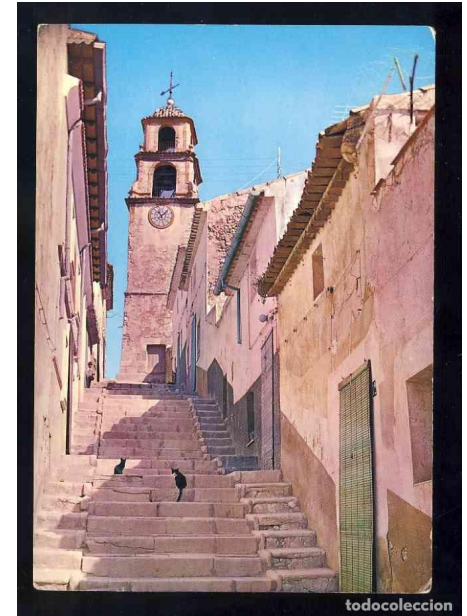
website: <http://ieslamola.edu.gva.es/wordpress2/>



The main objectives pursued by the project are detailed below and how they are intertwined with specific objectives for secondary schools and, also, how this project should be evaluated. A common theme at European level we would like to achieve is to contribute to the the creation of networks of coeducational centres that collaborate, contrast, broaden and enrich educational actions, in order to improve the organisation in relation to coexistence, inclusion and coeducation.

This project will structure a long-term action of the centres towards the development of inclusion and coeducation within the common European framework, with the intention that collaboration will contribute to strengthening it through building networks with european schools.

For more details about the High School Consortium see:
<http://bit.ly/HighSchoolsConsortium>



Now we are working on the launch of a Consortium with **kindergarten** (from 3 to 5 years old pupils, non compulsory in Spain but with 96,3% rates at the 2018-2019 academic year) and **primary** schools (from 6 to 11 years old students, compulsory education), in order to give continuity to what has started in secondary level schools and strengthen the networks between schools and high schools in our area. The response to our appeal has been excellent and 16 kindergarten and primary schools in our area attended the first informational meeting. This extraordinary response has forced us to carry out a selection process for two reasons: the first one, because in the teachers' training center we are a human team with limited management capacity and, in the other hand, because we want the resources invested, both human (these the most important) and economic to have the greatest and most true impact on our teachers and students.

The schools which have been selected to participate in the Consortium and the municipalities where they are located are:

Divina Aurora, Beneixama, **Mare de Déu de Gràcia**, Biar, **Alberto Sols**, Sax, **Reina Sofía**, Petrer, **Alfonso X el Sabio**, Novelda, **Jorge Juan**, Novelda, **Sánchez Albornoz**, Novelda, **Cervantes**, Monòver, **Sant Anton**, Pinós



The nine selected kindergarten and primary schools and the high schools that are nowadays participating in the project propose also themselves as partners of European schools and high schools for visiting us. The educational administration supports this Consortium through SEPIE (Service for Internationalisation and European programmes), the Department for teacher training and the specific Center for educational inclusion based in Valencia.

The Consortium is structured in two parts, a training **Workshop** (which will take place in the teachers' training center of Elda, Alicante, beginning next july) and the participation in the **European project Erasmus+ KA101** (parallel and complementary to the training). The way this project has been organized, as well as its objectives and evaluation, are detailed below. This project will structure a long-term action of the centres towards the development of inclusion and coeducation.

For more details about the Kindergarten and Primary Consortium project see:
<http://bit.ly/PrimaryConsortiumCefireElda>



direelda@gva.es
Principal. Teachers'
managment teams.



OUR TEAM



GENERALITAT
VALENCIANA



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ITC



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Plurilingual education



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Humanities&Social



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Long life learning



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STEM



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Inclusive education



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0-6 years education