



Citizenship Education at School in Europe

Country Reports



CITIZENSHIP EDUCATION AT SCHOOL IN EUROPE

SPAIN

NATIONAL DESCRIPTION – 2004/05

The national contributions formed the basis for the comparative study on the teaching of citizenship education at school in Europe. Each contribution has exactly the same structure with seven main sections entitled as follows:

- 1) Citizenship and Education Policy
- 2) Citizenship Education and the Curriculum
- 3) School Culture and Participation in Community Life
- 4) Evaluation
- 5) Teacher Competencies and Support
- 6) The European/International Dimension of Citizenship Education
- 7) Current Debates and Reforms

Contributions are available in English and, in the case of some countries, in French.

1. CITIZENSHIP AND EDUCATION POLICY

1.1. The concept of 'responsible citizenship'

Citizenship is defined as a legal and political status as a result of which the citizen acquires some rights as an individual (civil, political, social) and some duties with respect to a political group. Citizenship is based on an attribute acknowledged or conferred on citizens by the state and is based on the assumption that they share some values and rules of behaviour, enabling them to get along together and providing them with a specific collective identity.

Responsible citizenship corresponds to a transition from the concept of citizens as people with rights and duties to one of citizens who contribute to the platforms on which policies are developed. A citizen is therefore a full member of a political community, with a status defined by a set of rights, and is able to participate in public life. The notion of responsible citizenship is linked to civic values such as equality, participation, solidarity and tolerance.

The development of responsible citizenship is based on the Spanish Constitution of 1978, which in its first section states that 'the dignity of the person and the inviolable rights inherent in the free development of personality, the respect for law and the rights of others are the foundation of political order and social stability. The rules relating to the fundamental rights and freedoms enshrined in the constitution will be interpreted in accordance with the Universal Declaration of Human Rights and international treaties and agreements on those same matters which are ratified in Europe.'

Likewise, article 23 of the constitution states that citizens have the right to participate in public affairs, directly or through representatives who are freely elected in periodic elections by universal suffrage.

1.2. Main orientations of education policy

The direction of education policy with regard to the development of responsible citizenship is based on several items of legislation.

Article 27 of the Spanish Constitution states that 'education shall be directed to the full development of human personality in respect for the democratic principles of coexistence and fundamental rights and freedoms. Public authorities guarantee everybody the right to education through general education with the effective participation of all sectors involved. Teachers, parents and, in appropriate cases, pupils will get involved in the control and management of all schools financed from public funds.'

Article 2 of the 8/1985 Organic Act on the Right to Education (LODE) specifies the aims of educational activity: 'education based on respect for fundamental rights and freedoms and for tolerance and freedom within the democratic principles of coexistence, preparation for active participation in social and cultural life and education for peace, cooperation and solidarity among peoples.'

The 1/1990 Organic Act on the General Organisation of the Education System (LOGSE) deals with the topic in its preamble and develops it in subsequent articles. The preamble says that 'the primary and fundamental aim of education is to provide children and young people of both sexes with a full education that enables them to shape their own essential identity and construct a conception of reality integrating both knowledge and ethical and moral assessment. Such education should be aimed at development in order to exercise freedom, tolerance and solidarity critically in a pluralist society. The values which make life in society possible are transmitted and

exercised in education, particularly as regards respect for fundamental rights and freedoms, habits of democratic coexistence and mutual respect, and preparation for responsible participation in different activities and social authorities.'

Article 2 of the preliminary section, in turn, establishes that educational activity will be developed in accordance with a number of principles including the 'participation and collaboration of parents or guardians in order to contribute to achieving educational aims; equal rights between the sexes; the rejection of all types of discrimination and respect for all cultures; and the promotion of democratic habits and an active methodology ensuring the participation of pupils in the teaching and learning processes.'

The 10/2002 Organic Act on the Quality of Education (LOCE) establishes the following principles of the education system: 'the equity that guarantees equal quality opportunities for full development of the personality through education, based on the respect for democratic principles and fundamental rights and freedoms; the capacity to transmit values favouring personal freedom, social responsibility, the cohesion and improvement of societies, and equal rights between the sexes helping to overcome any type of discrimination, as well as the practice of solidarity by promoting the civic participation of pupils in voluntary activities; and the participation of different sectors in the educational community in the area of their particular skills and responsibilities and in the development of school activity, in particular by promoting the necessary atmosphere of coexistence and learning.'

2. CITIZENSHIP EDUCATION AND THE CURRICULUM

2.1. Approaches

Citizenship education is not a separate subject in its own right. In primary and secondary education, it is included within the cross-curricular subject of 'moral and civic education'. It should be considered as a specific curricular proposal within the educational project that every school has to devise. This proposal should state the time that each subject is going to devote to civic and moral education, the activities that the school is going to implement so that pupils are educated about values and develop them, and the criteria and procedures for evaluation. Citizenship education is also part of the aims and content of several subjects, namely 'natural, social and cultural environment' and Spanish language and literature in **primary education**, social sciences, geography, history, and ethics in **compulsory secondary education**, and contemporary world history, philosophy, economics and Latin in **upper secondary education** (for the baccalaureate). It is incorporated into foreign languages at these three levels.

2.2. Aims and content

The general aims established by the 10/2002 Organic Act of 23 December on the Quality of Education (LOCE) for the different levels of education in relation to citizenship education are given below.

In the case of **primary education**: 'knowing the values and rules of coexistence, learning to behave in accordance with them and showing respect for the plurality which characterises any democratic society; and developing a responsible and respectful attitude which fosters a suitable environment to encourage personal freedom, learning and coexistence.'

For **compulsory secondary education**: 'assuming one's duties in a responsible way and exercising one's rights in accordance with the principles of respect, tolerance and solidarity among people, and exercising dialogue in order to consolidate the common values of a democratic and participatory society.' The introduction to the syllabus emphasises the following: 'the importance for students of knowing about ways of life and societies which are different from our own, improving their capacity for empathy, diversifying their information channels,

and starting relations characterised by cultural and social tolerance in a world of increasingly intensive international communication.'

And in **upper secondary education** (for the baccaulaureate): 'consolidating civic awareness and a responsible and civic conscience inspired by the values common to all democratic societies and human rights.'

The specific aims and content referring to citizenship education, which differ according to the nature of the subject, are established by the 9/1990 Organic Act of 3 October on the General Organisation of the Education System (LOGSE).

The **aims** of 'natural, social and cultural environment' in **primary education** include: 'recognising and appreciating the sense of belonging to social groups with their own characteristics, [...] respecting and valuing the differences with other groups and rejecting any type of discrimination; and developing values related to human rights and democracy through historical knowledge.' The **content** includes 'the importance of dialogue to achieve peace, international entities such as the European Community and countries belonging to it, common features and interests, and Spain in Europe and the European Union.'

The subject of foreign languages includes **aims** such as 'recognising and appreciating the importance of foreign languages and the ability to learn how to use them, and showing an attitude of tolerance and respect towards other languages, their native speakers and culture.' The **content** includes, for example socio-cultural aspects of countries where the foreign language is spoken.

Spanish language and literature includes **aims** such as 'thinking about the use of language as a vehicle for the transmission of values as well as sexist, racist and class prejudices.' The **content** includes 'awareness and a critical attitude concerning the uses of language which imply racial, sexual or social discrimination, or discrimination of any other type.'

In **compulsory secondary education**, social sciences, geography and history include **aims** such as 'understanding and analysing the main moral problems of today in a critical way; understanding and appreciating democracy, the values this political system represents and their moral meaning as a basis for achieving different projects in ethics.' The **content** includes 'European culture, the organisation of societies and the main characteristics of European and Spanish societies.'

The subject of foreign languages includes **aims** such as 'securing access to knowledge of the culture articulated by the foreign language, promoting respect for it and its native speakers in the interests of better international understanding; and appreciating the importance of the foreign language as a means of communicating with people from a different culture and as an encouraging element for interpersonal and social relations.' The **content** includes 'intercultural skills for the use of the foreign language; identification of socio-cultural elements that would be used with native speakers of the foreign language; and foreign languages as a means of international communication.'

Ethics includes **aims** such as 'knowing and understanding the specific features that support the individual and social practice of human morality; understanding the genesis of moral values and rules [...] and their objective basis which is common to everyone and present in the Universal Declaration of Human Rights; and appreciating the cultural and moral pluralism of modern societies in a critical way.' The **content** includes 'problems derived from economic, social and political factors (social marginalisation and discrimination due to sex, race, language, religious factors, etc.); democracy as a field for contemporary projects in ethics; human rights; democracy and citizenship; and the defence of peace, environmental protection, solidarity, voluntary services and other projects of an ethical nature.'

In **upper secondary education** (for the baccaulaureate), two subjects (foreign languages and contemporary world history) tackle the notion of responsible citizenship in more detail.

Thus the introduction to the foreign languages syllabus highlights the following: 'the command of foreign languages implies the possibility of accessing other cultures, customs and idiosyncrasies, while fostering

interpersonal relationships, promoting comprehensive training and encouraging respect for other countries, their native speakers and cultures. It can also help us to have a better understanding of our own language. The integration of countries with different languages within the European Union makes the knowledge of different languages necessary in order to facilitate communication among the members of this wide community. In this context, foreign languages are a key element for the creation of a European, multicultural and multilingual identity [...].’

‘The Council of Europe insists on the need for people to develop the necessary skills to communicate with the members of other European countries. As a consequence, the Council considers that a major boost should be given to the teaching of languages to develop the notion of European citizenship.’

Regarding the subject of contemporary world history, the introduction to its syllabus states that ‘contemporary world history should provide the necessary key data for understanding the changes that have taken place in recent centuries. It should also contribute to the acquisition of those values characteristic of humanism which constitute the genesis and foundation of western civilization. On the other hand, it should provide a wider perspective on a worldwide scale, so that students can approach cultural fields different from theirs with respect and in accordance with the concept of a common and pluralistic civilization in which mankind now participates. Through the study of contemporary history, students should also acquire a special awareness in order to understand present challenges and develop a critical and responsible attitude concerning contemporary problems, solidarity in the defence of peace, human rights, democratic values and the establishment of peace.’

The **content** includes ‘the current world – conflict, crisis and coexistence; the capitalist world – the dovetailing of European countries; the European Union – between two millennia; and democracy and human rights.’

Philosophy includes **aims** such as ‘adopting a critical attitude in the case of social inequalities and discrimination due to gender, race, beliefs or any other individual and social characteristic; appreciating the capacity of reason to transform reality and create a fairer society in which effective equality of opportunity is feasible; and appreciating attempts to create a world society based on respect for individual and collective human rights, peaceful coexistence and the defence of nature.’ The **content** includes ‘human action – aspects of human action linked to values and rules governing individuals and human societies.’

Economics includes **aims** such as ‘showing interest and curiosity towards current major economic problems and analysing them in a critical and supportive way.’ The **content** includes the European Union.

Latin includes **aims** such as ‘appreciating the contributions of the classical world as an element for the integration of different thinking and attitudinal trends (ethics and aesthetics) which constitute the European cultural field.’

2.3. Competencies to be acquired

Citizenship education at **primary level** should help children acquire ‘a responsible respectful attitude that fosters a suitable environment to encourage personal freedom, learning and coexistence.’

For **secondary education**, the corresponding abilities are the capacity to ‘assume one’s duties in a responsible way, exercise one’s rights in accordance with the principles of respect, tolerance and solidarity among people, and exercise dialogue in order to consolidate the common values of a democratic and participatory society; to strengthen the significance of teamwork and appreciate other people’s approaches, experiences and ways of thinking; and to be familiar with the diversity of cultures and societies in order to address them critically and develop respectful attitudes for one’s own culture and that of others.’

3. SCHOOL CULTURE AND PARTICIPATION IN COMMUNITY LIFE

3.1. Daily life at school

Pupils' rights and duties and the rules for coexistence in schools are set out in the 5 May Royal Decree 732/1995. The decree specifies that education must transmit and exercise the values that make life in society possible, as well as the habits of coexistence and mutual respect.

Tolerance, respect for others, cooperation and solidarity are values that must be exercised daily. They should thus underlie the organisation of all school life and the behaviour of the individuals involved. Coexistence in schools becomes a major factor in education as the ideal framework for the acquisition and exercising of the habits of mutual respect and responsible participation in the characteristic activities of life in a society governed by certain civic principles.

Rules for coexistence are drawn up by the school council. The council also has to administer impositions on pupils when coexistence has been threatened, and approve the internal rules of the school.

The school council therefore ensures the correct exercising of pupils' rights and duties. For that purpose, it has a 'coexistence committee', consisting of teachers, parents and pupils (from compulsory secondary education onwards), who are elected by the corresponding sector and presided over by the school head. The main functions of such a committee are to overcome conflicts through mediation and appropriately channel the initiatives of different groups in the educational community.

3.2. Participatory initiatives in schools

3.2.1. Pupil participation

Effective participation in the general planning of education in all sectors concerned is a right enshrined in the Spanish Constitution (article 27.5). The intervention of teachers, parents and pupils in the control and management of all schools financed from public funds is also envisaged (article 27.7).

The principle of participation is expressed, on the one hand, in the creation of school councils that help to run educational establishments (see section 3.1) and in the existence of institutional school councils representing the educational community at state, Autonomous Community, territorial or regional and local levels. Pupils thus contribute to the Spanish education system directly through consultative and government bodies.

The 1985 Organic Act on the Right to Education (LODE) and the 1995 Organic Act on the Participation, Evaluation and Administration of Educational Establishments (LOPEG) envisage the means by which student participation in educational establishments and institutions will be carried out, both directly and through student associations which might be created for that purpose.

From secondary education onwards, moreover, pupils participate very directly in the dynamics of schools through their 'group or class representatives', who are elected from among the members of the group. Their functions include enabling pupils to get on well within the same group and representing it vis-à-vis the government and bodies for the coordination of teaching. In turn, class representatives constitute the council of representatives. Its tasks include submitting proposals to the management team for drawing up the school project and annual plan, making proposals for amendments to the internal rules, and receiving information from pupil representatives in the school council about the topics discussed, as well as from student confederations and organisations established in law. Students have the right to elect their school council and group representatives by direct secret ballot, in accordance with the organic regulations of the schools concerned.

Articles 23 and 24 of the 5 May Royal Decree 732/1995 establish the right of pupils to come together in associations and federations. Education authorities encourage student participation in education by granting financial assistance for confederations, federations and associations of pupils.

3.2.2. Parental involvement

As previously mentioned, the effective participation of parents in education is acknowledged in the Spanish Constitution. The LOPEG establishes the terms of such participation by providing for the presence of parents both in school councils as such and in the institutional school councils at local, regional or Autonomous Community levels.

The parents of pupils can exercise their right to freedom of association in education through associations as organisations recognised by article 5 of the LODE and the Royal Decree 1533/86, which aim to take part in the educational tasks of their children's schools. The 1/2002 Organic Act of 22 March regulating freedom of association, establishes the rules for parent associations. The associations are formed in schools providing primary and secondary education, and only parents or guardians of pupils attending those schools can become members. They have the right to inform the school council about aspects of school administration where appropriate, and formulate proposals for carrying out complementary out-of-school activities.

Federations and confederations can also be promoted in accordance with proceedings specified in current legislation.

3.3. School participation in society

The integration of the educational community into society must involve the transformation of schools into cultural centres to meet the requirements of the social environment and share all social, environmental, sports, scientific, community and cultural projects, by handing the resources of education authorities over to the community.

There are numerous voluntary service institutions whose aim is to increase and improve the scope for conducting out-of-school and complementary activities for all pupils. These centres provide leisure activities and develop educational activity programmes aimed at helping children and young people to relate to their social environment. They pay special attention to promoting the values of solidarity and cooperation and share the events taking place in the environment with pupils.

School activities in the area of moral and civic education may be of many different kinds, but none of them can replace or be as effective as the real and direct experiences encountered in daily life.

4. EVALUATION

4.1. Pupil assessment

Assessment in the area of citizenship is determined by each teacher and school, with due regard for the general instructions in the assessment criteria for each school subject. In **primary education**, for example, the criteria for the subject of 'natural, social and cultural environment' include 'participation by pupils in (family and school) group activities, respecting behavioural rules, fulfilling tasks in a respectful way and assuming their rights and duties as group members; using dialogue to overcome conflicts, and demonstrate, through their behaviour and use of language, respect for people and groups of a different age, sex, race and social origin, as well as for those with different beliefs and opinions.' For the subject of Spanish language and literature, they include 'identifying in commonly used written and oral texts specific topics and uses of language which imply sexual, racist or social discrimination, or discrimination of any other type.'

In **compulsory secondary education**, the criteria for the subject of foreign languages include 'an appreciation of cultural visions different from one's own and respect for values and forms of behaviour characteristic of other people.' For the subject of ethics, they include 'knowledge and appreciation of the different moral and cultural aspects of modern societies, as an expression of the cultural richness of mankind.' For the subjects of history, geography and social sciences, they include an 'emphasis on the importance of creating the European Union and Spanish involvement in the undertaking; an appreciation of the basic principles and institutions of democratic systems as included in the Spanish Constitution; and the identification, appreciation and critical discussion of the major problems of modern societies and their different ethical perspectives.' In **upper secondary education** (for the *baccalaureate*), assessment criteria for the subject of contemporary world history include 'an appreciation of the achievements of democracy in the pursuit of freedom and respect for human rights.' For the subject of philosophy, the criteria include 'an appreciation and justification of the need to use human reason in order to create a fairer and more democratic and supportive society.'

Evaluation of this content is highly controversial, since it involves the assessment of certain attitudes and forms of behaviour that are difficult to measure and appraise. This explains why assessment procedures vary widely and include written tests, individual or group assignments, participation in debates, etc. so as to observe student attitudes regarding the varied content of civic education.

4.2. Evaluation of schools

The inspectorate is in charge of controlling the implementation of school curricula in units related to civic and moral education, as well as in aspects concerning the participation of parents at school.

5. TEACHER COMPETENCIES AND SUPPORT

5.1. Teacher education

Teachers in primary education should hold the title of *Maestro* (corresponding to a three-year degree). Syllabuses for the training required include subjects with a psycho-pedagogical content, some of them related to education in values.

Teaching in secondary education requires a *Licenciado* (a five-year degree), or an engineer or architect degree or equivalent. In addition, it is necessary to hold a professional certificate of specialisation for teaching, which is awarded after taking a course whose content includes knowledge of regulations governing the educational system and education in values.

Education departments of the Autonomous Communities implement a general plan for in-service teacher training that serves as a basic reference for centres to establish priorities and guidelines in their annual training plans. In the last few years, in-service training on citizenship education has been intensively promoted. Since the 2000/01 school year, priority has been given to aspects specifically related to the European dimension of education. There is a particular reason for promoting via training a concept of citizenship based on solidarity, understanding and the diversity of cultures as the basis of originality and richness in European society, and for developing professional competence that promotes creativity, flexibility and adaptability regarding the new challenges of a constantly changing world. Educational authorities thus provide many courses intended for teacher training at all educational levels, whose aim is the provision of knowledge and the use of resources to develop activities related to civic and moral education, peace education, tolerance, equality of opportunity, etc. Similarly, the Spanish Autonomous Communities promote training initiatives included in the EU Socrates programme (Comenius and Arion).

5.2. Support measures

One of the functions of teacher centres is to organise technical services for the support of teachers in areas concerned with the implementation of training programmes. Some members of these centres (i.e. counsellors for training on attention to diversity) are in charge of counselling teachers on issues in interculturalism, value education and citizenship education. They provide teachers with different resources including library and curricular materials and teaching resources.

Similarly, the Ministry of Education and Science, the Autonomous Communities and various public and private local authorities annually award educational research and innovation prizes to promote the acquisition of values on citizenship in education.

Parent associations promote teaching materials that provide a means of thinking about and working on the issues of participation and democracy.

6. THE EUROPEAN/INTERNATIONAL DIMENSION OF CITIZENSHIP EDUCATION

6.1. Curriculum

As regards **primary education**, curricular areas with greater emphasis on the European and international aspects of education are Spanish language and literature, and 'natural, social and cultural environment'. In these areas, the European and international aspects of education are viewed as the establishment of contact with other cultures and the development of attitudes of tolerance and solidarity in the society in which the individual lives.

One of the aims of 'natural, social and cultural environment' is to develop the identification of students with their social groups of reference and roots, so that from the family and the school they may identify with broader and more abstract groups, such as the Autonomous Community, Spain and the EU, and finally humanity as a whole. This is why part of the content in this area focuses on life in society and the European Union, and in its Member States and communities, including common features and interests.

In **compulsory secondary education**, the social sciences, geography and history give students an opportunity to know, understand and critically value their immediate surroundings and the human and social community comprising their locality, the Autonomous Community, Spain, the EU and the international community. The contents of this area thus include issues related to the great world geo-economic spheres, the political and administrative organisation of the Spanish and European territories, international relations (including the United Nations), the process of European integration, the market economy, and Spain's role in the world and in the EU and Latin America in particular.

In **upper secondary education** (for the baccalaureate), Spanish language and literature includes content related to episodes of contact among languages in today's world, and the multilingual and bilingual reality of Europe and Spain.

Although history focuses on Spain, elements of internal plurality and interrelations in an international context are also studied in this area. The general aim is to understand the international dimension of Spanish history, analysing the presence of Spain in the construction of Europe and its role in today's world. At the same time, the contribution of Spanish culture to humanity in the last two centuries is also examined.

Within the broad area of humanities and social studies, geography gives students the opportunity to know and understand Spain as a member of the EU and the main international organisations, maintaining close links with other countries as part of the world system. Its content also covers the presence of Spain in the world, its geo-strategic perspectives, its role in north/south relations and in the creation of a Latin American sphere, the construction of the EU and the identification of its organisations and operation, and the European and Spanish economy.

In the same broad subject area, contemporary world history seeks to enable students to understand the problems and perspectives of today's world, its organisations, international projects and the EU. Similarly, economics analyses aspects of current economic problems and the Spanish economy in relation to others.

At the three levels of education, the European/international dimension is also covered through foreign language courses, which aim to enable pupils to communicate with people from different cultures and provide them with some knowledge of the culture and society in which the foreign language is spoken.

6.2. The wider school context

The curricula corresponding to the non-university levels of education, which have been approved by the Autonomous Communities in accordance with the basic principles established by the 1990 Organic Act on the General Organisation of the Education System, include specific measures to foster reflection and participation by all students in the different European programmes organised both at national and international level. Today, the Autonomous Communities foster or authorise many programmes having to do with the European dimension of education and citizenship education.

Among the projects dealing with civic education, *La Construcción de Europa: Ciudad, ciudadanos y ciudadanía* (The Construction of Europe: City, Citizens and Citizenship) for pupils in secondary education should be highlighted. It is part of a set of interdisciplinary teaching materials for citizenship education within a European framework around three central themes: city (where we are), citizens (who we are) and citizenship (what we want to be). The project covers the aims of the stage regarding the rights and duties of citizens and the assessment of cultural heritage. It was jointly published by the Ministry of Education, Culture and Sport and the Narcea Publishing House in 2003.

In 2002, the European Parliament Office in Spain and the Spanish Youth Council published a manual entitled *Juventud Ciudadana en la Unión Europea. Guía didáctica para una ciudadanía europea* (Young citizens in the European Union: an instructional guide for European citizenship), whose contents mainly include the presentation of an explanatory theoretical framework linked to European citizenship and youth, a brief historical account of the development of the European Union, the description of the identity within this social and political area, and a set of methodological proposals on education in European citizenship.

Both projects are being carried out in different schools.

6.3. Teacher education

Initial teacher education has been gradually updated as regards its organisation and content, so that training is geared to the current demands of the education system. In this respect, the importance of content referring to the European dimension of education is growing. For example, among the subjects included in the most recent syllabuses for initial teacher education for primary schools and in some at secondary level (in the fields of economics, law, etc.) were 'education and European Community', 'community education policy', 'citizenship in 21st century Europe', 'the Statute of citizenship in the EU', etc.

In the last few years, in-service teacher training on citizenship education has been especially promoted by the Autonomous Communities. Since the 2000/01 school year, priority has been given to aspects specifically related to the European dimension of education. Special emphasis is attached to the promotion through training of a concept of citizenship based on solidarity, understanding and the diversity of cultures: this is the basis for the originality and richness of European society and the development of professional competence that promotes creativity, flexibility and adaptability regarding the new challenges of a constantly changing world.

The Ministry of Education provides financial assistance for teacher training in foreign languages and interculturalism.

6.4. Support measures

The Ministry of Education and Science provides financial assistance for activities intended to promote the European dimension in education.

Some members of the in-service training centres, i.e. training counsellors for diversity, organise educational symposia and programmes for exchanging experience, or answer calls concerned with the European dimension on education.

7. CURRENT DEBATES AND REFORMS

Since 2004, the Ministry of Education and Science has been conducting a debate prior to the preparation of a draft law on education. A variety of educational proposals are set out in the official document entitled *Una educación de calidad para todos y entre todos*, some of which refer to citizenship education. The section devoted to values and civic education proposes the following:

1. [...] Education in those social values that enable young people to take part actively in democratic society, and knowledge of their rights and duties for the reliable and responsible development of citizenship will be fostered.
2. [...] Education in values will be developed in two respects. It will be included in the school educational project and dealt with in daily learning and teaching in every subject and area of knowledge; it will thus be easier for students to learn on their own how to live as critical, free, fair, and supportive citizens. A new subject area in citizenship education will also be established.
3. The curriculum for this new area will deal in depth with the principles of individual and social ethics. Those concerned with liberties and rights guaranteed by democratic regimes will be included in its content.

The development of both the European and international dimension of education in Spain is a process of continuous thought, discussion, revision and evaluation, which is reflected in the implementation of different programmes and specific projects on European and international cooperation, all of them within the educational policy field.

In the last few years, immigration to Europe as a new phenomenon implying the need for widening content and revising the concept of citizenship, has been a constant topic in discussion forums, conferences and national symposia, as well as in the mass media. This issue affects education policy directly, since the presence of immigrant students in educational institutions is increasing day by day. The inclusion of the immigrant population as well as the need to give a major boost to intercultural education is a constantly debated issue in educational bodies, ranging from the State School Council to regional and local ones. It is also provided for in the projects, programmes and activities of many schools.

8. REFERENCES

8.1. Official references

Spanish Constitution of 1978

8/1985 *Organic Act on the Right to Education* (LODE)

1/1990 *Organic Act on the General Organisation of the Education System* (LOGSE)

Royal Decree 732/1995

10/2002 *Organic Act on the Quality of Education* (LOCE)