



Key topics in education in Europe

Volume 3

The teaching profession in Europe:
Profile, trends and concerns

Supplementary report

**Reforms of the teaching profession:
a historical survey (1975–2002)**

General lower secondary education

Country Reports



Education in the last two decades has been mainly characterised by the compulsory schooling of all children in primary schools and by unprecedented enrolment in secondary education.

The 1970 *Ley General de Educación* (General Law of Education) declares secondary education to be compulsory, in a clear break with the previous situation in which it was reserved for a minority subsequently destined for university. It is introduced in a single structure together with primary education as *Educación General Básica* (EGB). The same law also introduced compulsory professional training for teachers at upper secondary level in the public sector. At the end of this training (a minimum of 300 hours), the *Certificado de Aptitud Pedagógica* (CAP, or ‘certificate of pedagogical aptitude’) was awarded. Teachers of EGB followed a training lasting three years.

The 1990 *Ley Orgánica General del Sistema Educativo* (LOGSE, or ‘Organic Law on General Organisation of the Education System’) reorganised education as a free public service, thus boosting equal opportunities. Primary and lower secondary education have been reorganised, with the latter starting at the age of 12 and ending at age 16. Teachers working at what corresponds to lower secondary level, receive now the same training as upper secondary teachers. The Act guarantees that education for all pupils will cover certain common areas, while encouraging and enabling the *Comunidades Autónomas* (Autonomous Communities) to make broad use of their educational powers. It also introduces the notion of special educational needs, and supports the principles of standardisation and integration set out in the Act on Social Integration of the Handicapped.

In the last few years, educational administration has been decentralised, passing from the central government to the 17 regional governments of the Autonomous Communities.

Since 1845 the majority of secondary school teachers are civil servants. Around 70-75% of teachers are civil servants within the *Cuerpo de Profesores de Secundaria* (the ‘body’ of teachers for secondary education), as against the 25-30% who have an ‘interim’ appointment for a fixed period. Civil servant teachers have full job security, in principle until retirement.

Although the salary structure is the same and the same principles govern remuneration, there are significant salary differences among the Autonomous Communities. Features of incentives and promotion may similarly vary from one Autonomous Community to the next.

Immigration is increasing. Spain has had more immigrants than emigrants for some 20 years, in contrast to the situation prior to the 1980s.

REFORMS	AIMS	CONTEXT
<p>1985: Creation of the <i>Centros de Profesores</i> (CEPs, or ‘teacher centres’). Their purpose is to provide the in-service teacher training formerly offered by the universities.</p>	<ul style="list-style-type: none"> • Grant in-service teacher training greater autonomy; • avoid the university approach of the <i>Institutos de Ciencias de la Educación</i> (ICEs, or ‘education science institutes’); • establish a network of teacher centres 	<p>The ICEs attached to the universities were alone responsible for in-service training, and had developed along broadly similar lines following the 1970 General Law of Education. In 1983, the Ministry of Education prepared a report on teacher training that criticised the work of the ICEs.</p> <p>Updating of content is managed by the CEPs which are now exclusively responsible for in-service training. Although the centres devise their training programmes in collaboration with the universities, secondary school teachers may access a wide range of courses and congresses which are organised by the universities and normally open to anyone.</p>

<p>1990: The CAP was amended to provide for the award of a <i>título de especialización didáctica</i> (title of ‘specialisation in didactics’) at the end of a qualifying teacher training course lasting at least one academic year.</p> <p>As the law created <i>Educación Secundaria Obligatoria</i> (ESO, or compulsory secondary education), so it changed the identity of teachers as a professional body. Teachers in general basic education who were qualified to work in secondary education became part of the <i>Cuerpo de Profesores de Enseñanza Secundaria</i> after passing the competitive exam and had to have the degree of <i>Licenciado, Ingeniero or Arquitecto</i>.</p>	<ul style="list-style-type: none"> • Improve the quality of teacher training; • introduce performance-related teacher status. 	<p>The LOGSE changed the professional preparation necessary for teaching in secondary education. It also stipulated that public authorities had to give priority to a series of factors with a determinant impact on the quality of education, namely teacher qualifications and training, the educational programme, educational resources and management, innovation and research, educational and vocational counselling, inspection and evaluation of the education system.</p> <p>Experienced teachers may take part in a competitive examination to secure the status of <i>catedrático</i>, which ensures higher incomes. The assessment of academic merit and practical performance of teachers, as well as the results of an examination are taken into account.</p>
<p>1995: Regulation of the <i>Curso de Cualificación Pedagógica</i> (CCP, or pedagogical qualification course). A Royal Decree which made this one-year course (the former CAP) compulsory if teachers were to obtain the professional diploma of ‘specialisation in didactics’ which in turn is required for teaching in secondary education.</p>	<ul style="list-style-type: none"> • Unify the content of initial training; • improve practical training for work in the classroom; • give teachers a new professional identity. 	<p>The 1983 Ministry of Education teacher training report that criticised the work of the ICEs, and in particular the development of courses for the CAP, pointed the way forward to change. Yet the CAP courses which were criticised and discredited by the Ministry were annually renewed, creating a totally inconsistent situation. No alternative emerged until 1995 when the CCP regulations planned under the LOGSE were announced. Universities were to be responsible for running these courses, but their actual introduction was postponed until 2002 - 03. Meanwhile, the education system has been decentralised and every Autonomous Community is working along different lines, and with different views on initial teacher training. The Decree has introduced a new dimension, since it regards the <i>practicum</i> (school practical training) as the element around which the course is organised and not as an addendum to the theoretical component of training.</p>

ICE - *Instituto de Ciencias de la Educación* (Education Science Institute)

LOGSE – *Ley Organica General del Sistema Educativo* (Organic Law on General Organisation of the Education System)

CAP – *Certificado de Aptitud Pedagógica* (Certificate of Pedagogical Aptitude)

CCP - *Curso de Cualificación Pedagógica* (Pedagogical Qualification Course).

Since the implementation of measures to decentralise Spanish educational administration in recent years, further development of the major general laws on education has become the responsibility of the education authorities in each of the 17 Autonomous Communities.

Ongoing topics of debate

The government is currently planning new measures for teachers as part of a law on the quality of education (*Ley de calidad de la Educación*) scheduled for 2002:

- initial training: a new qualification (the *Título profesional de especialización didáctica*) will become compulsory for teaching in secondary education. The course for the qualification will last a year (which may be completed on its own in a single period or at the same time as the final years of university study). It is to have a theoretical and practical component.
- in-service responsibilities: more senior teachers may ‘tutor’ beginners in their first year and contribute as ‘trainers’ to the theoretical and practical courses for the *Título profesional de especialización didáctica*.
- in-service training: periodical evaluation of teachers will be introduced. Positive results will have a direct bearing on career mobility and promotion.
- legal protection and assistance in situations in which teachers are carrying out their professional duties.

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