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The Curricular Evolution In Spain: Historical, Political And Social Analysis

A study about the history of the curriculum in Spain throughout three historical, political and social key periods: before the dictatorship, during the dictatorship and during the process to nowadays democracy has been carried out. In order to develop it we have analyzed the past and current legislations about education and the curricular evolution. The goals of this paper are (a) to highlight the historical changes in the Spanish education system as well as (b) to analyze the more relevant curricular characteristics. The Spanish Constitution of 1812 did dedicate a chapter entirely to education, nevertheless, the one published in 1931 just focused in the problems of the education system.

In the period before the dictatorship (until 1939) it can be outlined the first education regulation about curriculum through the Moyano Law (1857), next we analyze the significance of the 'Free Education Institution' (1876) and the board for the amplification of studies (1907). To finish, we highlight in this period the Pedagogic Missions (1931) as a relevant landmark in the history of the Spanish curriculum.

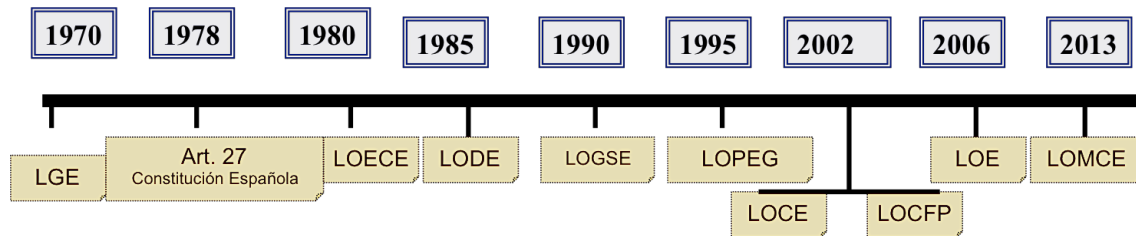
Franco's dictatorship lasted from 1939 to 1975. In this period we consider for this study, two educational laws: Primary Education Law (1945) and 'the ordinance of the average education Law' (1953). The General Education Law (LGE, 1970) started its development in this historical second period, although it had more relevance during the next period.

During the Democracy period (1975 until nowadays), seven education laws have been developed in Spain, some about the reforming of the curriculum-LOGSE, LOE or LOMCE- and others influencing on the reform of the organizational system structure - LODE or LOPEG-. The democracy period started with the 1978 Constitution, where education is proclaimed to be a right for every child and a duty to the State, which has to give education of quality to everyone.

In this sense, we analyze how the curriculum and its implications evolve from the first law until the current one. In the next lineal diagram it can be seen its

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chronology, and next the characteristics of each law are underlined- laws with reforms of a more curricular aspect and others about the organization or structural level-.



LGE (1970):

- Presents the central curriculum.
- Political transition towards democracy.

LODE (1985):

- Consolidates the right of education in a school for everyone.
- Highlights the participation of the society in the education system.

LOGSE (1990):

- It has a structural reform: expands the obligatory nature of going to school until 16 years old and sets a new curriculum.

LOPEG (1995):

- Promotes the participation.
- It has an establishment of the evaluation procedures.
- Gives the autonomy of management to the schools.

LOCE (2002):

- Encourages the effort culture.
- Guarantees the equality of opportunities.
- Prevents and fights the scholar failure.
- Improves the work conditions for the teachers at the schools.

LOE (2006):

- Quality in education for every citizen of any genre, in all levels.
- The collaboration of all the members of the education community: the effort of the students, their families, the teachers, the schools, and the education administration, in summary, the whole society.
- It is a compromise chosen with the goals set by the European Union.

LOMCE (2013):

-It continues with the European compromise that started with the LOE (2006), adapting the curriculum to the standards and external tests.

The study can be concluded highlighting the necessity of an education agreement on a national level- we are working on it following all the required steps in all the levels. A path that does not only include the education community- parents, students, headmasters, teachers- but all the Spanish society in search for a improvement in education, also considering the European standards as a reference.