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**EVALUATION OF IDA IN SPAIN. IMPACT AND EFFECTIVENESS.
ENHANCED NETWORKING AND COOPERATION OF LOCAL
ACTORS ABOUT IDA IN SPAIN.
POLICY RECOMMENDATIONS ABOUT IDA IN SPAIN
(Sevilla: Universidad de Sevilla)**

**(INFORME - PROYECTO EUROPEO ELEF –
EUROPEAN LEARNING ENVIRONMENTS FOR
CITIZENSHIP AND DEMOCRACY)**

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This reports has three section. The first one covers IDA evaluation. The second section refers to impact and enhanced networking. The last section identify several key recomendations about policies related to IDA approach.

1) EVALUATION.

The aim of IDA is to develop, implement, evaluate and replicate democratic and innovative learning environments (good practices) in secondary schools, which in Spain refers pupils of ages between 12 and 18 years. The evaluation carried out by the Secondary Education teachers in training on the potentialities and limitations of IDA training and similar approaches is presented here.

INTRODUCTION.

In Spain, due to the various changes in educational matters in recent years, education for citizenship has been contemplated in different ways, according to current educational laws. Thus, with the advent of the LOE (Organic Law of Education) in 2006, education for citizenship became a compulsory and evaluable subject within the school curriculum. At the same time, it was considered a cross-cutting issue and was considered as one of the so- called basic competencies (social and citizenship competence), introduced in this law. The political changes that took place brought about reforms in the educational field and so in 2012 there was a change in the name of the subject and the contents dealt with in it.

Subsequently, with the entry into force of the LOMCE (Organic Law for the Improvement of Educational Quality) in 2013, the subject of Citizenship Education is eliminated as a compulsory subject in the curriculum, being relegated to an optional subject, alternative to religion, called Social and Civic Values. It is thus maintained as a cross-cutting theme and the name of basic social and civic competence is also changed. The competences are now referred to as key competences and what we are dealing with is called social and civic competences.

In short, we have experienced a process of loss of value in education for citizenship, a fact that comes into conflict with what is happening in Europe. We must not lose

sight of the fact that education for citizenship is a concern at European level and this is reflected in the various reports drawn up in recent years by the European Commission [1], [2], [3]. In its conclusion, it states that "citizenship education is one of the main means by which European countries help young people acquire the social and citizenship skills they will need in their future lives" ([2]), all of this by focusing on four specific fronts: the presence of citizenship education in school curricula; democratic culture in schools; leadership of management teams and teacher training; and assessment of learning and monitoring by the authorities.

Since the European project Erasmus + ELEF (European Learning Environment Formats for Citizenship and Democracy), which aims to implement, develop, evaluate and replicate different formats of innovative democratic learning environments (good practices), various experiences have been selected over more than a year as a sample of this research on good practices.

In this regard, we present the experience gained with the IDA training undertaken at the University of Seville, within the context of the ELEF project, aimed to train responsible citizens with the collaboration of various educational agents. To this end, we have worked with students who are doing the Master's Degree in Secondary Education (MAES) at the University of Seville (Spain), in the academic year 2017/2018.

METHOD.

Forty-three students participated in this experience. In the experimentation carried out, we have evaluated IDA approach through the Youth Parliament Programme. This programme was used in the IDA training. It was presented, and later, in small groups, the students analysed the formative actions carried out by the different municipalities. These training actions were analyzed on the basis of the information contained in the worksheets that each center sends to the coordinating administration of the program, once the course is over. For the analysis, a script of questions was designed to allow future teachers to reflect on various elements that appeared in the cards.

Questions such as: What relevance does democratic citizenship have to work?, What possibilities and limitations do you consider the experience to have?, What problems have been worked on?, What kind of activities have been carried out?, Which are the bodies involved?, Do you think that this programme really favours the development of participatory and democratic citizenship in schools?, Why?

In this way, four discussion groups were organized, from the analysis of which it can be deduced that the Youth Parliament program, despite being considered an educational program that favors good citizenship education practices, presents limitations such as the number of school-age participants that can be part of it or

that the themes can sometimes deviate from relevant socio-environmental issues focused on what citizen education should respond to.

on democratic citizenship, since it favours the participation of young people in the exercise of citizenship and brings them closer to making decisions on real problems in their environment. Therefore, we take as examples the following phrases:

"We believe that this is a project of great importance since it will introduce young people to citizen political participation, which should be one of the objectives of citizenship training, creating citizens with a vocation for citizen participation" (subject 6)

"Very relevant because it puts into practice the exercise of citizenship at an early age, introducing adolescents to the real functioning of public institutions" (subject 12)

Among the main possibilities that the participants highlight in the program, are to give voice to young people who, due to their minority, are not usually heard in the political arena and therefore offer them the opportunity to intervene in the life of their municipality. It also emphasizes learning to exercise citizenship and participation. Let us look at some examples:

"I believe that this is a programme with great development possibilities, since it encourages young people to participate in the life of their municipality, which is the most immediate and can be a good stimulus to awaken interest in participation" (subject 10)

"It facilitates the teaching of education for citizenship in a practical way" (subject 4)

In spite of the possibilities attributed, the participants also pointed out various limitations of the programme, among which the following stand out: "the scarce training of teachers to carry out this type of initiative, the complex network of relations between the agents involved, the scarce number of students directly involved, the dependence on the police will of the mayors and the maintenance of the current parliamentary democratic model, in which direct participation is limited to only a few".

When asked about the problems that had been worked on in the various projects analyzed, they were mentioned: lack of knowledge of the culture and customs of the local environment, help and solidarity among neighbors, healthy lifestyle habits, reading habits, creation of leisure spaces for young people, among others. Having explained the problems, the participants on several occasions showed their rejection of the idea that some of them were not directly related to relevant socio-environmental issues that responded to what education for citizenship really is. Thus, one of the subjects stated:

"There are issues that are not related to education for citizenship and that we should not consider relevant socio-environmental problems" (subject 3)

The next issue addressed concerns the type of activities carried out, including gymkhana-type activities, games, sports activities and workshops. For the development of these activities and the proper functioning of the project, various actors are involved. Thus, when the participants were consulted by the agents involved in the different projects, in almost all of them, together with the school and the families, local businesses and associations and the town councils were involved. In addition, on some occasions, other larger-scale entities such as the bank La Caixa took part in the development of the projects.

The participants are asked whether they really consider that the projects they have analysed favour the development of participatory and democratic citizenship in schools. The answers are mostly negative, since despite having initially highlighted the possibilities

CONCLUSION.

Analyzing the data, it is observed that the teachers in participating training value positively the need to educate responsible and critical citizens in the classroom, as well as to approach good practices that are being carried out in schools. With this experience, the future teachers of Secondary Education have been given the opportunity to approach the reality of the centers and programmes that are being carried out successfully. This first contact made it possible for them to reflect on the importance of having good educational practices for civic education in the classroom.

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IDA IMPACT AND EFFECTIVENESS. ENHANCED NETWORKING AND COOPERATION OF LOCAL ACTORS ABOUT IDA IN SPAIN.

In this section we describe two important multiplier events done in Seville in 2018, in relation to IDA format, with broad impact in both academic and educational stakeholders. Then we mention the role of the Steering Committee, and eventually we describe some emergent perspectives, in the final stage of the ELEF project.

Meeting at the *Conference on Education for Citizenship and Teacher Training: an alliance between school and territory, on 7 and 8 March 2018* with education stakeholders: undergraduate and postgraduate students from the Faculty of Education, teachers from public and private secondary schools, members of associations, researchers, policy makers, and staff from various European countries involved in STEP (a European project very similar to ELEF, but focused on primary education).

This Conference was organized by the European projects STEP and ELEF, with the participation of educators, teachers, researchers and stakeholders from Spain, Italy, France and Switzerland. During this conference, results of the ELEF project were disseminated to more than 60 participants.

In the auditorium of the Faculty of Education of the University of Seville, the projects STEP (School, Territory, Environment, Pedagogy) and ELEF (European Learning Environment Formats for Citizenship and Democracy) presented progress on these two projects. These research and interventions provide various strategies for education for citizenship and democracy in schools, promoting the exchange of good teaching practices and innovative approaches from a European perspective.

The objectives that have been proposed for the conference have been to:

- Raise awareness and justify the need for education based on the promotion of active citizenship.
- Discuss and reflect on teacher training in relation to education for citizenship and democracy
- Present and present different didactic experiences carried out in this field, as well as some research results of the STEP and ELEF projects.
- Analyse the possibilities and difficulties encountered in the development of Education for Democracy and Active Citizenship projects in schools (especially in nursery and primary schools) and in non-formal and informal settings.

The researchers of the ELEF project have taken part in several conferences and round tables throughout the conference. Lecturer Elena Guichot-Muñoz was part of the inaugural table, presenting the ELEF project to those attending the conference. Later, in the afternoon session, lecturers Olga Moreno-Fernández and Elena Guichot-Muñoz participated, on behalf of the ELEF project, in the round table entitled "Citizenship and democracy in society and in schools". The following issues were addressed at this round table:

- How does the situation of citizenship and democracy currently affect citizenship education in schools?
- Is the school a democratic environment and is it possible to train democratic citizens in this environment?

On the 8th of March, Professor José González-Montegudo presented partial results of the IDA format. To this end, he explained what the IDA format consists of and what its objectives are. It was reported on the activities carried out during the 2016-2017 and 2017-2018 academic years with the students of the Secondary Education Master's, to train them as promoters / coaches of democracy in their future role as teachers of Secondary Education.

Finally, Professor Mario Ferreras-Listán participated in the round table that closed the conference, entitled "The insertion of Education for Citizenship in schools. Possibilities and difficulties", representing the ELEF project.

On 16 and 17 May 2018, the Conference “Educating for an active citizenship: participation and democracy in schools” was held, with the participation of associations and researchers in the field of democracy from the universities of Huelva and Seville (Dr. Emilio J. Delgado-Algarra, Dr. Francisco F. García-Pérez, etc.). The leaflet of the Conference is attached. Press coverage of this event, included in the section on Dissemination/Media coverage, is also attached.

A total of 14 speakers from different fields participated: university professors, secondary and high school teachers, employees of associations, and staff of the Andalusian Agency for Educational Assessment (Ministry of Education, Andalusian Government). The participants were more than 60 students and agents of the educational system: students and teachers of Educational Sciences, students of the Degree in Pedagogy, Degree in Primary Education, Degree in Early Childhood Education, and students of the MAES of the University of Seville, education professionals, social workers, mediators and communicators.

Disclosure and impact.

The aim of the conference is to make the university community aware of and actively involve them in the Erasmus + ELEF (European Learning Environment Formats for Citizenship and Democracy) project, which aims to implement, develop, evaluate and reproduce different formats of innovative democratic learning environments (good practices). To this end, in this scientific dissemination activity we develop theoretical and practical workshops that expose and promote democratic values, fundamental rights, intercultural understanding and active citizenship in schools.

Lines of research / Theoretical and practical presentation

- Exploratory and research-based learning in schools.
- Democratizing schools and teaching: theory and practice
- Education for democratic citizenship from the perspective of historical memory.
- Participatory action research: the associative fabric in schools

Objectives

To exchange opinions on the possibilities of democratic school design.

To change the perspective on school processes by networking the different actors.

Consider the school as a place of learning for democratic processes.

The programme was developed as follows:

DAY 1: Wednesday, May 16, 2018

9:00-9:45

Reception, inauguration. Greetings/Presentation.

By Mr. Francisco Núñez Román (Director of International Relations of the Faculty of Education Sciences) and Mr. José González-Monteaudo, coordinator of the ELEF Project (European Learning Environment Formats for Citizenship and Democracy).

9:45-10:15

Presentation of the ELEF project and the IDA (Research for Democracy) format. Mr. José González-Monteaudo and Ms. Olga Moreno Fernández.

10:15-11:15

Opening lecture: "The school as a space for citizenship".

Lecturer: Mr. Francisco F. García Pérez. University of Seville.

11:15-11:45: Pause. Coffee.

11:45-13:45: Workshop 1: Participation and Democracy in schools.

Lecturers: Mr. Mario Ferreras Listán, Ms. Elena Guichot Muñoz and Ms. María Puig Gutiérrez. University of Seville.

The workshop examines the institution of the school in the context of democracy and is linked to current political and social challenges. In this context, participants will jointly collect and discuss real situations, learn concrete approaches to action and develop initial steps for their own practice. The focus will be on dealing with different practical examples, as well as with the reflection of personal experiences. The overall objective is to raise awareness of the school's democratic mission and the need for greater democratization of schools and education.

14:00-16:00: Lunch.

16:00-18:00: Workshop 2: Citizenship and Historical Memory

Lecturer: Prof. Dr. Emilio J. Delgado Algarra

This workshop explores the importance of education for democratic citizenship from the perspective of historical memory. The results of research carried out on the lecturer in this field at school level will be presented and the participants will be discussed about the data collected, its possibilities and limitations.

18:00-19:30: Round table: "The insertion of Education for Citizenship in Secondary Schools. Possibilities and difficulties".

Guest teacher of Secondary Education and Associate Professor of the Department of Didactics of Social Sciences: José Antonio Pineda and Vicente Miguel Pérez Guerrero. Leonardo Alanís Falante participates. Head of Service. Andalusian Agency for Educational Evaluation, Department of Education, Andalusian Regional Government. Coordinated by: Mario Ferreras Listán.

DAY 2: Thursday, May 17, 2018

9:30-11:30: Workshop 3. Citizenship and Associations. Empowering from the neighbourhood

Lecturer: Dr. Nieves Martín Bermúdez. Green Trumpet Association. Specialist in social movements and associations.

This workshop presents a review of the fundamentals of participatory action research with the aim of concretizing the links between it, democratic citizenship and social change. An exploration of some participatory action research and experiences involving different sectors of the community will be carried out. The conclusions of these experiences will lead to contextualizing the participatory action research process, describing its characteristics and stages and specifying the necessary teaching profile. On the other hand, a review of the models of citizenship and the democratic principles underlying the research model will be carried out. In relation to all these aspects, the necessary arguments are configured to define the civic bases on which participatory action research is based.

11:30-12:00: Pause. Coffee.

12:00-13:3: Roundtable: "Participation and democracy in schools" Workshop conclusions. Coordinated by: Ms. Olga Moreno Fernández.

13:30-14:00: Closing of the event.

ELEF PROJECT STEERING COMMITTEE

The Steering Committee has been responsible for overseeing, in particular, how the IDA (Researching Democracy in Action) format is integrated and institutionalized into teacher training and the school curriculum. This committee was made up of representatives from teacher training institutions, secondary school teachers, high school and vocational training and external representatives concerned with educational innovation and the improvement of society. In the case of Seville, it was made up of different actors in the education sector: senior managers from the regional ministry of education in Andalusia, teacher trainers, teachers, students and third sector associations.

Members of the ELEF STEERING COMMITTEE:

-Leonardo Alanís Falante. Head of Service. Andalusian Agency for Educational Evaluation, Consejería de Educación, Junta de Andalucía.

Luisa María López Gómez. Head of Training Plans Service. Dirección General del profesorado y gestión de recursos humanos, Consejería de Educación, Junta de Andalucía.

Francisco F. García Pérez. Professor, Faculty of Education, University of Seville (previously teacher of Secondary Education).

Virginia Guichot Reina. Associate Professor, Faculty of Education, University of Seville.

Miriam Torres Villar. Teacher of Diamantino García Acosta Secondary School, Cerro del Águila, Seville.

Celia Corchuelo Fernández. Director of the Second Chance Centre in Huelva.

Nieves Martín Bermúdez. Anima Vitae Association, Seville.

Adriana Rivas Moreno. Secondary school student at Mariana Pineda Secondary School. Montequinto, Seville.

Pedro Juan Pérez Muñoz, 1st year student of Murillo High School, Seville.

The ELEF Steering Committee held four meetings throughout 2017 and 2018. The first meeting was held on 26 April 2017, in the afternoon from 6 p. m. to 8 p. m., at the Faculty of Education of the University of Seville. Only six members of the Steering Committee participated in this meeting, because the regional government's political managers and teacher trainers were unable to participate. The project team presented the IDA programme in the overall context of the project. Possible modes of cooperation and networking were then explored.

The second meeting was held on 8 November 2017, between 5.30 p. m. and 8.30 p. m., at the Faculty of Education of the University of Seville. All the members of the Steering Committee participated in this meeting. A presentation was made on the application of the IDA format and the difficulties encountered and the ways in which they have been addressed. This meeting allowed a reciprocal knowledge between all the entities involved in the Steering Committee.

The third meeting was held on May 17, 2018, between 5 pm and 7:30 pm, at the Faculty of Education, classroom 5.2. In this meeting there were 11 participants.

EMERGENT PERSPECTIVES.

The different activities of the Steering Committee, multiplier events mentioned above, specific meetings with policy makers (responsible for school curriculum at the regional level) and dissemination activities have contributed to make visible the IDA format and its training approach regarding secondary schools, always focusing on education for citizenship and democracy.

In the final stage of the ELEF project, we have been in contact with staff of the “Centros del Profesorado” (In-service Teacher Centres), to explore possibilities of integrating IDA approach in the offer of in-service training for secondary school teachers. There are some difficulties and resistances to implement our IDA modules, as most of the teachers have been requesting training about skills, specific contents and methods of the subjects, ICT, English, and so on. Teachers from history, language and humanistic subjects seem not being very interested on democracy and citizenship as school issues. We have been working to overcome these limitations of our specific context in Andalusia and Spain. This situation is partially explained if we consider the lack of contents about the key words of IDA in the school curriculum.

3) POLICY RECOMMENDATIONS ABOUT IDA IN SPAIN.

- Improve curricular content in secondary education, including more issues related to citizenship and democratic education.
- To offer a compulsory course on citizenship, democracy and values in the master's degree courses for secondary school teachers.
- To include the central themes of the IDA approach in the offer of permanent training for teachers in Teacher Training Centres.
- To promote a more continuous and deeper collaboration between researchers, teacher trainers, school teachers, management teams and educational policy managers.
- Foster knowledge of good educational practices related to education for citizenship and democracy.
- To promote the application by teachers of good practices that are considered relevant to creating democratic and inclusive environments in secondary schools.
- To develop activities for the meeting and training of groups of teachers interested in applying innovative learning models based on research.

SPANISH CONTEXT OF THE ELEF PROJECT

1) THE SPANISH EDUCATIONAL SYSTEM AND ITS CURRENT CHALLENGES. SPECIFIC DESCRIPTION OF SECONDARY EDUCATION AND VOCATIONAL TRAINING (12-18 YEARS).

The formal education system in Spain is divided into: a) early childhood education or infant education (0 to 6 years old, divided into two stages; most of the children are registered at the second stage, that consisted of three academic years, as a previous period before compulsory primary education); b) basic, compulsory primary education (6 to 12 years old; divided into three stages, of two years each one); c) lower compulsory secondary education (12 to 16 years old, consisting of two stages of two years each one); d) higher secondary education, not compulsory, divided into academic and professional/applied/vocational paths (16-18 years old); e) tertiary education (degree, master and PhD; Higher vocational training); adult education and lifelong learning.

Compulsory Secondary Education in Spain has four academic years and it goes from 12 to 16. This is an obligatory and free educational stage that completes basic education. In the fourth and last course, students must choose a specific itinerary, oriented towards either the academic teachings (Higher Secondary Education / “Bachillerato”) or the applied learning (Vocational Training). The purpose of Compulsory Secondary Education is to acquire a general cultural base, to develop study and work habits, to be prepared for incorporation into later studies and for labor insertion, and to be formed for life as citizens. The *Bachillerato (Baccalaureate)* is an educational stage that consists of two academic courses that are realized between 16 and 18. The baccalaureate is oriented to the student's access to university studies; it has three specific itineraries (Sciences, Humanities and Social Sciences, and Arts). The purpose of this educational stage, in addition to training students to access university education, is to help them achieve the necessary training, maturity, knowledge and skills that will enable them to enter working life competently. On the other side, the studies related to the Vocational Training are oriented to connect students to the reality of the labour market. These are aimed at the training of qualified personnel specialized in the different professional sectors. At the moment, 26 professional branches are offered in Spain, with theoretical and practical contents suitable to the various professional fields. Within each professional branch, Basic Vocational Training Cycles (14-16 y.o.) are offered; they have a duration of two academic courses and lead to the title of Basic Vocational Training; they are followed by Medium-level Training Cycles (16-18 y.o.) that have a duration of between 1 and 2 years and lead to the obtain of the title of Technician of the corresponding professional branch. These studies are part of post-compulsory secondary education. The Higher Education Training Cycles (18-20 y.o.) have a duration of two academic courses, lead to the title of Higher Technician, and are part of higher education.

Regarding the functions of the teaching staff that teaches in this age range, the Spanish educational regulations establish that these are linked to the programming and teaching of the areas, subjects or modules that they have assigned. The evaluation of the learning process of the students is also part of the functions of the teaching staff. Important tasks of the teacher, besides specific teaching, are also tutoring, counselling and educational support, in collaboration with the families and with the specialized services or departments. It is also necessary to emphasize the

attention to the intellectual, affective, social and moral development of the students, as well as the development of activities that promote in the students the values of democratic citizenship.

Criticisms of the Spanish educational system, especially in the ages between childhood and adolescence, point out to an obsolete educational system, with high school failure rates and early drop-out, compared to the European average (the percentage almost doubles the average of 11% in the EU¹). The school system is also frequently ideologised by the party that held the government. For this reason, one of the most relevant requests during political campaigns is the need for an education pact, that makes possible to maintain educational policies in the middle and long term, beyond the four-year periods between political elections. Several proposals have emerged as a solution or as a starting point to promote the debate on education (such as *The White Paper on the Teaching Profession and its School Environment* by José Antonio Marina, commissioned by the Ministry of Education in 2015). Nevertheless, the improvement of the educational system remains one of the pending tasks in Spain. With regard to the Andalusian context, the situation is even more complicated, as the 2015 OECD's Programme for International Student Assessment (PISA) placed Andalusia in the last position, among the 17 Spanish regions. Social, economic and educational inequalities among regions remain a key issue, as the differences between rich and poor regions are very strong (i.e., the gap between the Basque Country and Andalusia is impressive).

In relation to the ELEF project, it is important to stress that despite the rhetoric of the political discourses and laws on education, democracy and citizenship are not key themes of the educational agenda. There have been conservative, right-wing movements over the last decades that have criticized groups, teachers, trade unions and schools that promote gender equity and approaches based on analysis of social conflicts and issues such as democracy, citizenship, social justice, rights of LTGB communities, critiques of neoliberal economy, inequalities, and so on. In these conservative movements, the presence and influence of the Catholic Church has been and continues to be crucial. On the other hand, the economic crisis has been a good opportunity to develop new, progressive, transversal social movements, that have both changed the political agenda of traditional political parties and promoted new ideas and experiences regarding poverty, social exclusion, housing, work conditions and similar issues. The innovative groups of teachers (in infant, primary and secondary educational levels) have been also pivotal in order to promote research-based, exploratory learning, based on the legacy of New Schools (Célestin Freinet, John Dewey) and other psychological and pedagogical progressive approaches. In these movements, democracy and citizenship have been decisive topics to enhance cooperation, knowledge construction and sense of community and belonging.

1 Cfr. http://www.elconfidencial.com/alma-corazon-vida/educacion/2016-04-27/espana-abandono-escolar-union-europea_1190898/

2) TEACHER TRAINING FOR SECONDARY EDUCATION AND VOCATIONAL TRAINING IN SPAIN.

The Master's Degree in Compulsory Secondary Education and Baccalaureate, Vocational Training and Teaching of Languages (MAES) professionally trains teachers in Secondary Education in Spain. The MAES is an indispensable requirement to teach in the formal (public and concerted) educational system, both in the public and agreed . This Master course is taken after completing a university degree (usually four academic years) related to the different disciplines and academic areas. The Master has a duration of an academic course. It is structured in four learning modules: a generic module (120 hours), a specific module (240 hours), a practical module - which includes internships in schools (100 hours) and the preparation of the Master's Thesis (60 hours) - and a Module of free choice (80 hours). The practical training is developed in three phases: a phase of analysis and description of the educational context (the centre and the classroom where the internships will be developed), with a duration of 20 hours. A second phase is devoted to design teaching activities and implement them in the classroom, with a duration of 60 hours. Finally, there is a third phase of analysis of the results, which requires the presence of the students in the school, with a minimum of 20 hours. The purpose of this Master is to offer the pedagogical and didactic training required by current policies to future teachers of Secondary Education and Baccalaureate, Vocational Training and Teaching of Languages. This Master was implanted in the course 2009/2010, and it extends the training that existed in Spain to prepare the teaching staff. Previously the students studied a Course of Pedagogical Adaptation (CAP) that had shorter duration, and a lower cost. The Master began with several criticisms, expressed by the students, because of the poor management and organization, but it has continued its trajectory with the improvement of its competences and educational offerings.

For in-service teachers, there is an offer of ongoing training courses and professional development from the “Teachers’ Training Centres”. These courses are voluntary assistance, although they have a positive impact on the professional career of teachers. The priority lines of action of the teachers' training centres focus on educational innovation, pedagogical renewal, as well as advice and support to educational centres. There is a continuous discussion in Spain about the necessity of an improvement related to in-service teacher training, to foster a new framework of skills for 21st century teachers. It is necessary to review the training activities that are demanded in the processes of teacher professional development.

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