



**Networks
for a new
education
policy**

Decalogue:

Basis Document for a New
Education Law. Main Ideas.



Decalogue

BASIS DOCUMENT FOR A NEW EDUCATION LAW. MAIN IDEAS¹

1

Principles and purposes

- a) The education we want is based on the basic principle of the right to education from birth and throughout life, as well as the principles of equality, secularism, diversity, inclusion, sustainability, autonomy, coexistence, democratic participation, solidarity, anti-authoritarianism, coeducation. With cooperative learning that is participatory, collaborative and never competitive, involving the whole community in its achievement.
- b) The aims of the education we want, prioritize the intellectual formation to understand the world in which we live and participate in its improvement; the formation for a responsible, critical, solidary and democratic citizenship in a pluricultural world; emotional development and the pursuit of personal and collective well-being of the community of which it is a part; the elimination of the patriarchal system and the promotion of respect for multiple sexual identities; training for knowledge, respect and involvement in the defense of the natural environment on which we depend; the development of creativity and aesthetics and the deep respect for the needs, rhythms and intimacy of the people that the individuality of each girl and child implies and the offer of an adjusted and at the same time integral educational response.

2

Education as a right

Universality of the right to education in terms of equality and, therefore, of gratuity. Public education is the only one that can guarantee that the right to education is a reality by ensuring social cohesion:

- c) Sufficient offer of free public schooling from 0 to 18 years that guarantees that every student has a guaranteed place in the public system, of public ownership and management.
- d) Progressive elimination of public financing of private subsidized centers. A unique network of public ownership and management centers that, progressively, and in a voluntary and negotiated manner, integrate the private, subsidized centers. Meanwhile, not a single concert for private education and immediate suppression of funding to schools that practice any type of discrimination or do not ensure.
- e) Audit of the private and public school. Establish greater social and democratic controls in schools and in schooling processes and demand more transparency in the operation and professional practice of teaching.

¹ Extracted from the “**Basis Document for a new education law. Social, Political and Educational agreement**” prepared by groups and organizations (see last page).

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Infant, Primary and Secondary Education

Encourage early schooling, universalizing a free offer of quality, giving the Early Childhood and Primary Education the importance, they deserve as basic pillars of the entire educational process and ensuring a comprehensive education of personalized attention at all levels.

- a) Infant education: A public network of educational centers (non-assistance), of ownership and public management, that covers all the schooling needs of the child population (0 to 6 years old) reincorporating the first cycle of Early Childhood Education in the legislations of the educational system and addressing the unit of schooling of children 0-2 and 3-5 together.
- b) Lower the ratio of students per group until reaching the internationally recommended values and respond adequately to the different needs of the students.
- c) Expand the number of teaching staff and other professionals in the educational field to reduce the number of students per group and per teacher.
- d) Provide sufficient services and resources so that all students receive the necessary support and progress according to their pace of maturation and learning throughout basic education.
Avoid the classification and early selection of students and ensure a comprehensive education, common and of equal value to students. In the compulsory education stage, the degree will be unique at the end of the stage, without prejudice to contemplating the gradual optionality based on motivations, which do not imply homogeneous group-class groupings.
- e) Establish measures of protection and social, as well as organizational and curricular promotion in the school environment against school absenteeism.
- f) Only under very exceptional conditions will recourse to the repetition of compulsory education be resorted to. Before reaching repetition, provide support measures and educational reinforcement to those who show specific learning needs.
- g) Create the necessary gateways to ensure that young people can join training activities to achieve certification of compulsory secondary education and access any type of study in an accessible manner.

4

Professional Training and Adults

- a) Vocational Training: Public network of integrated VET centers with a public offer of adequate and sufficient training cycles, which also promotes professional profiles linked especially to social welfare and environmental sustainability and not only to the immediate business interest.
- b) Adult Education: Extending the public network, dependent on Education and not on Social Welfare, provided with the qualified teaching staff necessary to cover existing demands.

5

Inclusive Education

Consider difference as a value, assigning the necessary resources to those who need it.

- a) Free access to education: Free basic education will include the provision of public books, resources, technological supports and teaching materials used by students and teachers, as well as the use of school transport. It will also include aid, where appropriate, of the dining, travel and residency services, together with salary scholarships for students who need it and to prevent children from leaving school to contribute to the family's income. Free access to post-compulsory non-university education. Provide sufficient scholarships for access to university studies of the entire population and reduce their rates immediately. Tender to the total gratuity of public education, from early childhood to university.
- b) Organization of the center and the curriculum from the inclusion: shared teachers in the same classroom, flexibility of groups, teachers and other professionals that fit the needs ... Not segregate the students by skills, gender, cultural diversity, social ... Train teachers for these functions and recognize the exercise involved in carrying them out.
- c) The plurinational character of the Spanish State will recognize the peculiarities of each Autonomous Community, with common and different aspects and with their own education laws contemplated within the legal framework defined by the laws of the State.
- d) Plan of measures to promote school success for all students in compulsory education, specifying support actions for those who have learning difficulties from the moment they are detected. Increase in the allocation of resources to areas and centers with greater schooling of students with difficulties and / or at a social disadvantage.
- e) Educational contexts: active social policies, social investment in non-formal educational experiences that avoid inequality, with labor policies and in the education system that favor the reconciliation of family and work life and the integral formation of people throughout their life. lifetime.

6

Curriculum without particular ideas

It is urgent to end the encyclopedism of the curricula. A diversified and integrating curriculum, conceived from an ethical perspective, should contribute to the education of cultivated, reflective and critical people. It calls for the presence of the social, environmental and politically relevant problems of the current world. It's needed to connect school knowledge with the sense and social utility for building an informed and critical citizenship. This curriculum could be possible thanks to the following features:

- a) Lay person: The lay character must be respected in the educational system, that respects freedom of conscience, educates without dogmas and eliminates all forms of indoctrination of the school curriculum. Consequently, religion, in its confessional forms, and its acts and symbols must leave the curriculum and the school environment. To this end, the concordat with the Vatican will be repealed and the agreements with the different confessions that allow the presence of religious indoctrination in the classrooms will be eliminated.

- b) For life: Curriculum that brings together and integrates the knowledge of sciences and their technological applications, the humanities, social sciences, arts, popular knowledge and those that make up daily life, in a way that serves to take care of people, of nature and of community life ... and that facilitates the deliberation of controversial problems and helps to understand the environment in which they live to build an informed and critical citizenship.
- c) Pluricultural: The special respect for cultural diversity and languages of the different Autonomous Communities makes it necessary to recognize their curricular autonomy set for the different areas: state, autonomous and center. As well as configuring the curricula from an intercultural and inclusive approach, also enhancing the recognition of the languages and culture of students from migrant and minority families in schools. Consider the curriculum from a gender perspective, ecological and guarantor of sexual diversity.
- d) Integral: The design of the curriculum and its development will not be formulated in terms of "minimum" content lists with a packed compendium of competences, but in a global, integrated and complex way in terms of solving problems, social, environmental and ethical situations Relevant Granting sufficient relevance to musical language, body movement and artistic expression. Substituting the current compartmentalization of knowledge for a comprehensive, flexible and interdisciplinary (or globalized) proposal agreed by the educational community and based on the needs and interests of students, using active and participatory methodologies focused on students, incorporating the knowledge that students and students collectively build and respect the different learning rhythms.
- e) Adapted to the context: The basic curriculum will contain the areas or areas of knowledge specific to each educational stage, with a wide margin for its adaptation and development by the educational community.
- f) That promotes open and shared knowledge: that takes into account the new social uses of ICT, the important role of social networks and free software communities, to promote a culture of collaboration and open knowledge. Questioning the hegemony of the textbook and favoring the creation of banks of didactic and digital resources and aid to the implementation of curricular projects and alternative materials in diverse supports.
- g) Non-competitive: External tests will not be carried out with the aim of homogenizing learning and preparing rankings, leading to the hierarchization of centers.
- h) Ecological: Curriculum anchored in the territory, with activities linked to the surrounding environment and contents linked to sustainability, life maintenance and ecosocial ethics. Build and adapt schools by reducing the ecological footprint and avoiding energy waste. Create educational green spaces within the centers, including school gardens, "edible" forests, and non-cemented wooded areas. Organize sustainable transport systems to schools on foot and by bicycle. Promote the consumption of organic and local foods in school canteens.

7

Committed and recognized teaching staff

- a) Teachers' statute agreed with the unions that establishes the framework of the teachers' working conditions, eliminates the precariousness of work, fixing the obligations of the performance of tasks that overflow the teaching day and that gives teacher stability to form stable work teams around to educational center projects. Reduce the interim as a system of provision of teaching positions to the minimum necessary.
- b) Initial training: to ensure a solid pedagogical and practical training that enables diversified attention to an increasingly diverse student body with a balance and integration of knowledge of the subject, specific didactic knowledge and general knowledge related to teaching processes- learning. And all this in the context of exemplary practical experiences, where the disciplinary components of training acquire meaning and functionality. A preparation that facilitates educational innovation in the centers, that promotes teamwork and that fosters a positive and creative attitude towards new cultural and pedagogical demands. All this in an equivalent formation with degrees and postgraduates that guarantee a unique body of teachers. Require the updating of university teaching staff who provide initial training.
- c) Teacher selection: Select more rigorously the candidates for the teaching profession with rigorous tests that include professional knowledge and an evaluation of the immersion to the practice guided by selected tutors. Recognize in the hiring exchanges and in the oppositions the time worked and valued positively as one of the fundamental factors for access to the teaching profession. This will be accompanied by control actions that allow knowing their professional teaching competence.
- d) Lifelong learning: a compulsory part and within school hours. Develop institutions such as Teacher Centers or other formulas that stabilize teacher professional development and improvement programs. Create virtual and face-to-face teacher networks in which they use experience.
- e) Teaching career: to guarantee a system of professional incentives and a model of professional promotion that contributes to an effective commitment to innovation and improvement of teaching. Their work must be dignified, but not with laws of authority that contribute to judicialize education.

8

Pedagogical autonomy and participation in the educational organization

- a) Autonomy of the centers in the internal organization, pedagogy and use of resources to adjust to the demand, characteristics and needs of their students and the environment, through the competences of the School Councils, making it the true organ of government of the centers, in a framework of equity that guarantees the non-discrimination of some centers with respect to others.
- b) Pedagogical autonomy of teachers and management to develop an agreed educational project within the educational community, facilitating the regulation of economic management aspects that respond to their needs and projects.
- c) Law of educational participation that includes an equitable and proportional representation of all the sectors of the educational community in the center school councils, in the municipal and autonomic ones, returning to be the

governing body of the centers, which at the same time open to other social agents related to the socialization process.

- d) Encourage participatory culture from 0 years. Promotion of associations and the democratic participation of students and AMPAS.
- e) Articulate participation mechanisms between teachers and families in the classroom, with bidirectional communication, in response to the best interests of students.
- f) Representative and collegiate, voluntary and renewable direction, with a limitation on the performance of the position, representatives of the educational community. Democratically elected by the educational community of the center itself. Autonomous regarding the administration and submitted to accountability before the educational community. Strengthen shared pedagogical leadership. The management teams will manage the decisions taken by the collegiate bodies.
- g) The educational community will promote participation, pedagogical debate, teamwork and cooperation inside and outside the center, in the face of a competitive model. This will require the reform of schedules for the organization and development of coordination meetings and the creation of spaces that facilitate and make possible those meetings.
- h) Integration of the social context in the educational dynamics: Promote the integration of neighborhood social organizations in the life of the centers and promote the associative social movements of AMPAS and students.
- i) Opening of centers outside school hours to the social context: Educational program for the time after school, without meaning an extension of the school, but a rich offer in educational and cultural activities of interest.

9

Educational evaluation for improvement

- a) Use evaluation as a necessary instrument to improve educational processes, taking into account the uniqueness and needs of each student.
- b) External evaluations will be used to gather information about educational programs and policies that provide public knowledge about the educational system for improvement. In no case will external evaluations be made on student performance leading to standardization of knowledge, competitiveness between centers and classifications.
- c) The centers will receive support to carry out evaluations that lead to the improvement of their educational programs, giving voice to all agents of the educational community in a democratic evaluation. Likewise, the culture of the individual self-evaluation of the teachers and the collective of the teaching teams will be fostered.
- d) The Educational Inspection Services will develop advisory and support functions for the educational community, both in their daily tasks and in the self-evaluation processes.

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Constitutionally guaranteed financing

- a) Education is a fundamental right that must be guaranteed by sufficient guaranteed budget funding of 7% of GDP.
- b) Constitutionalize the GDP destined for Education, being included as the floor of the education expenditure in the Constitution.
- c) Educational Compensation Fund to finance actions that ensure equity throughout the territory in the exercise of the right to education from Early Childhood Education to Higher Education.
- d) Free basic education will include the provision of public schools, books, resources and teaching materials used by students and teachers and school transport. As well as aid, where appropriate, of the dining services.

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Social Collectives

Amesti Educació (Associació de Mestres Grup de Treball per la Infancia), Asamblea Marea Verde Madrid, Colectivo Infancia, Foro de Sevilla, Europa Laica, Junta de Portavoces de Educación Infantil, Mareas por la educación pública, Ciudadan@s en defensa de la Escuela Pública, Proyecto Roma, Plataforma Crida de las Illes Balears (madres, padres, estudiantes y profesorado), Círculo Podem Educació Catalunya, Asociación IncluyE, 'Movimiento Cooperativo de Escuela Popular' (MCEP), Red IRES, la Coordinadora de Universidades Públicas de Madrid (CUPUMA), la Plataforma por la Justicia Fiscal, 'Estudiantes en Movimiento', Asociación Pro Derechos Humanos de España (apdhe) y 'Stop Ley Wert/La Educación que nos une' conformada por los colectivos y plataformas: %ATTAC España, OXFAM Intermón, Confederación Estatal de Movimientos de Renovación Pedagógica, Plataforma en Defensa de la Educación Infantil 0-6, Ecologistas en Acción, Foro Mundial de Educación, Rosa Sensat, Yo Estudié en la Pública.

Student Unions

Sindicato de estudiantes, Federación de estudiantes progresistas del Estado y Colectivo Estudiantil Salmantino.

Mothers and Fathers Associations

Confederación Española de Padres y Madres del Alumnado.

Unions

Federación de Enseñanza de Comisiones Obreras, Confederación Stes-intersindical y Federación de Enseñanza de CGT.

Political parties

Partido Socialista Obrero Español, Izquierda Unida, Podemos y Esquerra Republicana.

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