MEDIA EDUCATION WITHIN FORMAL EDUCATIONAL SYSTEM	Country profile Spain		Resources; other usable datas
Context – educational system	Overview	Regarding the administration and management of the Spanish Education System, it is necessary to highlight the meaningful decentralisation, that shares the competences between the State General Authority (Ministry of Education, Culture and Sport) and the Autonomous Communities (Regional Ministries or Departments of Education). The State Education Authority executes the general guidelines of the Government on education policy and regulates the basic elements or aspects of the system. The Autonomous Education Authorities develop the State regulations and have executive and administrative competences for managing the Education System in their own territory. In addition, the schools have pedagogical, organisational and managerial autonomy for their resources. This autonomy is accompanied by the participation of the education community in the schools organisation, government, running and evaluation. The Spanish Education System accepts the need for combining quality and equity in the training provision, understood as two inseparable principles, and not as conflicting objectives. In Spain, the competences in terms of Education are shared between the **State General Authority** (nowadays, Ministry of Education, Culture and Sport) and the **Autonomous Communities** (Regional Ministries or Departments of Education). In the Autonomous Cities of Ceuta and Melilla these competences are assumed by the Ministry of Education, Culture and Sport itself (*MECD*). In 2006 and 2007, the SPANISH MINISTRY OF EDUCATION AND SCIENCE SET THE NATIONAL CORE CURRICULA for the following non-university educational levels: Primary Education, Lower Secondary Education and Upper Secondary Education (*Bachillerato*), but not for Pre-Primary Education. Although the national core curricula is a national minimum curriculum, it is a **detailed central curriculum** because **includes all the basic aspects of the curriculum** in relation to the general goals for the different educational levels; the basic competences; and the areas or subjects which include objectives, contents and assessment criteria of the different educational levels. Futher, the national core curricula establish the school timetable for subjects as regards the minimum contents; the assessment of learning processes and the requirements for promotion and the obtention by the student of a certificate at the end of an educational level; and also the attention to diversity measures, among other aspects. However, due to the decentralized model of education administration in Spain, the AUTONOMOUS COMMUNITIES, while respecting the national minimum curriculum and school hours, have the power to develop and complete the national core curricula and to SET THE CURRICULUM FOR THEIR RESPECTIVE TERRITORIES according to their own priorities and characteristics. Therefore, they have published the rules (royal decrees, orders…) governing this issue for their area of management. The overall percentage of the national core curriculum set by the Government is no more than 55% or 65% of the school hours (55% in Communities with their own language, 65% in the rest of Communities). The rest of the curriculum is set by the corresponding education authorities and can lead to large variations in specific aspects. Thus, **the openness of the curriculum** allows each Community to adapt the basic prescriptive provisions to their specific social, cultural and economic context, for example, adding contents related to specific socio-cultural context, and educational methods. Finally, based on the principle of pedagogical autonomy, SCHOOLS can develop and complete the curriculum established by the Education Authorities of their respective Autonomous Community. This reflects the principle of academic, organizational and management autonomy that the law grants to schools, so that the curriculum is a valid instrument to respond to the characteristics and the educational reality of each school and its students. In this way, educational institutions prepare their school development plans.	https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Countries
	Primary and lower secondary education	Basic Education is compulsory and free in publicly-funded schools. It lasts ten years of schooling and it is divided into two stages: ● Primary Education, provided in Primary Education schools. It covers six academic years, usually studied between 6 and 12 years old. ● Lower Compulsory Secondary Education (ESO), studied in Secondary schools, between 12 and 16 years old. At the end of this stage, students receive the first official certificate, the Lower Compulsory Secondary Education Certificate, which allows them to access Upper Secondary Education or world of work.	
	Upper secondary education	Upper Secondary Education is also provided in Secondary schools. It lasts two academic years, usually studied between 16 and 18. It offers two possibilities: Baccalaureate (mainstream branch) and Intermediate Vocational Training (professional branch). This last one is also provided in Vocational Training integrated institutions and in National reference institutions. Apart from these studies, the Spanish Education System offers Specialised Education: ● Language Education, provided at Official Language Schools. Only students over 16 can take these studies. ● Artistic Education, including Elementary Music and Dance Education, Professional Artistic Education and Advanced Artistic Education. These studies are provided in different specific schools, according to every kind and level of education. ● Sports Education, organised in Intermediate and Advanced Vocational Training cycles and provided in the same institutions than those	

		providing Vocational Training.	
	Structure of the national education system 2012/13	EDUCACIÓN INFANTIL / EDUCACIÓN PRIMARIA / EDUCACIÓN SECUNDARIA OBLIGATORIA / BACHILLERATO / ENSEÑANZAS UNIVERSITARIAS / PROGRAMAS DE CUALIFICACIÓN PROFESIONAL INICIAL / CICLOS FORMATIVOS DE GRADO MEDIO / CICLOS FORMATIVOS DE GRADO SUPERIOR / ENSEÑANZAS ELEMENTALES DE MÚSICA Y DANZA / ENSEÑANZAS PROFESIONALES DE MÚSICA Y DANZA / ENSEÑANZAS ARTÍSTICAS SUPERIORES / GRADO MEDIO DE ARTES PLÁSTICAS Y DISEÑO / GRADO SUPERIOR DE ARTES PLÁSTICAS Y DISEÑO / GRADO MEDIO DE ENSEÑANZAS DEPORTIVAS / GRADO SUPERIOR DE ENSEÑANZAS DEPORTIVAS	https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Countries
Media literacy in the curriculum	ML education in top level curriculum	Media literacy is included within the Core Curriculum for Primary Education (ISCED 1) Royal Decree 1513/2006 establishing the core curricula for Primary Education, December 7th, Compulsory Lower Secondary Education (ISCED 2) Royal Decree 1631/2006, establishing the core curriculum corresponding to Lower Compulsory Secondary Education, December 29th and Upper Secondary Education 'Bachillerato' (ISCED 3) Royal Decree 1467/2007, establishing the structure and the core curricula for Upper Secondary Education, November 2nd. It is contemplated as a basic competence entitled 'information and digital processing competence' and has a transversal approach of a compulsory nature as all the subjects in the Core Curriculum in all compulsory levels must contribute to the acquisition of the mentioned competence. It is also contemplated within the aims of this level, the aims of the subject and within the assessment criteria. From the Core Curriculum, each Autonomous Community may extend the curriculum. Information and digital processing must be developed at ISCED levels 1, 2 and 3 within the aims of each level, knowledge areas and subjects as the in the Computer Science subject.	Eurydice office of Spain Manuscript
	resources	December 7th, Royal Decree 1513/2006, establishing the core curriculum for primary education) (BOE 8-12-2006). http://www.boe.es/boe/dias/2006/12/08/pdfs/A43053-43102.pdf December 29th Royal Decree 1631/2006, establishing the core curriculum for compulsory secondary education) (BOE 5-1-2007). http://www.boe.es/boe/dias/2007/01/05/pdfs/A00677-00773.pdf November 2nd Royal Decree 1467/2007, establishing the *Bachillerato*'s structure and core curriculum). http://www.boe.es/boe/dias/2007/11/06/pdfs/A45381-45477.pdf	J.M. Pérez Tornero, Oralia Paredes and Nuria Fernandez-Garcia: Media literacy in Spain 30 September 2010 ALFABETIZACIÓN MEDIÁTICA Y COMPETENCIAS BÁSICAS in Publicaciones MEDIASCOPIO 2011 https://www.educacion.gob.es/documentos/mediascopio/archivos_secciones/156/ccbb.pdf
	Media literacy in education from a historical wiew	The development of the media literacy movement has been similar in Spain to elsewhere in Europe. In the 60s, some educational institutions used media as a teaching tool in the classroom. The first media resources used were movies that engendered cinema clubs where people debated cinema. In the 70s, the General Law on Education promoted the use of media in schools, but only in a pragmatic and instrumental way, as a tool to support formal education. In 1980 the Audiovisual Media Commission was created by the Ministry of Education. One of its duties was «to conduct studies and make proposals to develop and achieve a more effective use of audiovisual media in teaching». It was a positive step, but there is mention of «media education». The Commission did not have executive power and it was limited to informing and advising institutions in relation with the media as didactic tools. At the same time, a series of books was systematically published on media education and technologies in education that contribute to the development of a certain awareness of the need to implement the critical study of media in schools. At this time, the terms used were «media education» and «educommunication», which were mainly focused on teacher training and the use of media (particularly video) as a tool to support the teaching-learning process. In spite of the advent of mass media in society, especially television, only a few educators and experts, who were worried about the impact of television content on education, started pioneering work in developing media education.	

		In 1990, the enactment of the Law on the General Organization of the Educational System (LOGSE) promoted the integration of the media as a teaching tool in the educational system. This law yielded some representative projects, such as the Programa Mercurio which used audiovisual media, Prensa – Escuela, using printed media, and the The late 90s were active times in the legal advancement of media literacy in Europe. During these years, the term «digital literacy» was adopted in Spain. The term appeared when the European Union designated digital competence as one of the main education skills. In the various regions of the state continued to conduct different various initiatives related to media education, some of which continue today. Two aspects seem particularly noteworthy: first, the broad number of communities that began with film-related projects, and secondly, the existence of numerous actions aimed at teachers training. In 2003 the MEC signed an agreement with the Association of Spanish Newspaper Publishers (AEDE) for the Promotion of reading newspapers in the classroom. In the context of this agreement were undertaken initiatives such as the publication by the Center for Research and Educational Documentation (CIDE) today Teacher Training Institute, Research and Educational Innovation (IFIIE) of a book on the educational use of the press or editing a Online course by the Institute of Teacher Training and Network Resources (Instic), former CNICE, now the Institute of Educational Technology (ITE) on the same subject. The new education law (LOE), adopted on April 7, 2006, is, a framework for promoting literacy media, as many of the contents of this knowledge area are addressed in curricula of the different areas and subjects and are also present in the characterization of different core competencies.	
	Media literacy in the curriculum – recent wiew	CURRENT TRENDS AND APPROACHES TO MEDIA LITERACY IN EUROPE (2007) http://ec.europa.eu/culture/media/media-content/media-literacy/studies/spain.pdf Media literacy is not a specific subject in the educational curriculum of Spain but is part of the skills objectives. The annexe of The Royal Decree 1513/2006, of 7 December, establishes the incorporation of 8 basic competences in the curriculum of Primary Education to emphasize those skills that are considered to be indispensable. Among these competences is dealing with information and digital skills, which refer to the regular use of the available technological resources to solve real problems in an efficient way, besides evaluating and selecting technological innovations as they appear, depending on their utility in undertaking specific tasks. Also in article 3 of the Royal Decree 1631/2006, of 29 December. The objectives of compulsory Secondary Education establishes that Secondary Education should contribute to the development of students and the abilities that allow them: "To develop basic skills in the use of information sources and to acquire new knowledge with critical judgement. To acquire basic preparation in the field of technologies, particularly in information and communication." ALFABETIZACIÓN MEDIÁTICA Y COMPETENCIAS BÁSICAS in Publicaciones MEDIASCOPIO 2011 https://www.educacion.gob.es/documentos/mediascopio/archivos_secciones/156/ccbb.pdf	

primary	secondary
For this stage of education are defined, between General Objectives to get started in the use of information technology and developing a spirit communication critical to the messages they receive and produce; also indicated that, without prejudice to its Specific treatment on some areas of the stage, will work in all areas; reading comprehension, oral and written expression, audiovisual communication, information technology and communication and education in values. In the general objectives of the areas and the description of its contents include concepts related to traditional media and	The general objectives of secondary education clearly define the need for the Students at this level deepens in acquiring a range of skills related to the search, selection and processing of information. In all courses work we have related skills elsewhere in this study with the new literacies: traditional, informational, technological or digital, audiovisual and media. The general objectives of secondary education clearly define the need for the Students at this level deepens in acquiring a range of skills related to the search, selection and processing of information. In all courses work we have related skills elsewhere in this study with the new literacies: traditional, informational, technological or digital, audiovisual and media. In all areas is contemplated the use of media and technological media as

new media technologies that contribute to achieving the two overall objectives of the Media Education. The first of these is addressed more directly in areas such as Spanish language and literature or artistic expression which includes knowledge of verbal codes, visual, audiovisual and digital, search strategies, selection and critical evaluation of the information and knowledge and the use of media and technology. The second is present in all areas and, more specifically, that of Education for Citizenship where they appear as educational content rejection of stereotypes, adopting personal attitudes supportive, recognizing the value of diversity as a enriching coexistence, the valuation of universal human rights or rejection of any situation of injustice and discrimination. (p 96)	sources of updated and insists that the students must be able to understand and interpret the information related to different fields of knowledge, from the most technical and mathematics, to the humanities: the areas related social sciences or education for citizenship. This access to the information they provide the means includes the use of all types of sources, from the written and audio to digital. At this stage in the cognitive development of students and the students is higher addresses from different areas and a series of reading related content critical information and the ability to discern what is important from what is not, and to be able to recognize both explicit and implied information. Similarly, the media are taken into account when referring to related content and counter values of today's society. The curriculum for LOE, developing own ethical values of our democratic society can and should be done in the classroom facing the students with the world's problems so faithfully current documents are reflected in media. Therefore, take Currently the classroom with the help of the media becomes requirement essential for achieving the educational purposes of this stage. The media are treated in different areas from all perspectives of use which we noted above. Thus, in some concrete, such as Spanish Language and Literature, Visual Arts Education or Music deals with the study of the media themselves: their codes and languages, both to provide students with the basic knowledge and skills necessary to interpret, and to express themselves through them, whereas in others, such as foreign language or mathematics dominates the instrumental use of media (p 111-112)

Given the characterization and the objectives pursued by the Media Education, four dimensions can differences thereof:
1) Characterization of the media and media languages
2) Finding information in the media
3) Development of critical awareness in relation to the media universe and
4) expression through the media.

This dimension includes the following blocks of content:
Media producers
This block deals with the knowledge necessary to answer the question Communicates who and for what?
Such as: the history of media and facts-key; the global information structure, ownership of the media. Media companies, news agencies, advertising agencies, media professionals, the process of media production, its funding, etc.

Media categories: Answers the question: What kind of document is it?
And includes content related to the various types of documents media: press, radio, television, film, Internet, journalistic genres and formats, radio, film, television and hypertext ...

The media-related technologies
This content block includes the knowledge needed to answer the question: How messages are produced?: What
these technologies, who apply them, how they influence production processes, howinfluence the message and receipt, etc.

Means languages
This block includes all related content codes and understanding, and answers the question: How do we know what messages mean?
Include contents as journalistic language, verbal codes, visual and paralinguistic, advertising, advertising language, the language of radio: the code sound, the language of film and television: visual code, the hypertext language phones, video games, characteristics of media messages basic narrative structures of different media, etc..
The media representations

		Answer the question: How does the media present reality? It works stereotypes, and counter values conveyed by the media; differences between information, opinion, and persuasion in the media, reality and fiction, reality and spectacle, the critical reading of media messages, etc. Eurydice office of Spain, Manuscript, 2012 There is no taught time dedicated to media literacy as it is not regulated. Further, the normative only specifies that all the subjects must contribute to develop this competence, as well as the objectives and subjects for this level. For the teaching of these contents 70 hours are allocated to the Computer Science subject per school year.	
	Comments, annexes		
Ad Teacher profession development		In Spain there are three Postgraduates: Masters Degrees: «International Master in Communication and Education», promoted by the Autonomous University of Barcelona (UAB), and that has been running for 20 years; University Master in Communication and Education: from Information Society to Knowledge Society, at the National University of Distance Education (UNED) in Madrid and the recently created Interuniversity Master in Audiovisual Education & Communication, promoted by two universities, the International University of Andalusia (UNIA) and the University of Huelva (UHU). With regard to teacher training, for more than 15 years, all teaching degrees have included a core subject called «New technologies applied to education». In addition, the Royal Decrees (BOE 29/12/2007) (13) that regulate the professional degrees to qualify as a Teacher of Childhood Education and Elementary Education; and the Masters Degree to qualify as a Teacher of Secondary Education, establish training objectives to give teachers competences in the use of ICT. On the other hand, the Ministry of Education, and each Autonomous Community – through the autonomous Education Department – offer summer courses and continuing education with ICTs. In this regard, we should stress the cases of Catalonia and Andalusia, where the authorities have established obligatory courses for teachers that deal with the incorporation of digital textbook in schools. However, in the national scenario, Media Literacy as a concept has not been developed enough, as shown by the National Program «Escuela 2.0» that was approved by the Council of Ministers on September 4, 2009 and launched in the 2009-2010 academic year. The Government of the Autonomous Community of Catalonia launched, in November 2009, the Competences in Information and Communication Technologies Accreditation Program Acreditación de Competencias en Tecnología de la Información y la Comunicación (ACTIC). People aged 16 years or over can demonstrate their knowledge and digital competences by solving a telematic test and obtaining a certificate issued by the local authority (Generalitat). Last, February Barcelona City Council launched a Digital Literacy Plan (Plan de Alfabetización Digital 2010-2010), which includes 24 proposals for promoting digital literacy. Also in Catalonia, the Audiovisual Council of Catalonia (CAC) – the local regulatory authority – has launched a number of media literacy initiatives as has the Audiovisual Council of Navarra in Spain. Regarding the media industry, there have been a few initiatives, such as the «Audience Offices» (RTVE and Antena 3), and «The Press enters classrooms», which is a project promoted by different newspapers, «El País» and «El Mundo», among others.	
Specialized network for media educators		There are also the Andalusian Grupo Comunicar, which publishes one of the most recognized journals in the field of Media Education, the Educomunicadores Association (AIRE) in Madrid, as well as the initiatives of the European Observatory of Children's Television (OCTA) and the International Association of Media Education Mentors. It is also important to mention the activities carried out by a teachers' project, AulaMeida in Catalonia. La Red de Instituciones Reguladoras del Mediterráneo discuten en Málaga sobre la necesidad de elevar los niveles de alfabetización mediática, CAA, http://www.consejoaudiovisualdeandalucia.es/opencms/opencms/Actualidad/nuevaNoticia_0233	