

NATIONAL CURRICULUM OVERVIEW SPAIN

HIGH SCHOOL EDUCATION (aka Bachillerato or BACH, (upper secondary education, two years of pre-university studies, ages 16-18)

- Governing bodies (Ministry of Education, regional authorities, etc.).

The national government establishes the basic aspects of the curriculum (minimum education standards) which include the key competences that the pupils should have acquired at the end of Secondary Education. It also sets the evaluation criteria, diagnostic tests in the 2nd year and the minimum teaching hours.

Regional education authorities design the regional curriculum according to the objectives, competences set by the national authority but adapting the contents and evaluation criteria.

Schools are free to develop and complement the curriculum, if necessary. They are granted pedagogical, organisational and management autonomy. The syllabus and materials are open to the needs of the school and the pupils.

Source: National Curriculum subject to Organic Law on Education (LOMLOE)

- Official ELT Curriculum Guidelines:

The national curriculum of each educational stage details the **Objectives (1)**, **Key General Competencies (2)** and, the **Specific Competences, Basic Knowledge and Assessment Criteria of each Subject (3)**.

- Official references to environmental education (if any).

The following are the references to concepts related to sustainability, ecology or the environment in these sections:

1. Objectives

The text mentions topics related to the environment, ecology, and sustainability in two key passages:

1.a) “Understand the fundamental elements and procedures of research and scientific methods. Recognize and critically assess the contribution of science and technology to changes in living conditions, as well as strengthen sensitivity and respect for the environment.”

1.b) “Promote a responsible and committed attitude in the fight against climate change and in the defense of sustainable development.”

2. Key General Competencies

Among the seven competences that must have been achieved by the end of this educational stage, only the following four refer to topics related to the environment, ecology, and sustainability: Citizen Competence (CC), Digital Competence (DC), Personal, Social and Learning-to-learn Competence (PSLLC) and, Cultural Awareness and Expression Competence (CAEC).

In describing these competences, the curriculum outlines the operational descriptors that students must have achieved by the beginning of high school and those they should attain by the end of their high school years.

2.a) Citizen Competence (CC)

- CC – point 2 (both stages: secondary education + high school) refers to sustainable development as part of a commitment to social cohesion and global citizenship.
- CC – point 4 (both stages) directly addresses ecological awareness and sustainability:
 - For Secondary Education, it mentions "interdependence, ecodependence, and interconnection" and adopting a "sustainable and ecosocially responsible lifestyle."
 - For High School, it expands on this and emphasizes critical analysis of the ecological footprint and an ethical commitment to sustainability and climate change action.

2.b) Digital Competence (DC)

- DC – point 4 (both stages) addresses the environmental impact of digital technologies, emphasizing the importance of using them in a sustainable manner while also protecting health and security:
 - The Secondary Education descriptor highlights awareness and preventive measures for device, personal data, health, and environmental protection.
 - The High School descriptor reinforces risk evaluation and the application of protective measures, maintaining a focus on sustainable and responsible technology use.
- DC – point 5 (both stages) directly links technological development to sustainability:
 - For Secondary Education, it mentions creating simple and sustainable technological solutions while fostering curiosity about ethical and sustainable digital evolution.
 - For High School, it further elaborates on the development of innovative and sustainable technological solutions to meet specific needs.

2.c) Personal, Social and Learning-to-learn Competence (PSLLC)

- PSLLC – point 2 (both stages) explicitly mentions sustainability:
 - For Secondary Education, it focuses on physical and mental well-being and strategies for addressing negative social behaviors.

- For High School, it expands to emphasize a “sustainable lifestyle”, highlighting the importance of personal and collective well-being and encouraging active participation in society to create a healthier world.

2.d) Cultural Awareness and Expression Competence (CAEC)

- CAEC – point 1 includes references to sustainability:
 - For High School, it explicitly mentions “sustainable artistic and cultural projects”, thus emphasizing creativity while considering environmental and social impacts.

3. Specific competences, basic knowledge and assessment criteria of subjects (English I and II)

In the specific competences for both English I and II, sustainability is explicitly addressed as follows:

- **Specific Competence 6** (Critically evaluate and adapt to linguistic, cultural and artistic diversity from the foreign language).
 - This competence deals with the promotion of interculturality and sustainability. By emphasizing the need to foster mutual understanding and reject discrimination, it encourages respect for cultural diversity, which is a key aspect of a sustainable, inclusive society. It also implicitly supports sustainable development through responsible global citizenship, recognizing the value of diverse cultures in fostering positive societal change.
- **Specific Competence 5** (Expand and use personal linguistic repertoires among different languages and varieties)
 - The reflection on the diversity of languages and the development of plurilingualism support sustainability by encouraging students to appreciate the linguistic and cultural richness of different societies, promoting cross-cultural understanding and global cooperation.

As for English I, the following specific competences include two assessment criteria in connection with sustainability and ecosocial values:

- **English I - Specific Competence 6:**
 - **Assessment criterion 6.2** mentions “foster the development of a shared culture and citizenship committed to sustainability and democratic values”
 - **Assessment criterion 6.3** mentions “attend to ecosocial and democratic values”

As for English II:

- **English II – Specific Competence 6:**

- Assessment criterion 6.3: “Apply strategies to defend and appreciate linguistic, cultural, and artistic diversity, considering ecosocial and democratic values and respecting the principles of justice, equity, and equality.”

▪ **English II - Basic Knowledge:**

- Interculturality: “Strategies for understanding and appreciating linguistic, cultural, and artistic diversity, considering ecosocial and democratic values.”