**NATIONAL CURRICULUM OVERVIEW SPAIN**

**SECONDARY EDUCATION (also Educación Secundaria Obligatoria, ESO)**

**Governing body:** Ministry of Education, Spain

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

**- Official ELT Curriculum Guidelines:**

The main goal of the Foreign Language subject in the Spanish Obligatory Secondary Education (henceforth ESO) is to help students acquire appropriate communicative competence in the foreign language. The main focus is on understanding, expressing themselves, and interacting effectively, while also expanding their intercultural awareness and perspective. Building on competencies gained during Primary years, ESO focuses on skills in four key areas: comprehension, production, interaction, and mediation. There is also more emphasis on reflecting on how languages work and how they relate to each other within a student’s linguistic repertoire. The evaluation criteria are aligned with the Common European Framework of Reference for languages.

There is also Content and Language Integrated Learning (CLIL), which integrates English into various subjects. In ESO, students continue to develop their confidence and competencies across the curriculum through English and Literacy, Biology, Chemistry, Physics, History and Geography. Schools have the option of enrolling students in the annual IGCSE exams at the end of 4º ESO. Aligned with The Organic Law on Education (LOMLOE) (2020) and Spain’s bilingual education policies, the Integrated Curriculum strengthens English proficiency across disciplines, promoting sustainability, global citizenship, and 21st-century skills. This model ensures that English is not only a subject but also a tool for academic and professional development, preparing students for higher education and international contexts

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

In Spain, ESO is regulated by national, regional and local authorities. At the national level, the Ministry of Education, Vocational Training, and Sports establishes the general legal framework across the country. It both defines the basic curriculum guidelines, including core subjects, evaluation criteria, and educational objectives, and aligns the education system with European standards. The regional authorities are the Autonomous Communities, each of which has its own Council of Education. These regional governing bodies adapt the national foreign language curriculum to regional needs. At the local level, individual schools have a degree of autonomy in implementing the curriculum. The governing School Board includes teachers, parents, students, and local government representatives.

 **- Official references to environmental education (if any).**

The LOMLOE and The Royal Decree from 2022: The LOMLOE integrates sustainability and environmental responsibility by highlighting the importance of critically understanding the interaction between technology, society, and the environment in both student and teacher digital competencies. It emphasizes education for peace, respect for human rights, social cohesion, cooperation, and solidarity among peoples, as well as the acquisition of values that promote respect for living beings, animal rights, and the environment, particularly the value of forested areas and sustainable development. The Royal Decree on ESO makes *implicit* references to environmental issues within the Foreign Language subject: They exist in subjects such as Biology, Geography, and Applied Sciences but in Foreign Languages appear primarily in the context of intercultural dialogue, global citizenship, and ecosocial values linked to the SDGs. Alos, the text highlights that students should engage with texts that cover topics of personal relevance and public interest, including aspects related to the 21st-century challenges, again in relation with the SDGs, which means that foreign language education should incorporate discussions on sustainability, climate action, and ecological awareness, consistent with Spain’s broader educational commitment to the SDGs.

* **National policies or initiatives linking sustainability and language education.**

There is the Environmental Education for Sustainability (EAS) and it is supported by an Action Plan (PAEAS). Aligned with LOMLOE, it encompasses all education, training, communication, and participation processes aimed at developing learning, reflection, attitudes, and competencies to address the climate and environmental emergency. Key areas of EAS include:

* Integration into public policies, ensuring sustainability principles guide decision-making.
* Innovation, research, and improvement of EAS programs and activities.
* Embedding sustainability in the educational and training system, incorporating environmental education into formal and non-formal learning.
* Professionalization and consolidation of EAS, strengthening the role of educators and institutions in delivering sustainability-focused education.
* Specific intervention spaces, fostering community engagement through targeted initiatives.
* Communication, outreach, and citizen action, raising public awareness and encouraging active participation in environmental solutions.