

Implications of the novel coronavirus (COVID-19) on education and training: State-of-play in Member States

SPAIN

Last update: 27/03/2020

1.
Are all education and training institutions in your countries closed and until when? In case institutions are temporarily closed, will tuition fees, where relevant, be compensated (for both private and public institutions)?

Spain's government declared a state of alert across the country, limiting the movement of citizens on Saturday 14th. As a result, all schools and universities are closed until, at least, the 12th of April. The majority of students (92,8%) attend public or charter schools (publicly funded private schools) where tuition fees are free. No measures will be taken in relation to the tuition fees of the universities

2.
In case the regular work has been suspended, are some institutions still open to provide day care for younger children? What kind of activities are foreseen in this case? Are there any other types of support for working parents with younger children?

<p>The Government has instructed people to stay at home during the state of alert which implies the closure of businesses and institutions. Younger children are to stay at home but extraordinary measure have been taken in case parents or caretakers fall ill.</p> <p>The Ministry for Inclusion, Social Security and Migration has announced the creation of a Social Security benefit for parents who cannot attend work as they are forced to take care of children because of class suspension.</p> <p>Besides, educational authorities have implemented systems to provide students with less resources with meals.</p>
<p>3.</p> <p>In case education and training institutions are closed, is there an obligation for teachers/other staff to be present at the workplace, for example, to conduct distance learning or perform other tasks? If this is the case, are there any exemptions for teachers with younger children? If they cannot work from home, does the possibility for emergency day care, if there is one, apply in case of their younger children?</p>
<p>Since the closure of schools happened gradually, educational institutions remained opened at first and teachers and staff still attended their workplaces, unless they were exempted to take care of children or elderly relatives. Once the state of alert was declared, all schools closed and teachers are working from home.</p> <p>With regards to the universities, all of them are closed and all the workers are working online from home.</p>
<p>4.</p> <p>Have any decisions been taken concerning pupil/student dormitories (e.g. additional preventive measures, general or partial closures, etc.)?</p>
<p>Universities – autonomously, but coordinated with health authorities - have taken varied decisions about the closure of their student dormitories. In many cases, student dormitories have been closed except for those students who live with people at health risk or those who, due to force majeure, cannot return to their homes. When student dormitories are kept open, the necessary hygienic preventive measures have been taken, the minimum services are maintained and the confinement decreed by the alert state is respected.</p>
<p>5.</p> <p>How is distance learning organized in cases of different levels of education (centralized delivery, decentralized delivery, or mixed approach through channels such as websites, special educational distance learning platforms, TV/radio, e-mails, etc.)? Have you so far encountered any difficulties? In case you would be willing to share some of the resources, please provide a link.</p>
<p>The majority of Spanish schools have online platforms. All regional Departments of Education have their own web sites with educational resources.</p> <p>The Ministry of Education and Vocational Training has created a new webpage https://aprendoencasa.educacion.es/ to channel quality educational resources, tools and applications available to teachers, families and the students. The page is also linked to materials prepared and launched by the regional governments, private entities and other stakeholders.</p> <p>Online resources, are displayed by educational level (primary, secondary, VET). Resources in the webpage include Procomún (Open Educational Resources Network with more than 94,000 resources), EDIA Project (organized by curricular topics), rubrics database to help evaluation process, History resources database, EDAD Project resources (aimed at distance learning in Secondary education) and VET Simulators.</p> <p>Besides, to make sure that all students can continue their education, especially those who do not have access to Internet, the Ministry of Education and Vocational Training and the Spanish public television (TVE) have reached an agreement to offer audiovisual learning materials through la 2 and channel Clan TV, from Monday to Friday for students aged 6 to 16. Apart from curricular contents, the programming will also include emotional competences.</p> <p>As for Vocational Education and Training, digital resources available include 104 qualifications:</p>

<http://www.todofp.es/inicio.html>

And, as mentioned before, educational authorities have implemented systems to provide students with less resources with meals.

With regards to universities, all of them have a virtual campus - for all the subjects of all their degrees - where part of the academic activity is carried out (didactic material, videos,...) but, until now, we hadn't still essayed the possibility that all the Face-to-face teaching becomes virtual and if the information technology available in each institution could support demand. In any case, all the universities are working to meet this new and great challenge. On the other hand, online universities carry out their activity but with some changes due to the mobility restrictions.

Regarding the e-tools used by the different universities, most of them have virtual campuses created by and for them. However, they also use other e-tools such as, mainly, Blackboard, Moodle, Sakai or Google classroom.

Besides the latter, the Ministry of Universities and Crue Spanish Universities (the Conference of Spanish University Rectors) have launched the portal "*Conectad@s: la universidad en casa*" ('Connected, the university at home'): https://www.uned.es/universidad/inicio/uned_uoc_solidaria.html. This portal has been created with the main aim of supporting teachers, students and society in general in terms of online education. It is an initiative aimed at providing advice and making available resources for all the universities in Spain in order to face, in the most effective way, the current closure of universities due to the coronavirus outbreak.

All the resources within this platform are free of use and are focused both on the Spanish university community and on educational institutions. The specific objectives of this portal are:

- To offer a wide range of guidance and training resources for teachers on online training methodology, which could be useful for the design and development of online classes.
- To facilitate researchers, teachers and students a complete repertoire of digital materials and open content from different areas of knowledge.
- To collect a series of conferences, tips, outreach materials and personalised attention for the psychological care of those who require it.

6.
Is there any kind of additional support offered to teachers, pupils/students and parents in order to support distance learning? For example, in case they do not have adequate digital skills or available infrastructure (e.g. additional courses to enhance digital skills, free Internet, digital equipment), are in need of psychological counselling, etc.? Is there any specific support for pupils/students with special educational needs and disabilities (e.g. personal assistants at home), disadvantaged backgrounds (e.g. providing meals), minority backgrounds (e.g. translation of materials)?

Open online training on "resources for online learning" is offered for teachers to learn about the use of the virtual classroom, communication instruments, content publications and evaluation process.
<https://intef.es/recursos-educativos/recursos-para-el-aprendizaje-en-linea/formacion-y-apoyo/>

The majority of teachers are using their own Internet facilities.

As regards universities, to solve possible problems or doubts both for students and professors and administrative staff, they have tutorials or, in some cases, web pages created ad-hoc for this occasion as support for remote work and teaching. In addition, universities have reinforced their 'user service centers' to solve all the possible doubts.

7.
How do you plan to ensure the continuity of assessment and grading? In case exams need to be cancelled, how do you plan to replace them (e.g. predicted grades/continuous assessment mark, etc.)? In case you have national school exit exams (e.g. *state matura*), what are your plans for their implementation this year? How is the current situation affecting deadlines for applications and requirements for enrolment at higher educational levels (e.g. secondary education, higher education)? What measures do you foresee in order to ensure an

efficient ending of the school/academic year (e.g. prolonging the school year, shortening vacations, extending the school day duration, weekend classes, etc.)?

The Ministries of Education and Vocational Training and of Universities, together with the regional governments, have agreed to delay the official examinations to access university, which will be held, tentatively, between June 22nd and July 10th. Also, contents and number of items have been modified so that students are not punished for not having worked in class any block or blocks of contents of any of the subjects.

Besides, diagnostic tests for primary and secondary students (3rd and 6th years in primary and 4th in secondary) have been cancelled.

As for Vocational Education and Training, the school calendar has been extended and a certain flexibility has been allowed regarding practices in the workplace, limiting the hours to 220.

8.
What actions have you taken in addressing the impact on learning mobility? Are you experiencing any problems regarding the return of Erasmus students or other mobility-related issues and how are you dealing with them? Do you foresee any changes in terms of university requirements for potential students from other countries?

Mobility is restricted to a minimum and rail and air transportation has been reduced by half, and land borders have been closed.

For those students who are abroad this year, the Ministry of Education will establish specific systems to validate their studies. In any case, the majority of them are following online lessons.

The Erasmus+ National Agency for education and training, SEPIE, provides the latest news about the current situation on a daily basis and in coordination with the European Commission, the Ministry of Foreign Affairs, EU and Cooperation, the Ministry of Health and Crue Spanish Universities. The guidelines and instructions received so far from the European Commission have been explained and shared with the Spanish beneficiaries (e.g. when the concept of “force majeure” applies and the postponement of mobilities in the short term). The National Agency also remains available through its usual channels of communication, by which constant communication is being developed with Erasmus+ beneficiary institutions, participants on mobilities and their families.

Furthermore, SEPIE has also developed the following coordinated actions and measures to address the impact of the coronavirus outbreak on learning mobility, thus:

- Creation and launch of a microsite focused on providing useful information to the whole Erasmus+ community in Spain about the impact of this outbreak in the Erasmus+ programme and the specific measures carried out: <http://sepie.es/coronavirus.html>

Since the launch of this microsite on 11th March, over 17.500 unique visitors have entered this microsite.

- Publication of specific communication materials like: reports, press releases, guidelines, infographics, etc. Some of those press releases, with over 10.000 downloads, are updated and published on a daily basis, which provide information on the different measures taken on the Erasmus+ programme countries due to the outbreak.

- Publication of a special edition on Covid-19 of the online SEPIE Newsletter, which gathers all the most relevant and up-to-date information about the impact and measures taken so far in the Erasmus+ programme: http://www.sepie.es/doc/newsletter/2020/especial/sepie_covid-19.html

- Creation of an online questionnaire addressed to Erasmus+ participants on mobility at this moment, with the main aim of assisting them and helping those ones who would like to return to Spain. This is done in constant cooperation with the Ministry of Foreign Affairs, EU and Cooperation and with Crue Spanish Universities, with whom SEPIE will share the results.

- Collaboration with international students' associations, like: ESN Spain (Erasmus Student Network) and ESU (European Students' Union).

- Provision of constant information to the different media nation-wide.

- Dissemination of the various online resources and tools for learners, teachers and educators facilitated by the European Commission, the Ministry of Universities and the Ministry of Education and Vocational Training.
- Active use and monitoring of SEPIE social media accounts.

9.
In what ways could the Commission provide additional support (e.g. in facilitating virtual mobility, facilitating the sharing of digital resources, etc.)?

This initiative to share and update information carried out by the Croatian presidency is turning out really useful to figure out what other Member states are doing.
Education will never be the same, particularly in what regards the use of technology and learners' autonomy. Also about the citizens wellbeing and sense of security. The next European strategy on education will have to take that into account.

10.
What kind of flexibility and additional possibilities for coronavirus-related expenditure would you find beneficial in relation to the use of EU funds, programmes and initiatives, to cater for education and training sector needs? Do you already plan to use these resources for some activities, for example to support online learning and delivery, and if yes, which?

Digitalization is key for our education and training systems and one of the competences our teachers need most. The Spanish Ministry of Education was already working on a "Plan to digitalise the Education system", which has proved to be more necessary than ever.