

## **MAPPING OF SCHOOL LEADERSHIP TRAINING IN PORTUGAL AND SPAIN EXECUTIVE SUMMARY**

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EUROPEAN FOUNDATION SOCIETY AND EDUCATION (EFSE)  
STUDY CENTER ON PORTUGUESE SPEAKING PEOPLES AND CULTURES OF  
THE PORTUGUESE CATHOLIC UNIVERSITY (CEPCEP)

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## **MAPPING OF SCHOOL LEADERSHIP TRAINING IN PORTUGAL AND SPAIN EXECUTIVE SUMMARY**

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Porticus has commissioned the EUROPEAN FOUNDATION SOCIETY AND EDUCATION (EFSE) for a “MAPPING OF SCHOOL LEADERSHIP TRAINING IN PORTUGAL AND SPAIN”, on the basis of the Programme Plan “*Changing educational systems through a WCD Leadership programme in Portugal and Spain*” presented by Porticus Iberia to the PSET Portfolio Investment Committee.

The programme plan acknowledges the lack of public data available on numbers of school principals receiving training in school management and compared contents. Thus, Porticus Iberia proposed that such information be obtained by programme partner EFSE in collaboration with Portuguese partner Study Center on Portuguese Speaking Peoples and Cultures of the Portuguese Catholic University (CEPCEP). This research is aimed at providing a map of leadership training in Portugal and Spain that can be used to inform the planned activities with data on which organizations are currently providing leadership training courses, their contents and how they are being implemented. Consequently, an estimation of the numbers referred above could be also provided.

## 1. CONTEXT AND OBJECTIVES

The general objective of the research is to describe how training of school leaders is carried out in Portugal and Spain, and to what extent WCD concepts are integrated in existing training programs addressed to school principals or candidates for the position.

Specific objectives are:

- 1) Identify which institutions or entities, both public and private, provide the compulsory training courses for access to the position of school principal.
- 2) In the case of Spain, find out how the training for a management position is carried out in the 17 Spanish Autonomous Communities and confirm whether Article 134, 1(C) of the LOMCE has been implemented or not in each of them, whereby school principal candidates must complete previous training in order to access the selection process.
- 3) Analyze the training curriculum and observe whether leadership is addressed. In such cases, identify those models or features that may reflect the concept of WCD leadership that will be developed in the first phase of the Program Plan.

In Portugal, specialized training in school administration is compulsory for principals. However, the content of the training is not legally defined. It is up to the institution offering the course to design their training programs. This design takes into account what is expected from principals and the requisites mentioned above. The accreditation process is carried out by an independent public body – Conselho Científico-Pedagógico da Formação Contínua – and the requirements for accreditation of these courses are that: (i) the course prepares for the role of school principle, (ii) the course is offered by a higher education institution and (iii) the course has no less than 250 hours' training (no more than 20% general educational sciences, no less than 60% school administration, some time devoted to preparing and assessment of a project in school administration). To be a mid-level leader at a school there are no pre-requisites other than being a teacher at the school. It is up to the principle or other competent management bodies to invite the teacher [1].

With the Portuguese system being very centralized and bureaucratic, principals are expected to be managers of the school (abiding by the law) rather than pedagogical leaders. Though expectations have changed and, up to a point, so has the law, school culture has been slow to move, as have leadership training and practices.

In Spain, the current Law for the Improvement of Educational Quality (LOMCE, 2013) acknowledges the need for stronger school leadership, and demands that school directors have prior training accreditation regarding management functions. In order to be appointed as school principal, the LOMCE requires a certificate accrediting training either by the Ministry of Education or by the education authorities of the Autonomous Communities. The characteristics of this training have been developed by the Ministry in Royal Decree 894/2014, as well as the corresponding courses for updating managerial skills. Training is mandatory and previous experience is not considered an exemption. Certifications are valid throughout national territory (art. 134.1 LOMCE).

The previous law (LOE) did not consider this training as a prerequisite for participating in the merit-based competition. Therefore, the compulsory requirement of the previous training accreditation was postponed by a 5-year transitional provision. This provision ends in late 2018, so it is expected that accreditation will soon become mandatory and thus increase the demand for training of school managers, enabling them to become leaders and foster a systemic change. The Act grants the national government responsibility for part of the training curriculum, while other competences are transferred to the Autonomous Communities, who must provide leadership training through universities or in their own training centers.

The new government may introduce some changes in the configuration of the management function. A document drawn up by the Ministry of Education dated November 7<sup>th</sup> 2018, includes proposals for the amendment of the LOMCE, and an Education Draft Act has been presented in December. According to this Draft, it seems that the requirement of a previous training to access the position of school principal will be maintained, with some minor modifications.

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<sup>1</sup> The law defining the requisites to be a principle is Decree-Act 137/2012, of July 2nd. The law defining requisites for specialized training is Decree-Act 95/97, of April 23rd.

Interviews with the Secretary of State and other officials in the Ministry have confirmed the intention to not alter the provisions of the current Decree, but to extend the deadline for obtaining training accreditation as a mandatory requirement. They also expressed the need to improve training for the management function by giving more weight to transformational and cooperative leadership, showing their interest in opening lines of collaboration to take advantage of the work of this mapping as well as other programs and research.

From the interviews held, it also appears that there is no detailed information in the Ministry on how training is currently provided in the Autonomous Communities. Hence the opportunity of the analysis made in this study.

## 2. SUMMARY OF RESULTS FOR PORTUGAL

### 2.1 Existing school leader training programmes in Portugal

We did not find any relevant training programs for school leaders other than those offered by universities and polytechnics and aimed at accrediting teachers to run for a principal position at state public schools (specialized courses in school or educational administration).

The only exception is a program aimed at school leaders developed by the Directorate General for School Administration (DGAE - Direção-Geral da Administração Escolar) and Microsoft Portugal named “Líderes Inovadores” which was held 5 times, from 2010 to 2016, and which was attended by a total of 400 school leaders. This program is not currently in operation.

The existing specialized training courses in school or educational administration, accredited as relevant to meet the requirement for teachers to be principals of state public schools, are very similar in terms of content and duration (as would be expected because of the legal requirements applied).

These courses comprise subjects that tackle some domains of WCD [2] such as resilience (conflict management), spiritual & character development (Christian values) or academic challenge (supervision and evaluation).

But we found no evidence that (i) any of them has a WCD approach in the sense of a holistic approach to education, where the different elements of WCD are integrated as a whole, or that (ii) the way they address this domain is student-centered (managing the students` learning through teacher action vs. managing teachers).

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<sup>2</sup> As defined in the Porticus commissioned report “Mapping Whole Child Education in Formal and Non-formal Settings in Western Europe and North America” (2018)

Universities		Polytechnics	Other private training institutions
Public	Private		
Universidade da Madeira	Universidade Portuguesa Infante D. Henrique	Instituto de Estudos Superiores de Fafe (IESF)	Almada Forma
Faculdade de Psicologia e de Ciências da Educação - Universidade de Coimbra (FPCEUC)	Coimbra Business School	Instituto Superior de Ciências Educativas-ISCE – Ensino Superior Politécnico Odivelas	KIE, Associação Conhecimento, Inovação e Educação - protocolada com a Universidade Fernando Pessoa
Faculdade de Economia da Universidade de Coimbra (FEUC)	Universidade Católica Portuguesa (UCP)	Instituto Piaget - Escola Superior de Educação Jean Piaget de Almada	
Escola de Sociologia e Políticas Públicas - Instituto Universitário de Lisboa (ISCTE)	Universidade Lusófona	Instituto Superior D. Dinis – Marinha Grande (ISDOM)	
Escola Superior de Educação e Comunicação da Universidade do Algarve	Universidade Lusíada do Porto	Escola Superior de Educação de Lisboa - Instituto Politécnico de Lisboa (ESELx)	
Departamento de Educação e Ensino a Distância da Universidade Aberta	Instituto Superior de Paços Brandão (ISPAB)	Escola Superior de Educação - Instituto Politécnico do Porto (IPP – ESEP)	
Universidade de Évora (EU)		Instituto Politécnico de Leiria (IPL)	
Instituto de Educação - Universidade de Lisboa (IEUL)		Escola Superior de Educação - Instituto Politécnico de Santarém	
		Instituto Politécnico de Coimbra	
		Escola Superior de Educação – Instituto Politécnico de Setúbal	
		Departamento de Psicologia e Educação do ISCIA	

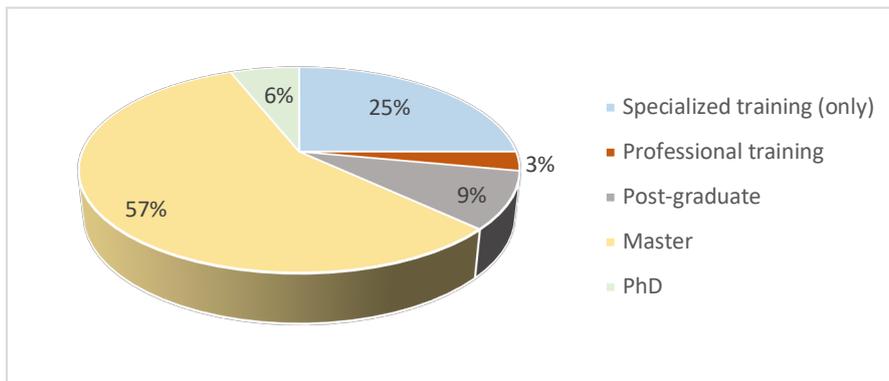
*Table 2.1. List of institutions offering school leader training programs in Portugal*

The following table shows the list of institutions and the specialized training course they offer.

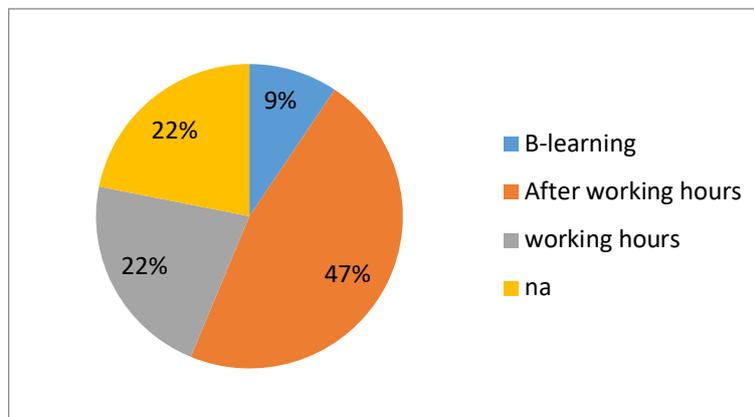
Institution	Course
Almada Forma	Curso de Valorização Técnica Orientada para a Administração Escolar
Coimbra Business School	Curso de formação especializada em Gestão e Administração Escolar
Departamento de Educação e Ensino a Distância da Universidade Aberta	Mestrado em Administração e Gestão Educacional
Departamento de Psicologia e Educação do ISCIA	Formação Especializada em Administração Escolar
Escola de Sociologia e Políticas Públicas - Instituto Universitário de Lisboa (ISCTE)	Mestrado em Administração Escolar
Escola Superior de Educação - Instituto Politécnico de Santarém	Mestrado em Administração Educacional
Escola Superior de Educação – Instituto Politécnico de Setúbal	Mestrado em Gestão e Administração de Escolas
Escola Superior de Educação - Instituto Politécnico do Porto (IPP – ESEP)	Mestrado em Educação, Especialização em Administração de Organizações Educativas
Escola Superior de Educação de Lisboa - Instituto Politécnico de Lisboa (ESELx)	Mestrado em Administração Educacional
Escola Superior de Educação e Comunicação da Universidade do Algarve	Mestrado em Gestão e Administração Escolar
Faculdade de Economia da Universidade de Coimbra (FEUC)	Formação especializada em Administração Escolar
Faculdade de Psicologia e de Ciências da Educação - Universidade de Coimbra (FPCEUC)	Mestrado em Ciências da Educação, especialização em Gestão da Formação e Administração Educativa
	Doutoramento em Ciências da Educação, especialidade em Administração e Gestão Educativa e Escolar
Instituto de Educação - Universidade de Lisboa (IEUL)	Curso pós-graduado de especialização em Liderança e Gestão intermédia na Escola
	Mestrado em Educação, especialização em Administração Educacional
	Doutoramento em Educação, especialização em Administração e Política Educacional
Instituto de Estudos Superiores de Fafe (IESF)	Formação especializada Administração e Organização Escolar
Instituto Piaget - Escola Superior de Educação Jean Piaget de Almada	Mestrado em Administração Educacional
Instituto Politécnico de Coimbra	Mestrado em Gestão e Administração Escolar
Instituto Politécnico de Leiria	Mestrado em Ciências da Educação, especialização em Gestão Escolar
Instituto Superior D. Dinis – Marinha Grande (ISDOM)	Pós-graduação em Ciências da Educação, área de Administração Escolar e Administração Educacional – domínio Administração e Gestão Pedagógica

Instituto Superior de Ciências Educativas - ISCE – Ensino Superior Politécnico Odivelas	Mestrado em Administração e Gestão Escolar
Instituto Superior de Paços Brandão (ISPAB)	Formação especializada - Master em Administração e Gestão da Educação
KIE, Associação Conhecimento, Inovação e Educação - protocolo com a Universidade Fernando Pessoa	Curso de pós-graduação e formação especializada em Administração Escolar e Administração Educacional: Administração e Gestão Pedagógica
	Curso de Formação Profissional Avançada em Administração e Gestão Pedagógica
Universidade Católica Portuguesa	Mestrado em Ciências da Educação, especialização em Administração e Organização Escolar
	Pós-graduação em AdministraçãoEducativa
Universidade da Madeira	Mestrado em Ciências da Educação – Administração Educacional
Universidade de Évora	Mestrado em Ciências da Educação, especialização em Administração, Regulação e Políticas Educativas
Universidade Lusíada do Porto	Curso de formação especializada no Domínio Administração Escolar e Administração Educacional
Universidade Lusófona	Mestrado em Administração Educacional e Regulação da Educação
Universidade Portucalense Infante D. Henrique	Mestrado em Administração e Gestão da Educação

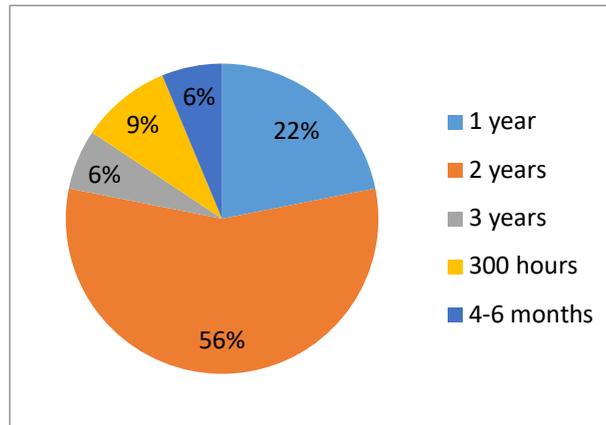
Table 2.2. List of institutions and the specialized training course they offer.



Graph 2.1 – Type of certification awarded at the end of the course



Graph 2.2 – Regime of the course

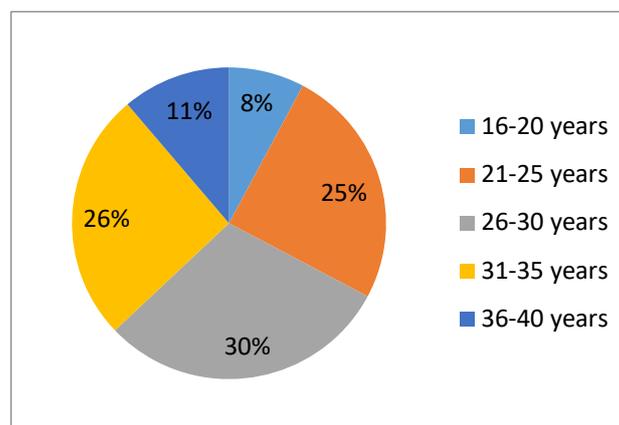


Graph 2.3 – Duration of the course

## 2.2 Characterization of the training of school leaders in Portuguese public schools

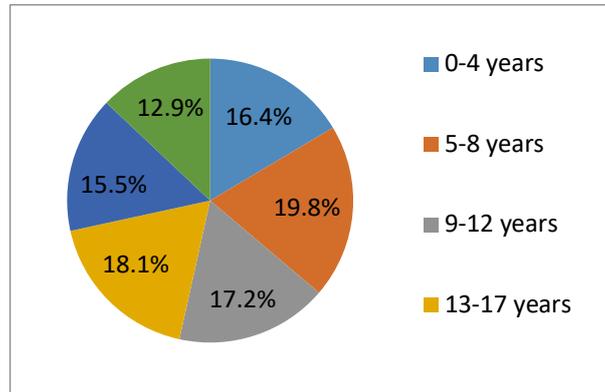
The data set regarding the 400 school leaders that participated in the DGAE/Microsoft Portugal training program (116 replied to the evaluation questionnaire) is a relevant sample for this study, because these are school leaders that intended to improve their leadership and make the effort to attend a training program. Therefore, it is expected that they are similar to those who may participate in the WCD leadership training course to be implemented by EFSE and CEPCEP.

Public school leaders in Portugal are a gender balanced group, over 41 years of age, made up of people with significant experience both as teachers and principals. They have post graduate studies in specialized training courses, a master’s degree or a PhD [3]. They are an experienced professional group. Probably seasoned as the position they hold depends on being elected or appointed by third parties.

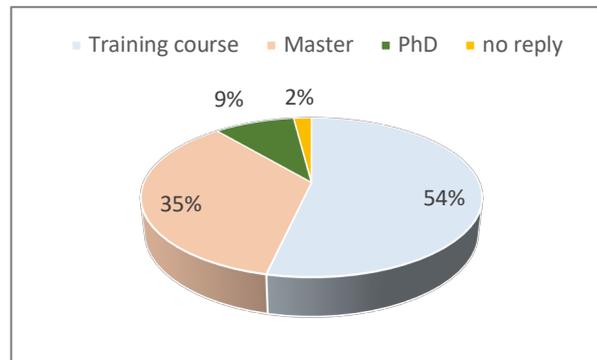


Graph 2.4 – Years teaching experience of participants in the Líderes Inovadores program (Portugal, 2010/2016)

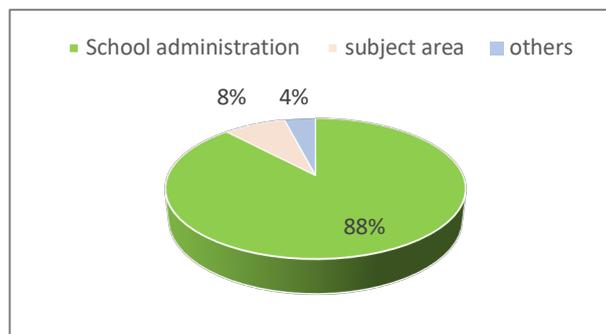
<sup>3</sup> Questionnaire on continuous training created by a team of researchers from the Portuguese Catholic University and the University of Lisbon in school year 2012/2013. The questionnaire was sent to 116,153 teachers. 4,197 replied. Of these, 350 were part of the school leadership team (all members of public schools’ leadership teams are teachers). For this report, we will only present the results from these leaders.



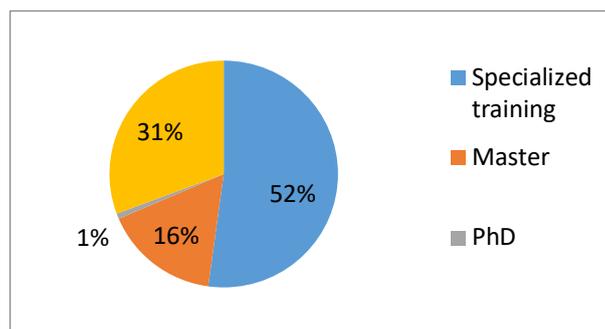
Graph 2.5 – Years of experience as school principal among participants in the Líderes Inovadores program (Portugal, 2010/2016)



Graph 2.6 – Highest educational degree of school leaders (Portugal, 2012/2013)



Graph 2.7 – Area of post graduate studies of school leaders (Portugal, 2012/2013)



Graph 2.8 – Nature of post graduate studies of public school principals (Portugal, 2016/2018)

Still, they recognize that postgraduate training may have an impact on themselves (are they open to learning?). Their experience is that postgraduate courses strengthen how they think more than the way they act. That is to say, these courses seem to be more important as a way of gaining professional awareness than providing material tools (specific knowledge) for action [4].

Personal impact	Classroom impact	School impact
<ul style="list-style-type: none"> <li>• Personal evaluation;</li> <li>• Growth in self esteem and self confidence;</li> <li>• Professional achievement;</li> <li>• Increased appreciation for knowledge</li> <li>• Update of knowledge</li> <li>• Improvement of personal CV</li> <li>• Increased decision-making capacity</li> <li>• Increased professional motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Improved performance and quality of work</li> <li>• Change in work methods</li> <li>• Awareness of work completed</li> <li>• Use of new teaching methods</li> <li>• Changes in discourse</li> <li>• New balance between theory and practice</li> <li>• Better capacity to reflect upon classroom practices</li> <li>• Awareness of the political aspects of what is carried out</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion and sharing of ideas with fellow teachers;</li> <li>• More at ease to collaborate with the school as a whole</li> <li>• Greater efficiency</li> <li>• Greater capacity to adapt</li> <li>• More demanding with others</li> <li>• Change in attitudes in the school</li> <li>• More willingness to collaborate in school projects</li> <li>• Capacity to ground practices in theory</li> <li>• Assumption of different roles</li> <li>• Application in school of projects developed in training</li> </ul>

Table 2.1 – Impact of post-graduate training by school leaders (2013/ 2016)

### 2.3 Analysis of the goals and subjects of specialized courses in school or educational administration

Specialized training courses are aimed at professionals working in schools (teachers, trainers, principals, middle managers). Their goal is to “equip trainees with the knowledge and competences necessary to act as principal, pedagogical and administrative manager or any other leadership position at a school”.

Pursuant to the legal requirement to be accredited in specialized training, the contents of these courses are organized in two main components: general education sciences contents and specific educational administration contents. The first component includes: research methodologies; sociology of education, associated with psychosociology in one case. In one case, institutional evaluation (of schools and teacher performance); supervision and conflict management are also part of this general component. In the second component of these courses - specific educational administration - we found subjects with different names but similar contents: theoretical models of educational management; project development within educational institutions; administrative, financial and HR management; ITC; administrative law; QAR (a Portuguese public sector model of institutional evaluation); internal control.

<sup>4</sup> Faria, A.R. (2017). A avaliação do impacto da formação pós-graduada nos professores e nas escolas: dois estudos de caso. Tese de doutoramento. Instituto de Educação da Universidade de Lisboa: Lisboa

The post-graduate studies that are part of a master's program (1<sup>st</sup> year of the master's program) have very similar goals. They all state the aim of developing competences in: educational coordination and school management; leadership; supervision and project management.

The courses cover subjects such as HR management, financial management and public policy. In two cases, there is also a focus on law (administrative and labor law). One course also focuses on special education and lifelong learning, another on ITC and another on Christian values. These courses have research methodology components and thematic seminars related to the theme of the master program. Their structures are very similar. What differentiates them is the focus they give to certain contents.

Master's degree courses are similar to the post-graduate courses. However, due to the fact that the whole master's program is part of the specialized training in school or educational administration, they include the aims of being able to plan and execute a dissertation or applied project. They include the following subjects: leadership, educational policy, school management, HR management in education, entrepreneurship. Some offer subjects that are not so closely in line with the specialization subject such as contemporary pedagogic thought, violence and discipline in schools or contemporary educational issues.

The goal of the PhD programs is to prepare students for research in education and to develop competences of applying knowledge to their daily practices. They consist of short thematic seminars on school administration (varying widely) and tutorial meetings with the students' supervisors.

## **2.4 Learnings and conclusions**

In designing the WCD school leadership training program, it is important to take into account the findings of this baseline research.

On one hand, the pool of school leaders consists of experienced professionals with significant teaching and leadership experience.

On the other hand, existing school leadership training programs in Portugal are long in duration, offered by higher education institutions and aimed at certifying teachers that are candidates to the position of principal.

Therefore, the program should be designed in such a way that it may be used as a stand-alone program for leadership teams (as planned in the work program) but also as a component of longer programs that qualify teachers for leadership positions.

To strengthen the opportunity of this program, we stress that we found no evidence of the concept of WCD as part of existing programs although the most recent curricular legislation in Portugal (from July 2018) has placed a strong focus upon it. School leaders today are faced with a lack of knowledge and training in a concept that should be a center-piece of daily professional activities at school.

### 3. SUMMARY OF RESULTS FOR SPAIN

#### 3.1 Training programs offered by education authorities to access the position of school principal (summarized table)

The Law for the Improvement of Educational Quality (LOMCE, 2013) gave school principals broader competences aimed at fostering greater school autonomy. Both factors have been highlighted as a relevant means to improve educational results. Accordingly, the law requires prior training accreditation in order to carry out school management functions.

The Royal Decree 894/2014 proposes training for the management function from a more holistic perspective of educational leadership. Thus, it states that *educational leadership requires a series of specific competences: professional commitment, ability to motivate, capacity to innovate and encourage pedagogical management, and communication skills. Good educational leaders develop a strategic vision of their institutions, act as role models for students, teachers and non-teaching staff, and are the key to creating an effective, attractive environment conducive to learning and an appropriate work environment.*

The regional administrations in the Autonomous Communities must adapt their own regional regulations to the Decree and the basic curricular content it establishes. They are empowered to offer the courses and complete the basic curriculum, but it requires them to do so in accordance with the minimum contents that these courses must have, which are known as core modules.

The National Institute of Educational Technologies and Teacher Training (INTEF) -a body dependent on the Ministry with the task of promoting teacher training- has organised the courses that accredit them for the management function. It also shares its courses with some Autonomous Communities.

Those who hold an official master's degree or an official postgraduate diploma on school management and direction, shall be exempt from carrying out the modules determined by the Educational Authorities, with the exception of "Module VI: management project". This exemption is significant for our study, as it empowers universities to provide this training. We would like to underline the official character of the master's as it excludes university's non-official degrees (called own titles).

In addition to the mandatory training accreditation, a refresher course must be taken after a period of eight years as from issuing the corresponding certificate. Passing this refresher course will not be necessary for the renewal of principals' appointment, but may be taken into account as merits in the selection procedures for school principals. Refresher courses must also be carried out, once the five year transitional period is finished, by those persons whose accreditation was obtained prior to the entry into force of the LOMCE Act, if they wished to access the selection processes for school principal.

These refresher courses therefore open up the possibility of acting as a channel for training school principals and, in particular, in matters relating to leadership. These

courses may also be implemented by the educational authorities of the Autonomous Communities and other institutions authorized by them, in a similar way as the mandatory courses training for the management function.

The Decree also opens the possibility of a specific authorization from the Ministry or the Autonomous Regions to institutions providing this training, but in fact, we have barely identified this type of authorization. Only the UNED (National University for Distance Education) has an agreement with the Ministry so that it can provide these courses, as well as a few Universities in the Autonomous Communities, particularly in Catalonia.

The INTEF is also working to include a course next year on "Pedagogical Leadership for the Educational Success of all Students", which will be offered for the first time in this upcoming year's call aimed at management and inspection teams. It will be held from September 12 to November 12, 2019.

The following tables present a summary of the review and analysis of the training courses offered by the Ministry and the educational administrations of each of the 17 Autonomous Communities and the 2 Autonomous Cities (Ceuta and Melilla) in Spain.

Training courses for the "Development of the management function" to access school principal positions		
Training organization	No. of credits	No. of teachers trained
<b>MINISTRY OF EDUCATION</b>	120 hours March - June 2018 On-line	1288 in 2016-17 1222 in 2017-18 1600 offered for 2019-20
<b>UNED</b> (National University for Distance Education)		468 in 2016-17 316 in 2017-18
<b>ANDALUSIA</b>	130 hours March - June 2018 On-line	500 places in 2018
<b>ARAGON</b>	120 hours May - June 2018	80 places
<b>ASTURIAS</b>	12	75 places
<b>BALEARIC ISLANDS</b>	120 hours, 60 of which are face-to-face and 60 on-line.	70 places
<b>CASTILE – LA MANCHA</b>	120 hours/12 credits	150 places For recently appointed principals: 75 places
<b>CASTILE - LEON</b>	7 modules and 140 hours (14 credits). Face-to-face + on-line training + collaborative spaces + mentoring by expert school principals	125 in 2018 and 125 will be offered in 2019
<b>CANARY ISLANDS</b>	120 hours	100 places offered for each course 92 school principal interns and 39 school principals

<b>CANTABRIA</b>	130 hours	125 places
<b>CATALONIA</b>	240 hours, 104 out of which are face-to-face	
<b>COMUNIDAD VALENCIANA</b>	130 hours	330 places offered
<b>EXTREMADURA</b>	120 hours	2015/16: 202 (191 certified). 2016/17: 135 (100 certified.) 2017/18: 199 (160 certified)
<b>GALICIA</b>	150 hours	150
<b>LA RIOJA</b>	120 hours (INTEF course)	
<b>MADRID</b>	140 hours / 14 credits	In 2017/2018 100 teachers In 2018/2019 200 teachers
<b>MURCIA</b>	120 hours / 12 credits. 6 hours dedicated to leadership	2015/16: 96 teachers 2016/17: 204 teachers 2017/18: 200 teachers 2018/19: 205 places offered
<b>NAVARRRE</b>	120 hours	25 teachers in 2017/2018 and 17 teachers in 2018/2019
<b>BASQUE COUNTRY</b>	35 hours	150 (50 for each province)
<b>CEUTA and MELILLA</b>	120 hours (INTEF course)	63 in Ceuta

*Table 3.1. Training courses offered by public authorities to access school principal positions*

<b>Refresher training courses on managerial competences for in-service school principals</b>		
<b>Training organization</b>	<b>No. of credits</b>	<b>No. of teachers trained</b>
<b>UNED</b> (Public National University for Distance Education)		39 in 2016-17
<b>ANDALUSIA</b>	60 hours Oct - Dec 2018	500 places in 2018
<b>ARAGÓN</b>		45 trainees out of 80 places offered
<b>ASTURIAS</b>	6	75
<b>BALEARES</b>		
<b>CASTILLA LA MANCHA</b>	120 hours/12 credits	75 places 75 places (Secondary Ed.)
<b>CASTILE - LEON</b>	7 modules (70 hours). Face-to-face + on-line training + collaborative spaces + mentoring by expert school principals	300 are to be offered
<b>CANARY ISLANDS</b>		
<b>CANTABRIA</b>	60 hours 10 h face-to-face & 50 hours on-line	150
<b>CATALONIA</b>	120	

<b>COMUNIDAD VALENCIANA</b>	70 hours	150
<b>EXTREMADURA</b>	60 hours	Until full capacity is reached
<b>GALICIA</b>	Mixed courses (face-to-face and on-line) aimed at: principals (50 h); deputy-principals (25h); heads of studies (25h); school secretariat (25h)	
<b>LA RIOJA</b>		
<b>MADRID</b>	60 hours / 6 credits	60 places offered and 46 trainees
<b>MURCIA</b>	60 hours/ 6 credits	
<b>NAVARRRE</b>	60 hours / 6 credits	26 in 2017/18 and 17 in 2018/19
<b>BASQUE COUNTRY</b>		
<b>CEUTA and MELILLA</b>		

Table 3.2. Refresher training courses offered by public Administrations for in-service school principals

### 3.2 School management and leadership training programs implemented by universities

A total of 16 master's programs related to school management are offered by Spanish universities, out of which 8 are offered by private universities, 7 by public universities and 1 course is mixed title from one public and one private university.

As previously mentioned, accreditation for the management function can be achieved if an official master's degree has been completed. In Spain, for universities to be able to offer an official master's degree, the program must have been evaluated and recognised by the National Agency for Quality Evaluation and Accreditation (ANECA) and validated at state level.

Out of the universities mentioned below, two of them offer their programs as own degrees (UNED and UIC) although they have reached an agreement with the administration so that these degrees act as accreditation of the management function. Only the *Centro Universitario Villanueva* has its own degree which is not recognised either by ANECA or by the Administration.

It is important to highlight the difference between the completion of a master's degree by universities and the courses offered by the Ministry of Education and the Autonomous Communities. The access profile for the case of Universities requires only a University degree. In the case of public Administrations (either the Ministry or the Autonomous Communities), the training is aimed at professionals working in public education and oriented towards accessing the school management function in the public system.

In addition, it should be borne in mind that the economic cost of an official master's degree varies between 1,500 and 3,000 euros, as opposed to the free cost of those courses offered by public institutions.

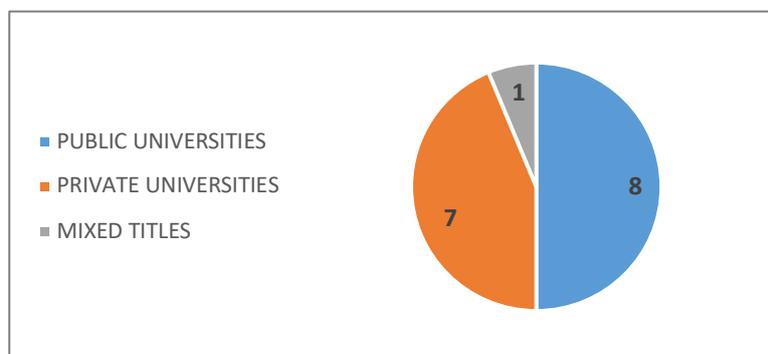
Among other things, this results in a very low volume of students who enrol in the university degrees. Some are actually failing to obtain enough students and compromising future courses.

In view of this situation, it is concluded that the area of interest for the program's development, in relation to the profile of professionals who demand it, is mainly focused in the public training courses given by the Ministry and the Autonomous Communities.

Master's degrees offered by Universities				
UNIVERSITY	TITLE	RECOGNITION	CREDITS	No. of trainees
UDIMA (Universidad a Distancia de Madrid)	Máster Universitario en Dirección y Gestión de Centros Educativos	OFFICIAL		100-150 per year
UNED	Formación para el Desarrollo de la Función Directiva en Centros Docentes	Own title recognized by the Ministry through an agreement	5 ECTS (125 hours)	
UNIVERSIDAD INTERNACIONAL DE LA RIOJA (UNIR)	Máster Universitario en Liderazgo y Dirección de Centros Educativos	OFFICIAL	60 ECTS	
UCJC (UNIVERSIDAD CAMILO JOSÉ CELA)	Máster en Dirección, Innovación y Liderazgo de Centros Educativos	OFFICIAL		
DEUSTOY AUTÓNOMA DE BARCELONA	Dirección y Gestión de Centros Educativos	OFFICIAL	60 ECTS	
UNIVERSITAT DE BARCELONA	Máster en Dirección de Instituciones Educativas	Own title recognized by the Public Administration through an agreement	60 ECTS	
UNIVERSIDAD RAMÓN LLUL	Máster Universitario en Liderazgo de la Innovación Pedagógica y Dirección de Centros Educativos	OFFICIAL	60 ECTS	
UNIVERSIDAD CARDENAL HERRERA ORIA (CEU)	Máster Universitario en Gestión y Dirección de Centros Educativos	OFFICIAL	60 ECTS	
UNIVERSIDAD CATÓLICA DE VALENCIA	Máster Universitario en Dirección y Gestión de Centros Educativos	OFFICIAL	60 ECTS	35 places
UNIVERSIDAD EUROPEA DE VALENCIA	MÁSTER UNIVERSITARIO EN ORGANIZACIÓN Y DIRECCIÓN DE CENTROS DOCENTES	OFFICIAL	60 ECTS	

UNIVERSIDAD FRANCISCO VITORIA	MÁSTER UNIVERSITARIO EN DIRECCIÓN Y GESTIÓN PARA LA CALIDAD DE CENTROS EDUCATIVOS	OFFICIAL	60 ECTS	
UNIVERSIDAD DE SEVILLA	Máster Universitario en Dirección, Evaluación y Calidad de las Instituciones de Formación	OFFICIAL	60 ECTS	
UNIVERSIDAD A CORUÑA	Máster universitario en dirección, gestión e innovación de instituciones escolares y socioeducativas	OFFICIAL	60 ECTS	
UIC(UNIVERSIDAD INTERNACIONAL DE CATALUÑA)	Postgrado en Liderazgo y Dirección de Organizaciones Educativas	Own title recognized by the Public Administration through an agreement	30 ECTS	
UNIVERSIDAD DE CÓRDOBA	Máster en Supervisión, Evaluación y Dirección de Centros y Programas Educativos	OFFICIAL	60 ECTS	
VILLANUEVA (CENTRO ADSCRITO A LA UNIVERSIDAD COMPLUTENSE)	Máster en Dirección de Centros Educativos (DICE)	Own title	60 ECTS	

Table 3.3. Master’s degrees on School Leadership and Management offered by Universities in Spain



Graph 3.1 – School Management and Leadership training master’s degrees offered by Universities

### 3.3 Estimated numbers of school principals trained by public Administrations

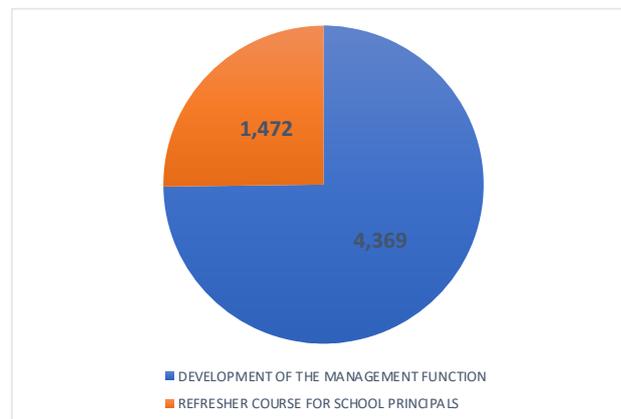
Based on the research of this mapping, we have been able to estimate the number of teachers trained by public Education Authorities in Spain during the current school year (2018-2019), considering both mandatory training for accessing a school principal position, and refresher courses offered for in-service school principals.

Public Administrations usually publish the number of training places offered for each course, so this is the figure we have usually considered. In some cases, they have informed us on the final number of trainees finishing the course, and we have used it

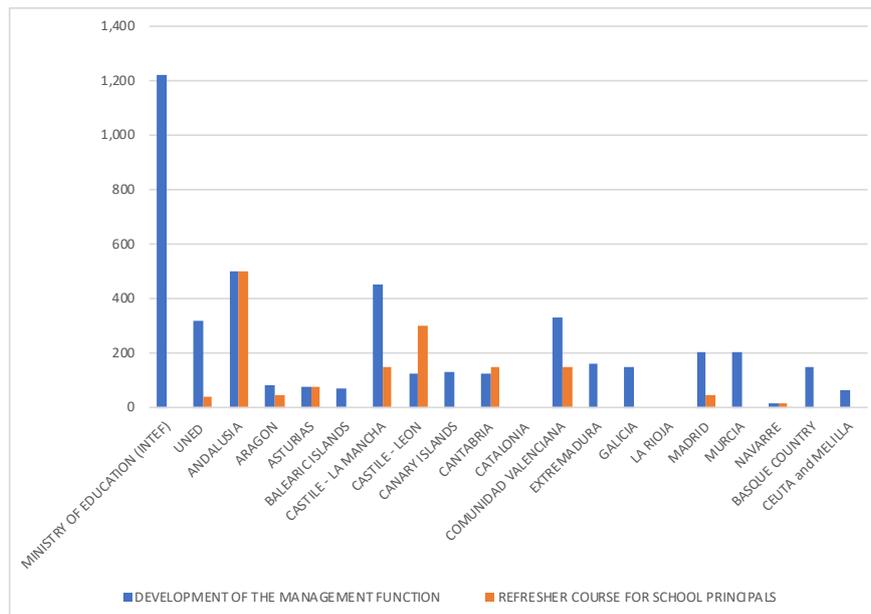
instead of the number of places offered, as it provides a more accurate approach. However, the difference between the number of places offered and actually trained teachers is not high.

Public Education Administration		Nr of teachers trained in 2018-2019	
	DEVELOPMENT OF THE MANAGEMENT FUNCTION	REFRESHER COURSE FOR SCHOOL PRINCIPALS	
MINISTRY OF EDUCATION (INTEF)	1,222		
UNED	316	39	
ANDALUSIA	500	500	
ARAGON	80	45	
ASTURIAS	75	75	
BALEARIC ISLANDS	70		
CASTILE - LA MANCHA	450	150	
CASTILE - LEON	125	300	
CANARY ISLANDS	131		
CANTABRIA	125	150	
CATALONIA			
COMUNIDAD VALENCIANA	330	150	
EXTREMADURA	160		
GALICIA	150		
LA RIOJA			
MADRID	200	46	
MURCIA	205		
NAVARRRE	17	17	
BASQUE COUNTRY	150		
CEUTA and MELILLA	63		
<b>TOTAL</b>	<b>4,369</b>	<b>1,472</b>	
<b>TOTAL TRAINED</b>	<b>5,841</b>		

Table 3.4. Estimated number of teachers trained by public Administrations in Spain



Graph 3.2 – Total number of teachers trained by public Administrations (2018-19)



Graph 3.3 – Number of teachers trained by each Administration (2018-2019)

### 3.4 The consideration of leadership in the training curriculum

Fieldwork has found a limit in accessing information protected by intellectual property of the bodies that implement these courses. However, the INTEF training programme was obtained, and it was possible to analyze its contents, as a reference framework for the rest of the Autonomous Communities that follow their training plan.

One of the five mandatory modules stipulated in the Royal Decree 894/2014 refers specifically to leadership as one of the key elements for the exercise of school management. It emphasizes training school principals in leadership as fundamental blocks of the transformation and improvement of education in Spain, which reinforces the necessity of the Program Plan.

The INTEF training programme has a solid theoretical construction regarding school leadership, although it needs to further explore certain aspects that it only refers to superficially and generate a common thread that proposes a specific leadership model.

For instance, there is a clear need to complement the theoretical content with a practical dimension, which would allow the transfer of learnings to the experience of managing an educational center.

Although it responds to theoretical concepts recognized worldwide, these are difficult to apply in the Spanish educational system, so it would be necessary to further adapt the proposals to the reality of exercising leadership in school management in Spain. In addition, it does not mention transcendental leadership or leadership for social justice, which may be key to WCD leadership.

No significant references have been found referring to whole child development in the contents of the programme. However, the lack of depth of the theoretical framework defining what the WCD leadership is made it difficult to deepen the analysis. Its

development is not expected until the first phase of the Program Plan, which is to begin in January 2019.

### 3.5 Learnings and conclusions

In the academic year 2017-2018, there were 28,313 non-university general regime schools in Spain: 19,031 out of these are public and 9,282 are private. This data gives an idea of the potential beneficiaries of the Programme Plan. Although training is not mandatory for current in-service school principals, who are appointed for four years, all new principals or those who wish to be candidates again, must take the course that gives them the accreditation or refresh their skills.

In both types of courses, one of the core mandatory modules is basically dedicated to leadership and therefore open to being informed with contributions from the research work to be carried out on WCD Leadership.

Although the Ministry is going to extend the period of mandatory application of the regulation, the reality that can be deduced from this mapping is that all the Autonomous Communities have begun to provide both types of courses.

All the Autonomous Regions comply with the basic regulations established in the Decree, except for the Basque Country and Catalonia, which have organised their training according to other parameters. Some Regions introduce extensions to some of the modules, but in general all of them present a fairly homogeneous content.

Currently, based on the open calls for the 2018/2019 academic year, 4,369 teachers are trained in the courses to access the position of school principal and 1,472 in-service principals attend the refresher courses, which makes an estimated 5,841 teachers trained per year.

Special mention should be made of the 16 master's degrees for the management function offered by universities. These courses are aimed at a very wide range of people, both in the public and private spheres and not only for general education schools. Therefore, their quantification for the purposes of this mapping is more dispersed as they are not directly focused on school principals, nor justified exclusively on the basis of accessing a management position in public schools.

For all these reasons, there is an opportunity for the development and contribution of a leadership model from the point of view of educational projects based on WCD, given that most of the Autonomous Communities have begun to teach these courses, as well as the Ministry through INTEF.

It has been detected that until now there has been a lack of training in leadership as opposed to the traditional content in regulations, organization, management and administration. The Ministry has shown great interest in knowing the results of this mapping (both the Secretary of State and the Directorate General of Evaluation and Territorial Cooperation) and the possibility of collaborating in the future to promote and empower training in leadership.