

# EDUCATIONAL PROJECT

## The LOE

**The principles established in the Educational Organic Law 2/2006, May 3rd, have been taken into account in the setting of the goals of project Tribucan.**

**1. Project Tribucan considers that education is a matter that concerns society as a whole and that the value of effort and work in order to accomplish personal, academic and professional success must be fostered.**

The promotion of these educational values is the tribu's duty. Regarding this task, in the preamble of the law it is established that: "The principle of effort, which is indispensable in order to achieve an education of high quality, must apply to all members of the educational community. Each of them will have to make a specific contribution. Families will have to cooperate closely and commit with the daily work of their sons and daughters as well as with the activities of the educational institutions. Schools and teaching staff will have to put a lot of effort to create a learning environment that enriches, demands and motivates the students. The educational Administrations will have to facilitate the performance of their duties to all members of the educational community, as well as provide them with the necessary resources and demand their effort and commitment. Society, as a whole, will have to support the educational system and create a favourable environment for personal training throughout lifetime. The achievement of such ambitious goals will only be attained sharing commitment and effort."

**The following educational principles are established in the article 1 of the LOE:**

- "Personal effort and motivation of the students" (g).
- "The cooperation and collaboration of the educational Administrations alongside the local corporations in the planning and implementation of the educational policies" (p).
- "An effort shared by students, families, teachers, schools, Administrations, institutions and society as a whole" (h).

**2. Project Tribucan is designed in accordance with the the objectives established by the European Union for 2010, which have been the starting point for the carrying out of the international assessments (PISA). This way, it contributes to improve the assessment results of the schools.**

Regarding this issue, the LOE states that "The Spanish educational system must bring its actions into line with the accomplishment of these objectives that are shared with members of the European Union in following years. In some aspects, the Spanish educational situation is close to what is set as the objective for the end of the decade.

However, the gap is obvious in some other aspects. The active participation of Spain in the European Union renders an improvement of the educational levels necessary, so that those levels keep with Spain's position in Europe, which demands a determined effort and commitment that this Law takes on."

### **3. Project Tribucan intends to collaborate in the promotion of the educational values that are necessary in order to reach a peaceful, democratic and supportive coexistence, through the knowledge of real situations that require initiatives of solidarity.**

In the article 1 c of the first chapter entitled 'Principles and aims of education', the LOE talks about : " The transference and practise of values that favour personal freedom, responsibility, civic democracy, solidarity, tolerance, equality, respect and justice, as well as getting over any sort of discrimination."

#### **In the article 2 entitled Aims, the law states that:**

- "Education for peace, regard for human rights, communal living, social cohesion, cooperation and solidarity between peoples as well as the acquisition of values that favour the respect for living creatures and the environment, particularly the value of green spaces and sustainable development." (e)
- "The training for citizenship and for an active participation in the economic, social and cultural life, with a critical and responsible attitude and with the ability to adapt to the changing situations that are common in a knowledge-based society." (k)

### **4. Project Tribucan intends to promote entrepreneurial qualities among the students (autonomy, creativity, self-confidence, ability to work in teams, ability to carry out plans, taking on responsibilities, ability to decide, etc.), which are indispensable in order to achieve any possible goal.**

In the article 2f. entitled 'Aims' there is a reference to this issue: "The development of the students to control their own learning process, to be confident of their competence and knowledge, as well as to develop creativity, personal initiative and the entrepreneurial spirit ." 5. Project Tribucan uses a methodology that matches our time, using the new technologies as a learning tool: virtual room, simulation game, website,etc.

The use of a virtual room is an innovation in terms of not-university teaching. Through its use the activities are set, and have been designed in a way so that the students carry out a proper use of the Internet, especially regarding search, choice selection and organization of the information.

In the article 1 n LOE establishes "The promotion and boosting of research, experimentation and educational innovation" as a principle of education.

Regarding the use of new technologies at the different educational stages, the LOE is full of references:

- In the article 17 i it is established that “Being initiated in the use of communication and information technologies as a means for learning, developing a critical spirit upon the messages received and prepared” is an objective of Education in Primary.”
- In the article 23 e, what follows is established as an objective for ESO: “To develop basic skills in the use of new sources of information in order to acquire new knowledge with critical sense. Get basic training in the technological area, especially training concerning information and communication.”

### **Conclusion**

Project Tribucan is a project of educational innovation that matches the principles established in the LOE as well as the European objectives.

## **The basic competences**

One of the innovations that the LOE establishes is the treatment of the basic competences in all the areas of the curriculum. Project Tribucan contributes to the learning of such competences in its development.

The European Education Commission has established key competences or necessary skills for the learning process of people along their lifetime, and has encouraged its Member States to direct their educational policies towards this direction. Such competences have been termed basic in the LOE. In spite of having some differences with the European ones, they are basically the same.

The key or basic competence is defined as the capacity to respond to complex demands and carry out diverse duties successfully. It involves a combination of practical skills, knowledge, motivations, ethic values, attitudes, emotions and other social components that work jointly in order to achieve an effective action. The key competences are those which sustain personal realization, social inclusion, active citizenship and employment.

### **The basic competences that project Tribucan deals with are the following:**

#### **1. Linguistic communication competence**

The linguistic communication competence refers to the use of language as a means of both oral and written communication as well as a device for learning and controlling behaviour and emotions. Communication in foreign languages also demands capacities such as mediation and intercultural understanding. This competence contributes to the creation of a positive personal image and fosters constructive relationships with other people and with the environment. Learning to communicate is to establish links with other people, approaching other cultures that gain

in consideration and sympathy as they become less unknown... The development of the linguistic competence is crucial to solve problems and learn to live in harmony with others.

**Project Tribucan considers that knowing how to read understandingly the sources obtained through the Internet or the school's library is necessary; learning to write the answers to the questions posited in the virtual room correctly, as well as being able to handle oral language fluently in order to back up the proposals both in the team and in class are also key aspects. Besides, the development of the course may be carried out in three languages: Spanish, Basque or English.**

## **2. Mathematical competence**

It is the skill that uses numbers and the basic operations, symbols and forms of expression and mathematical reasoning in order to produce and interpret information, know more about quantitative and spatial aspects of reality and solve problems related to daily life and the world of professional work.

**In project Tribucan the mathematical competence is used to create the company's plan: market research, production plan, production plan, funding, etc.**

## **3. Competence in the knowledge and interaction with the physical world**

It is the ability to interact with the physical world, not only in its natural aspects but also in the ones that are generated by human action, in a way that facilitates the comprehension of events and the prediction of consequences; the activity is aimed at the improvement and protection of the conditions of life itself, as well as the lives of men, women and the rest of living beings.

**In project Tribucan the geographical, social and economic contexts of each matter are studied in the first place.**

## **4. Treatment of information and digital competence**

It refers to the ability to search, obtain, process and communicate information and turn it into knowledge.

It includes different aspects that go from information access and selection to the use and transmission of it in different media, including the use of information and communication technologies as an essential element to be informed and communicate.

The methodology of project Tribucan is based fundamentally on the use of new technologies, and it provides the necessary means for the students to make a proper use of the information available on the Internet.

## **5. Social and citizen competence**

This competence allows a societal coexistence, understands the social reality of the world we live in and makes use of democratic citizenship. It incorporates forms of individual behaviour that enable people to live in an increasingly plural society, to mix

with other people, as well as to cooperate, commit and take on conflicts. To fully acquire this competence entails to put ourselves in someone else's place, accepting the differences, being tolerant and respecting the values, beliefs, cultures and personal and group history of other people.

Project Tribucan tackles the spirit of solidarity in particular, through the entrepreneurial project of solidarity that each school must carry out along the academic year. Likewise, it deals with real problems of the Third World and its peoples, besides studying their cultures and ways of life.

## **6. Cultural and artistic competence**

This competence involves appreciating, understanding and valuing cultural and artistic expressions from a critical perspective, as well as to use them as a source of enjoyment and personal enrichment and consider them part of the cultural heritage of people.

Project Tribucan also studies the culture, art and history of different peoples, as well as all those aspects that might help understand their ways of life.

## **7. 'Learning how to learn' competence**

Learning how to learn entails getting initiated in the learning process and being able to continue it autonomously. It also involves performing well when faced by uncertainties and searching for answers that meet the logic of rational knowledge. It entails the acceptance of diverse possible answers to the same problem and finding the motivation to search for such answers from various methodological perspectives.

Project Tribucan, through the study of the entrepreneurial qualities, offers the students the choice to organize their own individual and group learning, to reflect the facts studied critically and closely, and to develop attitudes of perseverance, motivation and self-confidence, etc.

## **8. Self autonomy and initiative**

This competence refers to the possibility of being able to choose using your own judgement and carry out the initiatives that are needed to develop the choice selected as well as being responsible for it from an individual, social and professional perspective.

Project Tribucan proposes the creation of a company of solidarity through which the students are able to develop attitudes of willingness that show their own initiatives.

## **Conclusion**

Project Tribucan contributes to the improvement of the basic competences that students need to achieve their personal, academic and professional goals.

# The syllabus and the areas

## Areas from which project Tribucan can be taught:

### In Primary:

- Science (conocimiento del medio)
- Citizenship and Human Rights Education
- Language, or Basque or English language, depending on the cases.
- Arts and crafts
- Mathematics
- Tutorship-homeroom class
- Interdisciplinary treatment
- ...

### In ESO:

- Natural science
- Social science, Geography and History
- Citizenship and Human Rights Education
- Ethical and civic Education
- Visual and plastic Education
- Computer science
- Mathematics
- Tutorship-homeroom class
- Interdisciplinary treatment
- ...

Project Tribucan is linked to the **objectives** that are established in the syllabuses of several areas of Primary and to the subjects of ESO.

**In Primary education**, the project tackles the objectives of the following areas:

### Science (Conocimiento del Medio)

- To understand and express the scientific, historical and geographical documents that are suitable for their age properly both in written texts and orally. To use the area's specific vocabulary fluently and accurately.
- To identify the main elements of the natural, social and cultural environment together with their features and interactions, and progress in the mastery of increasingly complex spatial contexts.
- To participate in group activities adopting a responsible, constructive and supportive behaviour that respects the basic principles of a democratic system.
- To acknowledge and appreciate memberships to social and cultural groups that have their own features, and value the differences with other groups and the need to respect Human Rights.
- To analyze and value several signs of human intervention in the environment from a critical perspective, and adopt a behaviour of protection and recovery of

the environment balance and the preservation of the cultural heritage in our daily life.

- To interpret, express and represent facts, concepts and processes of the natural, social and cultural background through the use of numerical, graphic, cartographic or any other type of codes.
- To use the school's library and the information and communication technologies to get information and also as tools to learn and share knowledge.

## **Arts and Crafts**

- To develop oral and written comprehension and expression skills.
- To apply the artistic knowledge in the observation and analysis of situations and objects of everyday reality, and also of different expressions of the world of art and culture in order to understand them better and form one's own tastes.
- To maintain an attitude of personal and group search, to coordinate perception, imagination, investigation and sensibility and to reflect on different artistic productions when either carrying them out or enjoying them.
- To use the school's library and the technologies of information and communication to get information and also as tools to learn and share knowledge.
- To know about the potential of the audiovisual aids and information and communication technologies that regard image and sound, and to use them as resources for the observation and devising of the students' productions, either autonomously or combined with other means or materials.
- To work out artistic productions in a cooperative way, taking on different duties and collaborating in the solution to the problems that might arise in order to get a satisfactory final product.

## **Citizenship and Human Rights Education (3rd cycle)**

- To develop oral and written comprehension skills. To use the area's specific vocabulary properly and accurately, once its meaning has been defined.
- To develop self-esteem, affectivity and self-autonomy in the relationship with other people, and an attitude that opposes violence, stereotypes and prejudices.
- To develop emotional, communicative and social skills in order to perform autonomously in daily life and to participate in group relationships, showing generous and constructive attitudes.
- To know and to appreciate the values and rules of living in harmony with others and to learn how to act in accordance with them.
- To acknowledge diversity as enrichment for a harmonious coexistence, and to show respect towards the customs and ways of living of peoples and towns that are different to ours.
- To know, value and learn to live with the main rights and obligations that are derived from the Universal Declaration of the Human Rights, from the Convention of the Rights of Children and from the Spanish Constitution.
- To know the main mechanisms that work in democratic societies, and to value the role of the Administration to guarantee the public services and the citizens' obligation to contribute to their maintenance and to carry out their civic duties.

- To identify and reject inequities and discriminating situations, and to show sensitivity towards the needs of underprivileged people and develop a supportive behaviour that opposes violence.
- To be aware of the environment's situation and to develop responsible attitudes in the care of the world around us.
- To use the school's library and the technologies of information and communication to get information and as tools to learn and share knowledge.

### **Language, or Basque or English language, depending on the cases**

- To understand and to express the different backgrounds of the social and cultural activity in both written and spoken forms properly.
- To make use of the knowledge about language and language use in order to write and speak accurately, coherently and correctly, and to understand oral and written texts.
- To use language properly in our social and cultural life, through the adoption of a respectful and cooperative attitude, and to be aware of our own feelings and ideas in order to control our own behaviour.
- To use the social communication media and the technologies of information and communication to get, interpret and value different opinions and information.
- To use language effectively in the activities at school for the search, selection and processing of information, as well as to write your own academic texts.
- To understand literary texts belonging to diverse genres arranged according to their subject matters and complexity, and to get initiated in the knowledge of the specific conventions of literary language.
- To acquire practical skills for learning and to transfer communicative strategies and knowledge to other languages.

### **Mathematics**

- To develop oral and written comprehension and expression skills. To boost reading comprehension through the use of mathematical texts. To use specific mathematical vocabulary fluently and accurately.
- To use mathematical knowledge in order to understand, value and produce information and messages about facts and situations of everyday life and to acknowledge its practical nature in other knowledge fields.
- To identify situations in your daily life for which basic operations –calculations– are needed to achieve a full comprehension or treatment of them, and to formulate this operations through simple mathematical expressions or to solve them using the corresponding algorithms, as well as to value the meaning of the results and explain the processes that have taken place both in oral and written forms.
- To know, value and acquire confidence in the students' own mathematical skills in order to face various situations, which allow them to enjoy creative, aesthetic or useful aspects, and to be confident in their possible uses.
- To create and use personal tools and strategies of calculations and measurement, as well as spatial orientation, in contexts of solutions to problems, deciding the advantages of their possible use and the coherence of the results in each case.
- To use the school's library and the information and communication technologies to get information and as tools to learn and share knowledge.

- To use the technological aids both in calculations and in the treatment and representation of diverse information.
- To use basic data collection techniques in order to obtain information about phenomena and situations regarding the environment; to represent it in charts and numerical forms and to form an opinion on the subject.

**In ESO**, the project deals with the objectives of the following subjects:

### **Natural Science**

- To understand and to use the strategies and basic concepts of Natural Science in the interpretation of natural phenomena, as well as to analyze and value the impact of scientific developments and their applications.
- To apply personal strategies that are coherent with the Science procedures in the solution to problems: identification of the problem, discussion about the interest of the problem, hypotheses formulation, devising of solution strategies and experimental designs, communication of those strategies and designs and consideration of the impact and applications of the study as well as search for global coherence.
- To understand and express messages with scientific content using oral and written language correctly, and to interpret diagrams, charts, tables and basic mathematical expressions, as well as to communicate arguments and explanations belonging to the scientific field.
- To use the school's library and the information and communication technologies to back up and direct works on scientific subjects and as tools to learn and share knowledge.
- To form personal criteria reasoned upon basic scientific and technological matters of our time, through the contrast and assessment of the information obtained from different resources, in order to analyze it either individually or in group.
- To understand the relevance of using the knowledge of Natural Science to satisfy human requirements and to participate in the necessary taking of decisions regarding the local and global problems that we usually face.
- To know and value the interactions of Science and technology with society and the environment, paying special attention to the problems that mankind must face today, and also to the need of search and application of solutions that are subject to the caution principle, in order to advance towards a sustainable future.

### **Social science, Geography and History**

- To identify the processes and mechanisms that abide social facts and the relations between political, economical and cultural facts, and to use this knowledge to understand the plurality of the causes that explain the evolution of current societies, the roles that men and women play within them, as well as their most relevant problems.
- To identify, locate and analyze the basic elements that characterize the physical environment, the interactions that take place between them, as well as the ones that human groups establish in the use of space and its resources on different scales, valuing the economical, social, political and environmental consequences.

- To understand the territory as the result of the interaction of societies in the environment they live in and which they organize.
- To value cultural diversity expressing respectful and tolerant attitudes towards other cultures and towards opinions that may not coincide with ours, without relinquishing a judgement over them.
- To acquire and use the specific vocabulary that Natural Science entails so that its inclusion in our everyday vocabulary increases our accuracy in our use of language and improves communication.
- To search, select, understand and relate verbal, graphic, iconic, statistical and cartographical information obtained from different sources, including the one provided by our physical and social environment, the school's library, the communication media and the information technologies, and to treat it in accordance with the goal set and to communicate it to others in an organized and understandable way.
- To carry out group tasks and to take part in debates with constructive, critical and tolerant attitude, backing our opinions thoroughly and valuing dialogue as a necessary device in the solution to human and social problems.
- To know how democratic societies are run, appreciating their values and fundamental bases, as well as to consider the rights and freedoms as achievements that cannot be waived and as necessary conditions for peace, denouncing discriminatory and unfair attitudes and situations, and being supportive with the peoples, social groups and individuals that are deprived of their rights or their necessary economical resources.

**Citizenship Education (3rd grade)**  
**Ethical and civic Education (4th grade)**

- To acknowledge human condition in its individual and social dimension, with the acceptance of our own identity and our personal features and experiences, and being respectful towards others' differences, developing our self-esteem.
- To develop and express feelings and emotions, as well as the social and communicative skills that allow us to take part in group activities, with a supportive and tolerant attitude, making use of the dialogue and mediation when tackling problems.
- To develop personal initiative through the acceptance of responsibilities and to practise forms of coexistence and participation based on respect, cooperation and rejection towards stereotypical or prejudicial violence.
- To know, accept and value the rights and obligations that are derived from the Universal Declaration of the Human Rights and the Spanish Constitution positively, and to identify the values that inspired them accepting them as criteria to assess personal and group conducts and social realities.
- To identify the plurality of current societies acknowledging diversity as enriching in terms of coexistence, and to defend equality in the rights and opportunities of every person, rejecting inequities and unfair situations provoked by differences in gender, origin, beliefs, social situation, sexual-emotional bias or of any other nature, and to judge them as a violation of the human dignity and a disturbing cause in life with others.
- To acknowledge the rights of women, to value the differences between genders and the equality in terms of rights, and to reject stereotypes and prejudices that carry discrimination between men and women.

- To value the importance of taking part in political life or in any other form of town participation, such as cooperation, associations and voluntary actions.
- To know the causes that bring about the infringement of the human rights, poverty and inequities, as well as the relation between armed conflicts and underdevelopment, and to value the actions that are aimed at the securing of peace and security and active participation as means to reach a fairer world.
- To identify ourselves as members of a global citizenship. To show regard towards the customs and ways of life of peoples that are different to us, and to express supportive behaviour towards underprivileged people or groups.
- To identify and analyse the main ethical theories, to acknowledge the main social and moral conflicts of today's world and to develop a critical attitude when faced with the archetypes that are transmitted through the mass media.
- To acquire a critical way of thinking, to develop our own criteria and skills to defend them in debates, through documented and reasoned argumentation, as well as to value the reasons and arguments of others.
- To use the school's library and the technologies of information and communication to support and direct works on the area's specific fields, as well as tools to learn and share knowledge.

### **Plastic and visual Education**

- To appreciate the aesthetic and cultural values, identifying and valuing their content; to understand them as part of cultural diversity, contributing to their regard, preservation and improvement.
- To express ourselves creatively, through the means of plastic and visual language, and to know how to link them to other fields of knowledge.
- To use the different visual and plastic techniques and the technologies of information and communication in applications of the students' own creations.
- To mix with other people, participating in group activities in a flexible and responsible way, favouring dialogue, collaboration and communication.
- To use the school's library and the technologies of information and communication to support and direct works on the area's specific fields, as well as tools to learn and share knowledge.

### **Computer science**

- 1 To search and select resources that are available on the net in order to incorporate them to the students' own productions, valuing the relevance of respecting intellectual property and the advisability of resorting to sources that authorise their use explicitly.
- To get to know and to use the tools required to integrate in social nets, contributing with their competences to their own growth, and adopting attitudes of regard, participation, effort and collaboration that make the creation of group productions possible.
- To use peripherals to capture and digitalize images, texts and sounds and to be able to manage the main applications of programs of digital processing of steady images, sound and images in motion, and their integration in order to create little multimedia productions with expressive, communicative or illustrative purposes.
- To integrate textual, numerical or graphic information obtained from any source in order to create the students' own contents and to publish them on the Web,

using means that facilitate interaction (forms, surveys, binnacles, etc.) and formats that facilitate the inclusion of multimedia elements deciding the way in which they are put at the rest of users' disposal.

- To know and value the social sense and impact of the various alternatives that exist currently in order to share the contents that are published on the Web and to apply them when the students' own productions are spread.
- To value the possibilities that the technologies of information and communication offer and the impact that their use entails.

### **Language, or Basque or English language, depending on the cases**

- To express ourselves clearly, coherently, properly and in detail in the different contexts of social and cultural activity both orally and in written form.
- To use oral language in social and cultural activities in a clear and detailed way, with certain fluency, spontaneity and fitting in with the different situations and functions, adopting a respectful and cooperative attitude.
- To use language efficiently in academic activities to search, select and process information, and also to draft texts that are common in academic areas.
- To use the communication media and the technologies of information with increasing autonomy to obtain, interpret, select, work and value diverse information and different opinions.
- To get real pleasure out of reading different fields (literature, scientific texts, social texts), as well as to make it a source of personal enrichment and world knowledge, consolidating the students' reading habits.
- To apply the knowledge of language and language use in the comprehension of oral and written texts with certain autonomy, and to write and speak properly (use of different linguistic registers), coherently and correctly.
- To analyze the different social uses of language to avoid linguistic stereotypes that entail value judgements and classist, racist or sexist prejudices. To reflect on the learning processes and to transfer knowledge and communicative strategies to other languages.

### **Mathematics**

- To improve the ability to think reflectively and to incorporate the forms of mathematical expression and reasoning to our language, both in the mathematical processes and in the different areas of human activity.
- To acknowledge and to present situations which can be formulated in mathematical terms and to create and use different strategies in order to tackle them and analyse the results using the most suitable resources.
- To quantify the aspects of reality that allow for its better interpretation: to use data collection techniques and measurement procedures, to carry out the data analysis through the use of different types of numbers and also the selection of the calculations that are suitable for each situation.
- To identify the mathematical elements (statistic, geometrical, graphic data, calculations, etc.) that are present in the mass media, Internet, advertisements or other sources of information, and to analyse the roles that these mathematical elements play from a critical perspective and value their contribution to a better understanding of the messages.

- To identify the forms and spatial relations that are present in everyday life, to identify the geometrical qualities and relations that are involved, favouring the development of sensibility towards certain forms of harmony and beauty, at the same time that stimulating creativity and imagination.
- To solve problems using mathematical reasoning, such as the systematic exploration of alternatives, linguistic accuracy, flexibility in the formation of our opinions and perseverance in the search for solutions and acknowledgement of their value in problematic situations of our daily life.
- To develop personal strategies for the analysis of specific situations and for the identification and solution of problems, using different resources and tools, and valuing the convenience of the strategies used according to the analysis of results and its exact or rough nature.
- To demonstrate a positive attitude when facing solutions to problems and to show confidence in one's own capacity to deal with them and acquire a right level of self-esteem, that enables the students to enjoy the creative, manipulating, aesthetic, and helpful aspects of Mathematics.
- To integrate mathematical learning in the body of knowledge that is being acquired in different areas in order to use it in a creative, analytic and critical way.
- To value Mathematics as a member of our culture, both from a historical point of view and from the perspective of its role in today's society, and to apply the mathematical competences that have been acquired in the analysis and judgement of social phenomena such as cultural diversity, regard towards the environment, health, consumption, gender equality and harmonic coexistence.

### **Conclusion**

The objectives of project Tribucan fit in with the ones that are established for the different areas in the syllabuses of Primary Education and Compulsory Secondary Education (ESO).

# School's comprehensive education plan

Schools can integrate project **Tribucan** in their Comprehensive Educational Plans, according to what is established in the legislation:

## **ORGANIC LAW 2/2006, 3rd May, Education. Chapter II. The Autonomy of Educational Institutions.**

### **Article 120. General regulations.**

2. The educational institutions will be autonomous to create, **pass and execute a Comprehensive Educational Plan** and a management project, as well as the regulation concerning the organization and running of the school.

### **Article 121. Comprehensive Educational Plan.**

1. The school's Comprehensive Educational Plan will comprise the values, objectives and priority sets of action. It will also **incorporate the realization of the syllabuses established** by the educational Administration that the Staff must fix and pass, as well as the treatment that crosses them in the areas, subjects or educational modules of values and other teachings.

3. It is a matter of the educational Administrations to establish the general framework that allows public and private schools receiving state subsidies **to create their own comprehensive educational plans** that will have to be made public in order to facilitate its content to the whole educational community. Likewise, it is an issue of the educational Administrations to contribute to the development of the curriculum and to favour the creation of open teaching programming models and didactic materials that meet the different needs of the students and the teaching staff.

**5. The schools will promote educational commitments between the families or legal tutors and the school in which the activities that parents, teachers and students commit to carry out in order to improve the academic performance of the students will be allocated.**

6. The Comprehensive Educational Plan of the private schools receiving state subsidies, which has to be made public in all cases, will be stipulated by its corresponding incumbent, and will incorporate its own features, that article 115 of this Law refers to.

### **Article 132. Headmaster's competences**

It is competence of the headmaster:

- B. To direct and coordinate all the activities of the schools, without affecting the competences which are ascribed to the teaching Staff and the board of governors.

- C. To hold the pedagogical direction, to promote educational innovation and to give impetus to plans for the accomplishment of the objectives stated in the School's Comprehensive Educational Plan.

[AUTONOMOUS DECREE 24/2007, 19th March, by which the syllabus of the teachings of Primary Education in Navarre is established.](#)

### **Article 6. Syllabus**

- 1. The syllabus in Primary is understood as the group of basic competences, objectives, contents, pedagogical methods and assessment criteria at this educational stage.
- 2. The educational institutions will develop and complete the syllabus of Primary Education established in the present Autonomous Decree and the regulation that develops it. This realization will become a part of the School's Comprehensive Educational Plan, according to what is established in the article 121.1 of the Organic Law 2/2006, 3rd May, Education.

[AUTONOMOUS DECREE 25/2007, 19th March, by which the syllabus of the teachings of Compulsory Secondary Education \(ESO\) in Navarre is established.](#)

### **Article 7. Syllabus**

- 1. The syllabus in ESO is understood as the group of basic competences, objectives, contents, pedagogical methods and assessment criteria at this educational stage.
- 2. The educational institutions will develop and complete the syllabus of ESO Education established in the present Autonomous Decree and the subsequent regulation that will develop it, and this realization will become a part of the School's Comprehensive Educational Plan.

### **Conclusion**

In their exercise of autonomy, the educational institutions can consider project Tribucan a development of the syllabus and include it in their Comprehensive Educational Plans.

# The plan of improvement

Project Tribucan can be included in the plans of improvement of Primary and Secondary schools because it contributes, as it has been said, to the improvement of the following basic competences:

- Linguistic communication competence
- Mathematical competence
- Competence regarding knowledge and interaction with the physical world
- Treatment of the information and digital competence
- Social and citizen competence (educational values)
- Cultural and artistic competence
- ‘Learning how to learn’ competence (educational values)
- Autonomy and personal initiative (educational values)

The plans of improvement of the schools must be targeted at the improvement of the basic competences, in the same way as it has been done in the schools of Navarre to date.

As we have previously shown, project Tribucan supports the learning of the basic competences, so that it can be integrated in the plan of improvement of an educational institution.

The plan of improvement of the school is set every year in the Annual General Programming (PGA). The educational institutions that take part in Tribucan can include the activities that are planned for this academic course in their PGA and assess them in their Annual Report.

## **Conclusion**

Given project Tribucan’s interdisciplinary nature and the treatment it gives to the basic competences, it can be considered a contribution to the improvement of the educational institution itself.

# Tutorship and educational guidance

As has been pointed out, **project Tribucan's** main intention is to promote the necessary educational values that the students from Navarre need in order to embark on any personal, academic or professional goal successfully.

These values can also be developed through tutorship and educational guidance, given that the main aim is to develop personal and social qualities in the students which are, on the other hand, the object of study of fields such as:

Tutorship and educational guidance

## Personal virtues

- Initiative
- Autonomy
- Spirit of bettering oneself
- Spirit of bettering oneself
- Self-control
- Self-confidence
- Sense of criticism
- Creativity
- Acceptance of risks
- Flexibility
- Spirit of innovation and research
- Responsibility
- Motivation for achievements
- Positive spirit
- Ability to adopt decisions
- Self-discipline

## Social skills

- Teamwork
- Attitudes aiming at cooperation
- Ability to communicate
- Ability to interact with the environment.
- Sensitivity towards other's necessities.
- Ability to present and defend one's ideas before other people.

## Directing skills

- Planning, adoption of decisions and acceptance of responsibilities.
- Capacity to confront and find solutions to problems.
- Persuasive power.
- Leadership capacity.
- Capacity to organize and optimize resources.

## Conclusion

The entrepreneurial educational values can be developed through tutorship and educational guidance, and families can get involved with the training planned in project Tribucan.

# The educating tribe

Project Tribucan is an innovative and pioneer educational program because, even though the concept of educational tribu or educational society has been studied from a theoretical perspective, not many experiences have been put into practice.

Through the [Educational Mobilization movement](#), led by José Antonio Marina, a promotion campaign has been initiated aiming to make the society aware of the responsibility it holds in childhood and adolescent education.

It is obvious that the family has been traditionally the main protagonist of the education of boys and girls through behavioural models and the role of the teaching mother who transmits social values.

The incorporation of women to the world of professional work, the vertiginous changes in life style, the short time that parents have to care for their sons and daughters, the attracting power of television, the indiscriminate use of computers and video games... have all contributed to make the burden of responsibility for education fall on the schools' shoulders.

Nowadays, Schools are assuming responsibilities that are not an issue that concerns them in its entirety. It's not trying to dodge the issue, but rather trying to involve all the social entities that directly or indirectly have a bearing on the behaviour of our sons and daughters in order to transmit the democratic values, the importance of personal work, the sense of responsibility and the taste for well-made work.

José Antonio Marina, defender of this project, summarises the philosophy of Tribucan at the launch of the website [Movilización educativa](#) with the following reflection:

“The universal worry about education has aroused a system of excuses in which everyone passes the buck. Parents blame the School, schools blame parents, everybody blames television, television blames viewers, and we end up asking the government for solutions, while it appeals to the citizens' responsibility, and then it starts all over again. We could be spinning in this infernal cycle of excuses until Judgement Day.

The only solution that comes to my mind is that of not waiting for others to solve the problem, but rather asking myself: “What can I do to solve it?” I've heard this question many times, and I think that if we could make use of the concerns, generosity, energy and talent of thousands of people willing to cooperate, we could really cause a beneficent cultural change, which happens to be what we really need to improve education. This is the objective- optimistic, as you may notice- of educational mobilization. It's all about getting rid of the victimization, the helplessness and the dramatic atmosphere in which the worlds of both family and school education are caught up.”

[The LOE, in pdf](#)