

**Interview for Mr. Mariano Segura,  
Director of CNICE**

*What is the core mission of CNICE?*

The core mission of CNICE is to facilitate the enhancement of education outcomes through ICT supported innovation. CNICE provides contents and services online, teacher training, guidance and support, dissemination of good practice examples.

*Which is the innovative side of education that you propose, stress, support?*

We propose the integration of ICT in the access to information, its analysis and processing, the validation of knowledge, the interaction with systems and with other actors in the learning process, the connection of the school with the outside world, the communication of the knowledge acquired. Roles of learners and teachers change and the concept of school and education itself drastically evolves. The acquisition from our pupils of firm ethical criteria is even more a key issue in a world immediately interconnected.

Many, if not all of these elements of innovation are included in the etwinning scheme.

*Are you part of an international network? If yes which are your main partners and how you interact with them?*

CNICE, as a unit of the Spanish Ministry of Education and Science, is a part of the Spanish public administration. As such, the natural environment for our collaboration in education is the European Union and Iberian America. The participation of Spain in European networks is similar to that of Italy: European Commission, European Schoolnet. At the level of studies and research Spain is an active member of the OECD, as is Italy, whose CERI is a fine source of information and collaboration opportunities in education. With Latin America we participate in the Education activities of OEI (Organisation of Iberian American States for Education and Culture), we collaborate with the Network of (education) Portals and have active agreements of education cooperation with most American countries.

*In which way CNICE tasks and goals fit with Lisbon Agenda?*

I would say that not only the CNICE tasks and goals but all those of the Ministry. The Lisbon Agenda and Education and Training 2010 are in the core of the objectives. Let us check Lisbon strategic objectives: Improve quality and effectiveness in education and training, Facilitate the access of all to education and training, and opening up education and training to the wider world.

Last year a new Organic Law of Education was approved by the Spanish Parliament. The third principle inspiring the Law is “ a decided commitment with the educational objectives of the EU for the next years”. It follows in the text of the law the enumeration of the Lisbon objective enunciated above. At the

beginning of 2007 the first Decrees on new curricula have been published. Their approach is in line with the EU design. The basic competences have been integrated in the new curricula. Among them, ICT competence and its transversality, with knowledge, skills and the other competences is in the core of the CNICE activity.

The study performed by the EC on June 2006 on the Progress towards the Lisbon objectives declares that "There has been clear progress and accomplishment of the EU benchmark on increasing the number of maths, science and technology graduates. But there is too little progress (in Europe) against the benchmarks related most closely to the knowledge-based society and social inclusion." It is a common European challenge the accelerated transition to such advanced society and we share it. The implication of the CNICE and the regional education authorities in etwinning and the high participation level of our schools is a good proof of it.

*Which are the project areas which you will address during 2007? Could you give me 2 or 3 examples?*

Recent European and National studies confirm that the Spanish teachers feel comfortable with their *Competence* on ICT tools, more or less as the average of European teachers; also they feel that their level of *Access* is on the EU average. The third leg of the ACM model, used by the EC in the study "Benchmarking Access and Use of ICT in European Schools 2006" is Motivation, and here is where Spanish teachers are below average: they are not sufficiently convinced that ICT are effective in enhancing learning. Nevertheless, our studies reveal that after some ICT supported experimentation in the classroom, with the creation of peer networks, teachers become firmly convinced of ICT effectiveness. The main stress should be then on supported experimentation and the development and maintenance of teacher networks.

Spanish teachers also feel they need some more methodological training and this is an important area for our work in 2007. On contents, an effort is being done in the desegregation of contents in learning objects, indexed with standard metadata so to facilitate teachers the identification of the best reusable learning resources.