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**Study of initial teacher  
training on issues of ethics  
and equality**  
Estudio sobre la formación  
inicial del profesorado  
en materia de ética e igualdad

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## **Study of initial teacher training on issues of ethics and equality** **Estudio sobre la formación inicial del profesorado en materia de ética e igualdad**

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### RESUMEN

La complejidad de los desafíos del siglo XXI a los que se enfrenta el profesorado -tales como el desarrollo de la inteligencia artificial, la aplicación efectiva del principio de igualdad e inclusión en las aulas o la vulnerabilidad que manifiestan en la actualidad las democracias occidentales- evidencian la urgencia de adquisición competencias no sólo técnicas o didácticas sino también en materia de ética educativa. Por ello, el presente artículo se propone analizar la situación respecto a la formación inicial del profesorado de Educación Media en España, en torno a las competencias y los contenidos impartidos en las 39 universidades españolas públicas que ofertan el Máster Universitario en Formación del Profesorado de Secundaria Bachillerato, Formación Profesional e Idiomas. El estudio utiliza la metodología de análisis comparativo entre la obligatoriedad legislativa y la realidad aplicada. Los resultados, a modo de diagnóstico, reflejan el déficit formativo en la materia de estudio.

### PALABRAS CLAVE

FORMACIÓN DEL PROFESORADO, ÉTICA DE LA EDUCACIÓN, IGUALDAD, CIUDADANÍA DEMOCRÁTICA, DERECHOS HUMANOS

### ABSTRACT

The complexity of the 21st century challenges facing teachers - such as the development of artificial intelligence, the effective application of the principle of equality and inclusion in the classroom or the vulnerability that Western democracies are currently showing - highlight the urgency of acquiring not only technical and didactic skills but also those related to educational ethics. For this reason, this article sets out to analyse the situation regarding the initial training of secondary school teachers in Spain in terms of the competences and contents taught in the 39 public Spanish universities that offer the Master's Degree in Teacher Training for Secondary Education, Professional Training and Languages. The study uses the methodology of comparative analysis between the legislative obligation and the applied reality. The results, by way of diagnosis, reflect the training deficit in the subject of study.

### KEYWORDS

TEACHER TRAINING, EDUCATIONAL ETHICS, EQUALITY, DEMOCRATIC CITIZENSHIP, HUMAN RIGHTS

## INTRODUCTION

Considering the extent to which ethics in education is necessary is both a legitimate and relevant question. If we look at other fields, such as bio-health, law, economics or politics to name but a few, the consensus is strong, and it is universally acknowledged that ethics plays a crucial role in decision-making in these fields. However, when the same question is raised in the field of education, the response is less unanimous or less strongly expressed, perhaps because the issues raised there may not be as visible or because they have less social visibility.

Nevertheless, all agents involved in formal education, regardless of the level at which they work - basic, intermediate, or higher education - or their role - teaching, family, administration, management - face multiple issues directly related to ethics daily. They have to make decisions and act in specific situations, such as: establishing the criteria for passing or promoting a student according to certain circumstances or equality - which is a problem of justice-; dealing with the moral formation of students, which implies the choice of the values proposed; settling educational responsibilities between parents, school and administration in specific situations of cyberbullying; or deciding on the graduation of a postgraduate education student who has publicly defended pederasty. Responding to these and other issues also requires ethical competence in the profession, and therefore a serious preparation on the part of education professionals that is often lacking. This is even though current Spanish educational legislation explicitly includes ethical competence among the requirements for obtaining degrees and postgraduate degrees in education.

On the other hand, given the educational prospective described in the UNESCO report (2022) and the uncertainty generated by the irruption of artificial intelligence (Dell Technologies, 2021), the importance of education becomes clear, given that the development of people and, ultimately, of societies is in its hands. The new context in which we live is in turn causing the evolution of the ethical challenges facing the educational world (Levinson, 2019), which have experienced an exponential increase in the complexity of their resolution. This is motivated by the plurality of pedagogical scenarios - face-to-face and virtual space - and by the increase in the number of national and international actors involved in educational development (Levinson, 2023).

Currently, the initial training of future secondary education teachers in Spain takes the form of the Master's degree in Teacher Training for Secondary, Professional Training and Languages, which lasts one year and is a compulsory qualification for the practice of teaching. It is regulated by Order EDU/ 3498/2011 of 16 December which modifies Order ECI/ 3858/ 2007 of 27 December. In turn, article 4 of Royal Decree 822/2021, of 28 September, sets out the guiding principles and values in the field of training which must reflect the contents and competences of the degree. They refer fundamentally to respect for Human Rights and fundamental rights; to democratic values such as freedom of thought and teaching, tolerance, respect for diversity and equality of citizens; to gender equality established in Organic Law 3/2007 of 22 March, to equal treatment understood as the absence of discrimination and to training in the culture of peace and participation.

Therefore, both because of the real needs of the educational sector and because of the requirements of Spanish legislation, we start from the hypothesis that there is a need

for specific initial training in the field of educational ethics, which is currently not sufficiently satisfied in the curricula of this postgraduate course in Spanish universities. In this direction, the main objective of this research is of a markedly evaluative nature: to analyse the situation with respect to ethical content in the Master's Degree in Teacher Training for Secondary Education, Professional Training and Languages, through the method of comparative analysis between the legislative obligation and the applied reality, in order to identify how this specific ethical training of students is carried out and, where appropriate, to detect existing shortcomings in this aspect so relevant to the training of future teachers.

The specific objectives are to find out what the similarities and differences are between the curricula of the master's degree courses in teacher training in Spanish public universities in the field of ethics, and to compare this information to confirm the initial hypothesis.

This research arises from the search for constant improvement in educational management in line with Goal 4 of the 2030 Agenda: Quality Education (UN, 2015). In this way, we set out to find out about and analyze the differences between the curricula of the degree programs offered in Spanish public universities about the initial training in ethical competences of Secondary Education teachers in Spain.

Therefore, before analyzing the data itself, presented in the graphs on the following pages, it is necessary to understand the structure of the master's degree in Teacher Education at national level. The planning of the courses is divided into four blocks: the generic, the specific, the practicum and the free-assignment block. The generic block consists of the following subjects: *Learning and personality development, Organization and management of the center, Psychosocial relations in the classroom and Society, Family and Education*, with a total of 12 credits. The specific block is made up of the following subjects: *Didactics of the specialty, Curricular design of the specialty, Educational research, Educational innovation and ICT and Training complements I and II*, for a total of 24 credits. In the case of the 24 credits allocated to the "free assignment" block, this corresponds to the completion of a master's dissertation and the work placement at the educational center: Practicum.

The methodology followed to develop the research and data analysis will be explained below.

#### METHODOLOGY

The official Master's Degrees in Teacher Training in Secondary Education, Professional Training and Languages published in the Registry of Universities, Centers and Qualifications (RUCT) of the Ministry of Education in 2023, which are taught in public and private universities, were chosen. There are 92 universities in Spain: of these, 67 offer this master's degree, 39 are public and the rest are private.

The information was accessed through the official website of each university, where the following data was obtained, which we consider necessary for the study:

- Number of specializations offered.
- Offering of a specific subject of ethical content, values, or civic education.
- Competences (general, specific, and transversal), objectives and expected outcomes of the degree that were related to ethical content, including human rights and citizenship.
- Teaching Guide for the subject Society, Family and Education. This subject of a multidisciplinary nature has been selected for the analysis of objectives,

competences, and contents, as it is the most similar to the contents of Education Ethics, which also includes values and Human Rights in terms of their relationship with the values and principles set out in the Spanish Constitution of 1978.

- The data referring to the subject, competences, objectives, learning outcomes and contents in terms of ethics, equality, human rights, or civic education were recorded in the table according to the following legend:

1= No specific subject offered	6 = Ethical competences are not covered
2 = Yes, a specific compulsory subject is offered	7 = Yes, ethical objectives and learning outcomes are included
3 = Yes, specific optional subject is offered	8 = No ethical content is included
4 = No access to data	9 = 10-30%. of ethics content is provided
5 = Ethical competences are included	10 = More than 30% ethical content is included

In this way, four issues will be analysed:

1. Analysis of the offer of a specific subject related to Ethics in Education in the Master's Degree in Teacher Training in Spanish public universities.
2. Analysis of the competences, objectives and learning outcomes in ethics in the Master's Degree in Teacher Training in Spanish public universities.
3. Analysis of the competences, objectives and learning outcomes in the subject *Society, Family and Education* offered in Spanish public universities.

Analysis of the contents of the subject *Society, Family and Education* offered in Spanish public universities.

## RESULTS

	AUTONOMOUS COMMUNITY	LINK UNIVERSITY	MODALITY	SPECIALITIES OFFERED	SPECIFIC SUBJECT	SKILLS	SOC/FAM/EDU	CONTENTS
1	ANDALUCÍA	<a href="#">UNIVERSIDAD DE HUELVA</a>	PRESENCIAL	7	1	5	7	9
2	ANDALUCÍA	<a href="#">UNIVERSIDAD DE ALMERÍA</a>	PRESENCIAL	9	1	5	5	8
3	ANDALUCÍA	<a href="#">UNIVERSIDAD DE CÁDIZ</a>	PRESENCIAL	11	1	5	4	4
4	ANDALUCÍA	<a href="#">UNIVERSIDAD DE MÁLAGA</a>	PRESENCIAL	17	1	7	5	8

5	ANDALUCÍA	<a href="#">UNIVERSIDAD DE SEVILLA</a>	PRESENCIAL	21	2	5	5	8
6	ANDALUCÍA	<a href="#">UNIVERSIDAD PABLO OLAVIDE</a>	PRESENCIAL	10	3	7	6	8
7	ANDALUCÍA	<a href="#">UNIVERSIDAD DE GRANADA</a>	PRESENCIAL	19	3	5	5	10
8	ANDALUCÍA	<a href="#">UNIVERSIDAD DE JAÉN</a>	PRESENCIAL	16	1	5	5	9
9	ANDALUCÍA	<a href="#">UNIVERSIDAD DE CÓRDOBA</a>	PRESENCIAL	15	1	7	5	8
10	ARAGÓN	<a href="#">UNIVERSIDAD DE ZARAGOZA</a>	PRESENCIAL	17	1	5	7	8
11	CANARIAS	<a href="#">UNIVERSIDAD DE LAS PALMAS DE GRAN CANARIA</a>	PRESENCIAL	11	1	7	6	8
12	CANARIAS	<a href="#">UNIVERSIDAD DE LA LAGUNA</a>	PRESENCIAL	20	1	7	6	8
13	CANTABRIA	<a href="#">UNIVERSIDAD DE CANTABRIA</a>	PRESENCIAL	7	4	4	4	4
14	CATALUÑA	<a href="#">UNIVERSIDAD DE LLEIDA</a>	HÍBRID	3	1	7	4	4
15	CATALUÑA	<a href="#">UNIVERSIDAD ROVIRA I VIRGILI</a>	HÍBRID	10	1	7	4	4
16	CATALUÑA	<a href="#">UNIVERSIDAD DE VIC - UNIVERSIDAD CENTRAL DE CATALUÑA</a>	HÍBRID	5	1	5	4	4
17	EXTREMADURA	<a href="#">UNIVERSIDAD DE EXTREMADURA</a>	PRESENCIAL	16	4	4	4	4
18	GALICIA	<a href="#">UNIVERSIDAD DE A CORUÑA</a>	PRESENCIAL	10	1	5	4	4
19	GALICIA	<a href="#">UNIVERSIDAD DE SANTIAGO DE COMPOSTELA</a>	PRESENCIAL	6	4	4	4	4

20	GALICIA	<a href="#">UNIVERSIDAD DE VIGO</a>	PRESENCIAL	12	2	5	3	10
21	ISLAS BALEARES	<a href="#">UNIVERSIDAD DE LAS ISLAS BALEARES</a>	PRESENCIAL	15	2	5	5	10
22	PAÍS VASCO	<a href="#">MONDRAGÓN UNIBERTSITATEA</a>	PRESENCIAL / ONLINE	4	1	5	4	4
23	PAÍS VASCO	<a href="#">UNIVERSIDAD DEL PAÍS VASCO</a>	PRESENCIAL	8	2	5	5	10
24	CASTILLA Y LEÓN	<a href="#">UNIVERSIDAD DE LEÓN</a>	PRESENCIAL	11	1	5	5	9
25	CATALUÑA	<a href="#">UNIVERSIDAD AUTÓNOMA DE BARCELONA</a>	PRESENCIAL	11	1	5	5	8
26	CATALUÑA	<a href="#">UNIVERSIDAD DE BARCELONA</a>	PRESENCIAL	13	1	4	4	4
27	CATALUÑA	<a href="#">UNIVERSIDAD POLITÉCNICA DE CATALUÑA</a>	PRESENCIAL	3	4	4	4	4
28	CATALUÑA	<a href="#">UNIVERSIDAD DE GERONA</a>	PRESENCIAL / ONLINE	5	1	5	5	8
29	MADRID	<a href="#">UNIVERSIDAD DE ALCALÁ</a>	PRESENCIAL	11	1	5	5	9
30	MADRID	<a href="#">UNIVERSIDAD POLITÉCNICA DE MADRID</a>	PRESENCIAL	5	1	5	5	9
31	MADRID	<a href="#">UNED</a>	ONLINE	20	1	5	7	8
32	MADRID	<a href="#">UNIVERSIDAD COMPLUTENSE DE MADRID</a>	PRESENCIAL	19	1	5	4	4
33	MADRID	<a href="#">UNIVERSIDAD REY JUAN CARLOS</a>	PRESENCIAL	14	1	5	5	9
34	MADRID	<a href="#">UNIVERSIDAD AUTÓNOMA DE MADRID</a>	PRESENCIAL	14	1	5	5	8

35	NAVARRA	<a href="#">UNIVERSIDAD PÚBLICA DE NAVARRA</a>	PRESENCIAL	16	1	5	6	8
36	LA RIOJA	<a href="#">UNIVERSIDAD DE LA RIOJA</a>	HÍBRID	7	1	7	6	8
37	VALENCIA	<a href="#">UNIVERSIDAD DE ALICANTE</a>	HÍBRID	19	1	7	5	8
38	ASTURIAS	<a href="#">UNIVERSIDAD DE OVIEDO</a>	PRESENCIAL	18	1	5	5	9
39	MURCIA	<a href="#">UNIVERSIDAD DE MURCIA</a>	PRESENCIAL	18	1	5	5	9

Numérico valiu	Caption
Autonomous Community Universities Specialities offered	Subject Education Ethics Competences Soc. Fam. y Ed. Master's Degree Competences Competences Soc. Fam. y Ed. Contents Soc. Fam. y Ed.



DISCUSSION

1. Analysis of the offer of a specific subject related to Ethics in Education

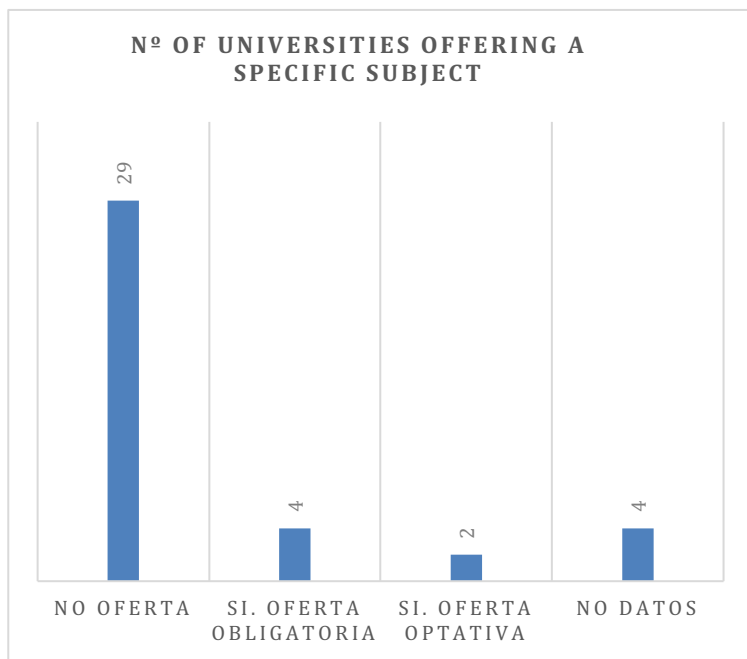


Figure 1. Number of public universities offering a specific subject related to Ethics in Education.

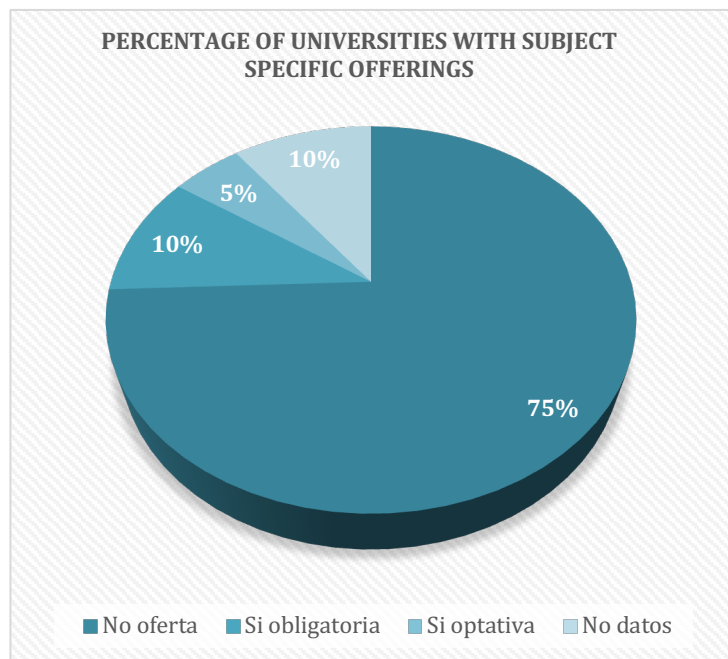


Figure 2. Percentage of public universities offering a specific subject related to Ethics in Education.

First of all, the results obtained from the column on the existence of a specific subject related to ethics, equality, human rights and civic education in the Master's Degree in Teacher Training at the 39 public universities where postgraduate studies are taught are analysed. The results show that, of the 39 public universities, only 6 offer a specific subject with specified content. Of these, in 4 universities it appears as a compulsory subject in the programme and in 2 of the universities it is offered as an optional subject. In 29 universities, the specific subject is not offered, so it can be deduced that values education is derived from other subjects. We did not obtain data from 4 universities. In terms of percentages, only 5% of Spanish universities consider this specific subject as compulsory, 10% as optional and 75% teach constitutional values and principles transversally through other subjects in the Master's degree, either in the generic block or in the specific block for each of the specialisations. Of the Spanish universities analysed, we do not have access to 10% of the data.

## 2. Analysis of the competences, objectives and learning outcomes in ethical matters

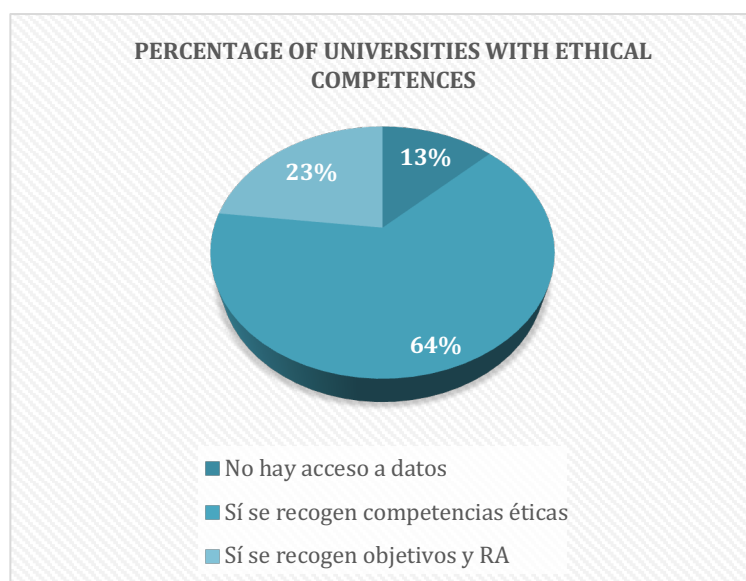
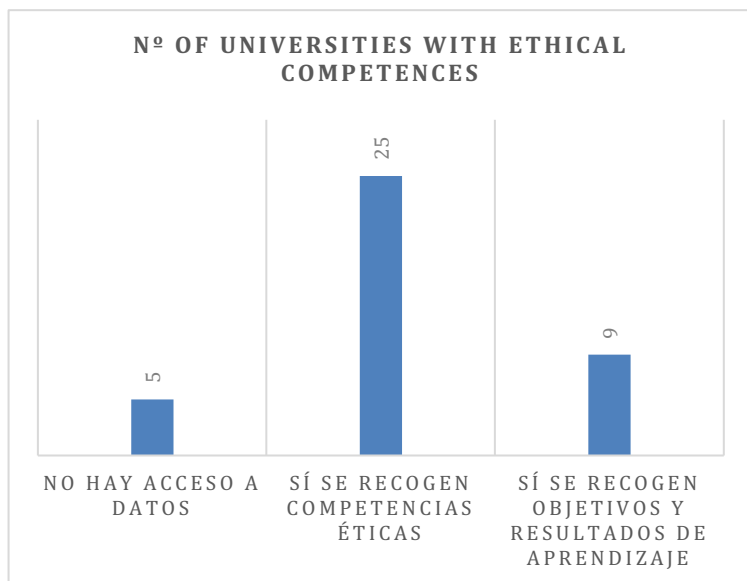


Figure 3. Number of public universities that include in the Master's Degree Report, among their objectives and learning outcomes or general, specific or transversal competences, some related to Ethics in Education.

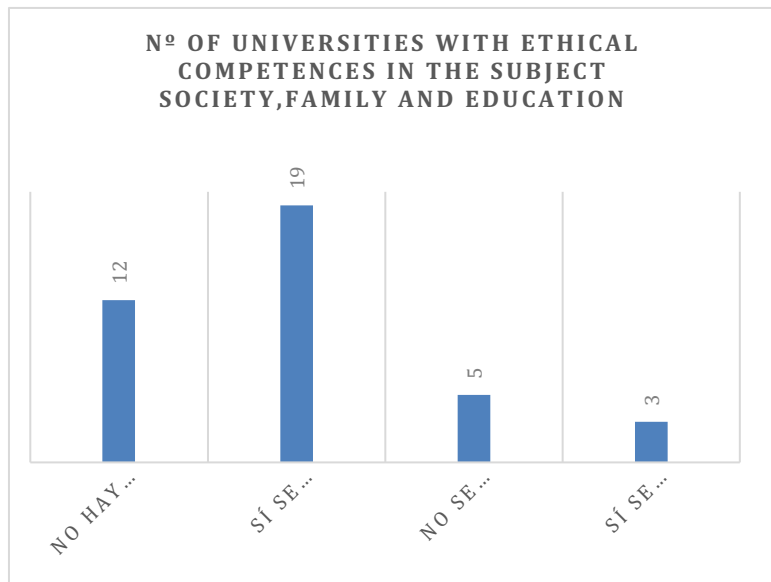
Figure 4. Percentage of public universities that include in the Master's Degree Report some of their objectives and learning outcomes or general, specific or transversal competences related to Ethics in Education.

The teachings of the Master's Degree in Teacher Training are specified through the objectives, the general specific and transversal competences. They are also reflected in the learning outcomes. At this point, the information published on the website of each university regarding the general objectives of the Master's degree, the general competences and the general learning outcomes is analysed through the data obtained from each university's website.

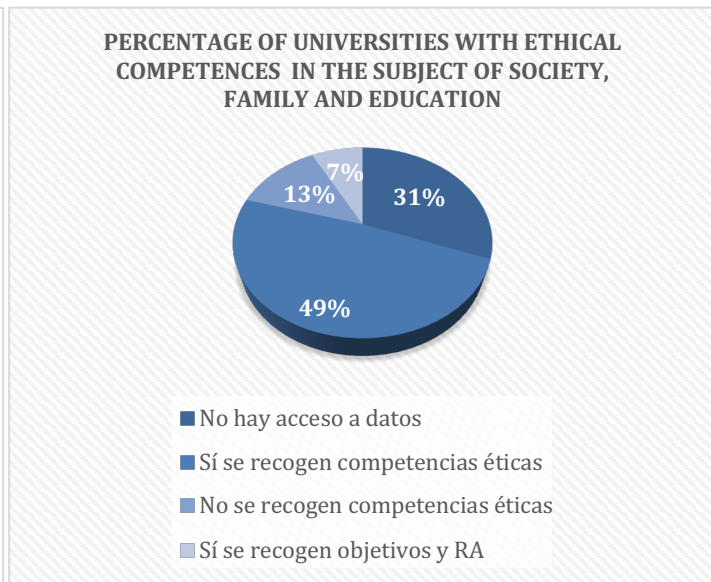
The results show that, of the 39 public universities offering the Master's Degree in Teacher Training, 35 include among their competences (general, specific or transversal) references to ethics, equality and Human Rights. Of these, 9 universities also include them among the degree objectives and learning outcomes. We did not obtain data from 4 universities.

With regard to the percentages, 87% of the universities allude in their Master's degree report to the acquisition of ethical competences, in accordance with current legislation. Among these universities, 23% of them, in addition to the competences, include ethical content within the general objectives of the Master's degree and the expected learning outcomes. Of the Spanish universities analysed, we do not have access to 13% of the data.

*3. Analysis of the subject: Society, Family and Education offered in Spanish public universities: competences, objectives and learning outcomes*



*Figure 5. Number of public universities that include competences, objectives or learning outcomes in the Teaching Guide for the subject Society, Family and Education.*



*Figure 6. Percentage of public universities that include competences, objectives or learning outcomes in the Teaching Guide for the subject Society, Family and Education.*

After analysing the existence of a specific subject on ethics in the Master's Degree for Teachers and finding that 75% of the universities do not offer it, it is considered that the subject "Society, Family and Education" is the most suitable for teaching the contents of equality, human rights and citizenship. For this reason, it could be considered as a possible valid way to develop the training of future teachers in democratic and constitutional values. Thus, by analysing the teaching guides for this subject published on the universities' official websites, we obtained data on competences, objectives and learning outcomes.

The results show that 19 universities include competences (general, specific or cross-cutting) in ethics, equality or human rights. A further 7 universities - in addition to the competences - include them in the learning objectives and outcomes. On the other hand, 5 universities do not include them in their competences or learning outcomes, and no data were obtained for 12 universities.

With regard to the percentages, 49% of the universities include ethical competences in this subject, and 7% also include them in the subject objectives and expected results. In turn, 13% of the universities do not include ethical references in the competences, contents or learning outcomes.

Of the Spanish universities analysed, we do not have access to 31% of the data.

4. *Analysis of the subject: Society, Family and Education offered in Spanish public universities: contents.*

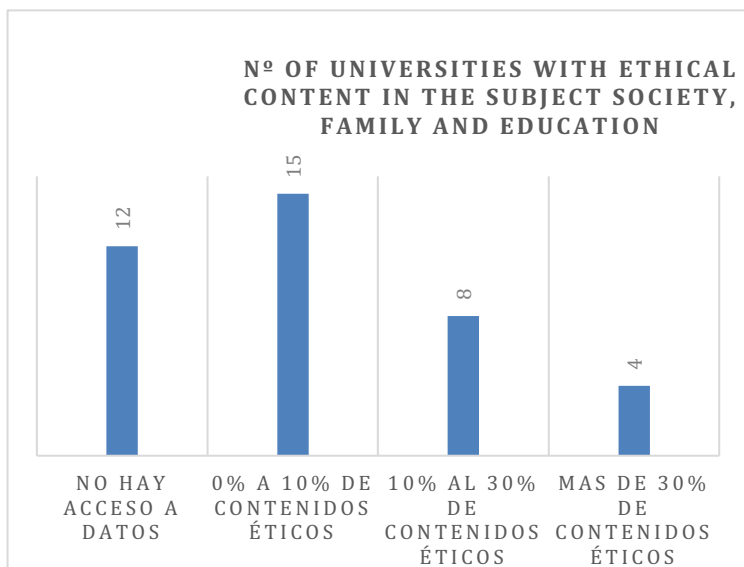


Figure 7. Number of public universities that include ethical content in the Teaching Guide for the subject Society, Family and Education.

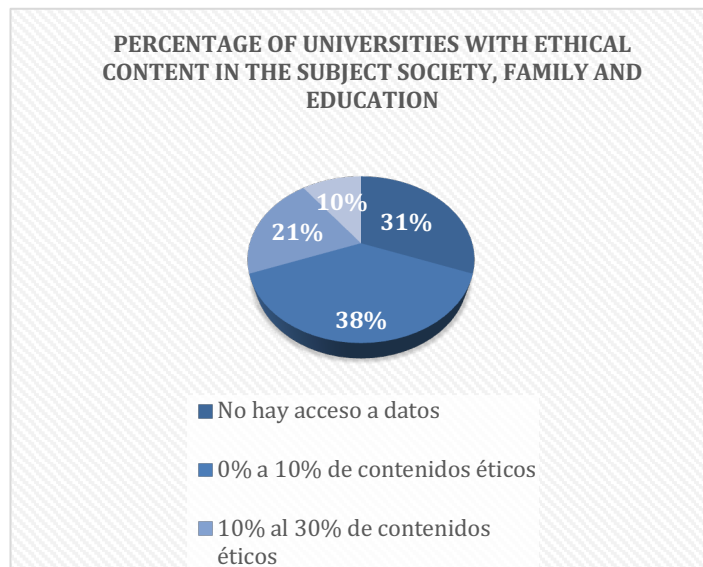


Figure 8. Percentage of public universities that include ethical content in the Teaching Guide for the subject Society, Family and Education.

Due to the difficulty posed by the fact of assessing the effective acquisition of ethical competences by pupils, an analysis of the objective content related to ethics, equality, human rights and citizenship taught in the subject of Society, Family and Education is proposed. In this way, the results are categorised according to the percentage found in the Teaching Guides.

The results obtained show that of the 27 universities to which we had access, in 8 of them no related content is taught, in 9 universities the content occupies between 10% and 20% of the subject. In 10 universities, the subject occupies more than 30% of the content related to values. We did not obtain data from 12 universities.

As for the percentage results, 38% of the teaching guides reviewed contain no or irrelevant content on ethics; 21% reflect an intermediate content between 10% and 30%, which would indicate that they do indeed deal with some aspect of values education in the syllabus; 10% of the teaching guides reflect content higher than 30%, which indicates that there is an educational intention in the subject. Of the Spanish universities analysed, we do not have access to 31% of the data.

CONCLUSIONS

The study has made it possible to verify that in postgraduate education, priority is given to the acquisition of technical and didactic competences of the teaching staff as opposed to ethical competences, confirming the initial hypothesis: the absence of training in terms of competences and content in the area of values.

After analysing the data obtained, it can be concluded that 100% of the public universities analysed reflect in their Degree Report the acquisition of ethical

competences of future Secondary Education teachers, in accordance with what is stipulated by legislation. However, the question arises as to whether it is really possible to effectively assess the acquisition of ethical competences, given that, according to the programmes of the universities analysed, these are only reflected in the practical exercise of teaching activity.

The evaluation of content is more objective when it comes to assessing learning outcomes in the areas of ethics, equality, human rights and democratic citizenship. It is significant that only 10% of public universities teach a specific subject with content expressly referring to constitutional values, human rights, fundamental rights and/or equality. This raises the question of the extent to which it is possible to acquire ethical competences without adequate theoretical knowledge underpinning many of them, as well as whether it is valid to act on practical competences on the basis of mere individual subjectivity in matters of values.

These conclusions lead us to the need to teach a specific subject of Education Ethics that incorporates the values corresponding to democratic citizenship and provides future Secondary Education teachers with a solid initial training, as the exercise of the profession demands.

The conclusions of this work can serve as a starting point for international comparative studies on the demand for and effective incorporation of ethics in education studies. They have also allowed us to reflect on certain changes whose implementation is necessary in our country, both to meet the needs of teacher training in the field of ethics and to apply the law in order to continue offering the highest quality education.

#### Author contributions:

Almudena Santaella Vallejo: Conceptualization, Formal analysis, Research, Methodology, Writing, Visualization.

Ana María Romero-Iribas: Conceptualization, Methodology, Supervision, Validation, Writing (review).

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