Global competence in the Spanish compulsory education curriculum: a documentary analysis of LOMLOE

La competencia global en el currículo de la educación obligatoria española: un análisis documental de la LOMLOE

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ABSTRACT

In recent years, there has been a growing interest in global and/or world citizenship. In this regard, the OECD (2018) has promoted the incorporation of global competence into educational systems through the Programme for International Student Assessment (PISA). Therefore, this research has two objectives: to analyze how the four dimensions of global competence are represented in the new curriculum of compulsory education in Spain, and also to identify how they are developed in the LOMLOE. This work was carried out through Document Analysis of the Royal Decrees regulating compulsory education in Spain. Based on the OECD's (2018) conceptual framework, a tree of dimensions and parameters was designed to analyze the curricula using MAXQDA Analytics Pro 2024. These codes were

cross-checked with artificial intelligence (ChatGPT) via a prompt. Additionally, three stages in the curriculum development were distinguished: the political dimension, the curricular dimension, and learning situations. The results show that the four dimensions suggested by the OECD are unevenly represented in the Spanish curriculum. For instance, the first dimension is the most recurrent, while dimension 2 is underrepresented in both Primary and Secondary Education. Moreover, in the "political dimension" of the curriculum, the four dimensions are evenly distributed, whereas in classroom implementation (the dimension of learning situations), the fourth dimension is barely developed. Finally, it can be concluded that global competence is addressed in the LOMLOE, although not comprehensively. It is essential to ensure a balanced treatment in the curriculum to tackle global challenges. Additionally, it was observed that the discourse on sustainability has been integrated into this policy, but mostly from a symbolic perspective.

Keywords: global competence, documentary analysis, curriculum, educational policy, international organizations, curriculum

RESUMEN

En los últimos años se ha producido un creciente interés en la ciudadanía global y/o mundial. En esta línea, la OCDE (2018) ha fomentado la incorporación de la competencia global en los sistemas educativos a través del Programa para la Evaluación Internacional de Alumnos (PISA). Por ello, esta investigación persigue dos objetivos: analizar cómo se representan las cuatro dimensiones de la competencia global en el nuevo currículo de la educación obligatoria española y, también, identificar cómo se desarrolla en la LOMLOE. Este trabajo se ha desarrollado mediante el Análisis Documental de los Reales Decretos que regulan la enseñanza obligatoria en España. Tomando como referencia el marco conceptual de la OCDE (2018), se ha diseñado un árbol de dimensiones y parámetros para analizar los currículos empleando MAXQDA Analytics Pro 2024. Estos códigos fueron contrastados con la inteligencia artificial (ChatGPT) a través de un prompt. Por otro lado, se diferenciaron tres momentos en el desarrollo curricular: la dimensión política, la dimensión curricular y las situaciones de aprendizaje. Los resultados muestran cómo las cuatro dimensiones sugeridas por la OCDE se encuentran representadas de forma desigual en el currículo español. Así, se observa cómo la primera dimensión es la más recurrente, mientras que la dimensión 2 se encuentra infrarrepresentada tanto en Educación Primaria como en la Educación Secundaria Obligatoria. A su vez, en la "dimensión política" del currículo las cuatro dimensiones son homogéneas, mientras que en la concreción de aula (dimensión de situaciones de aprendizaje) la cuarta dimensión apenas es desarrollada. Finalmente, podemos afirmar que la competencia global se aborda en la LOMLOE, aunque no de forma integral. Es fundamental asegurar un tratamiento equilibrado en el currículo para afrontar los desafíos globales. Además, se observa cómo el discurso de la sostenibilidad se ha integrado en esta política, pero mayoritariamente desde una perspectiva simbólica.

Palabras clave: competencia global, análisis documental, plan de estudios, política educacional, organización internacional, currículo

INTRODUCTION

In today's society, characterized by its unprecedented interconnectedness and complexity, and driven by technological advances and increasing globalization, skills and competencies such as critical thinking, adaptability, creativity, and intercultural communication become essential. In this dynamic and changing paradigm, education must be geared towards forming global citizens who value and understand cultural, social, and environmental diversity, incorporating the Sustainable Development Goals (SDGs) and the skills and competencies needed in the 21st century (UNESCO, 2017).

In recent years there has been a growing academic, political, and social interest in addressing the concept of global citizenship, which has given rise to a diversity of interpretations and theoretical approaches (Gacel-Ávila, 2019). The Organization for Economic Co-operation and Development (OECD) has contributed significantly to the development of the notion of global citizenship competence, including for the first time the assessment of global competence in the 2018 "Program for International Student Assessment" (PISA) (OECD, 2018), as it has become the most influential international body in the field of education (Molina, 2017). This assessment provides both a total global proficiency score for each participating country and relative scores corresponding to each of the dimensions defined in the conceptual framework of the assessment (OECD, 2018, 2020). Thus, countries with overall scores above the mean (e.g. Scotland or Spain, within the first quartile), do not necessarily achieve the highest scores in all dimensions of global competence. In addition, the report identifies possible factors that may influence the degree of global competence achieved, such as sociodemographic or systemic issues. Thus, girls obtain better overall scores than boys, on average, as well as more economically advantaged students. On the other hand, the existence of curricula that contemplate intercultural and global education has also been pointed out as a factor that improves results (OECD, 2020).

In the framework of education to achieve the SDGs, a list of 17 goals considered fundamental to achieve global sustainability, covering aspects such as gender equality, poverty eradication, climate action, and the promotion of peace and justice (UNESCO, 2015), global competence is emerging as essential learning to achieve these goals (OECD, 2018; Reimers, 2020). In this context, UNESCO-IBE (2024) considers that a core curriculum design is a key component for building strong education systems. The curriculum gathers fundamental aspects of education, such as the minimum learning that students should achieve, how the teaching-

learning environments should be, or assessment, among others, articulating both the competencies necessary for lifelong learning and the competencies necessary for the comprehensive development of students. In this sense, the curriculum is the basis for an education system that guarantees quality learning and the preparation of students to exercise active and participatory citizenship at global and local levels (UNESCO, 2017), but its development must be adapted to the context of each school (Chandir and Blackmore, 2024).

Although the European Union (EU), like other international bodies, does not have competencies in education, its influence on the Member States is growing (Manso and Thoilliez, 2015). In this sense, the "Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación" (LOMLOE) is closely aligned with European education policies in several key aspects, such as a competency-based curriculum approach (López, 2020), equity and inclusion, and an education-oriented towards sustainable development and global citizenship that encompasses topics such as peace, human rights, international understanding and intercultural education, in addition to education that fosters local action essential to face the climate emergency (González-Calero, 2021).

Taking all the above into account, the main objective of this study is to analyze the treatment of the dimensions of global citizenship competence in the curricular regulations (Royal Decrees) of compulsory education in Spain (Primary Education and Compulsory Secondary Education), using the OECD's conceptual framework (2018) as a reference. The focus on these educational stages is justified by the importance of compulsory education in shaping citizenship, as it aims to provide the fundamental knowledge, values, skills, and attitudes for individuals to participate actively, responsibly, and critically in society (LOMLOE, 2020; de Oliveira, 2023).

Global or world citizenship competence: international and supranational perspectives

The concept of citizenship has been extensively studied from Ancient Greece to the present day. Traditionally, this term has been associated with people's national identity and, therefore, linked to the idea of the nation-state (UNESCO, 2015a). However, due to globalization, the development of human rights, the internationalization of businesses, and advancements in information and communication technologies, it has become essential to explore new models of citizenship (UNESCO, 2015a, 2015b).

In recent years, there has been a growing academic, political, and social interest in the concept of global citizenship (UNESCO, 2015b), which is emerging as a significant field of study (Martini & Robertson, 2024). However, it is important to recognize that this term is controversial and has led to the emergence of several

similar but distinct concepts (UNESCO, 2016; Martini & Robertson, 2024). Two of the main concepts are World Citizenship, promoted by UNESCO and the UN in Sustainable Development Goal 4.7 (UN, 2015), and Global Citizenship, supported by the OECD and the EU.

Beyond terminological debates, it is crucial to clarify that global citizenship does not seek to impose a single model worldwide (UNESCO, 2016). The essence of this concept is to advocate for a balance between local, national, and global interests (UNESCO, 2016). In this context, education plays a key role in fostering humanity's commitment to protecting both the species and the planet, which are, in essence, the ultimate goals of global citizenship. Thus, education and a gradual democratization of public policies—local, national, international, supranational, etc.—must lead to social transformation in favor of human rights and dignity (UNESCO, 2015b).

On the other hand, the concept of global competence proposed by UNESCO (2015b, 2016) falls within the paradigm of lifelong learning, both in formal and non-formal education and within a competence-based framework. This is reflected in UNESCO's (2015b, p. 15) definition of the basic conceptual dimensions of education for global citizenship:

— Cognitive: The acquisition of knowledge, understanding, and critical thinking about global, regional, national, and local issues, as well as the interrelationships and interdependencies among different countries and populations.
— Socio-emotional: A sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity, and respect for differences and diversity.
— Behavioral: Effective and responsible action at local, national, and global levels to foster a more peaceful and sustainable world.

From the EU's perspective, global citizenship is seen as a sociopolitical necessity due to various circumstances. The organization expresses notable optimism regarding the positive effects of promoting global citizenship, as it is perceived as a response to current and future global crises (OJ, C349 E/99, 2013), particularly insecurity, violence, and the climate crisis (OJ, C207/39, 2017). The EU also recognizes the importance of involving local entities and civil society in the design, development, and evaluation of policies aimed at promoting global citizenship within the EU (OJ, C208/25, 2016). This assertion carries significant theoretical and political weight, as it aligns with the idea of building global citizenship from the local level (OJ, C207/39, 2017). Thus, the need to ensure the participation of diverse actors in political processes to strengthen global citizenship becomes evident. The EU advocates for fostering decentralized governance and cooperation to guarantee greater democratization and inclusion within and through public policies, which substantially contributes to the development of global citizenship (OJ, C207/39, 2017; OJ, C252/62, 2018).

This position aligns with the 2030 Agenda (UN, 2015), specifically, SDG 4, which calls for progress toward world citizenship (OJ, C252/62, 2018). Two key ideas emerge from European policies on this matter. First, in the specific case of the EU, there is a call to build global citizenship from European citizenship, seeing the latter as a starting point for developing humanistic projects on a global scale. To this end, the EU recognizes education and training as two cornerstones for achieving this goal (OJ, C228/68, 2019). Second, for this supranational organization, global citizenship necessarily includes a commitment to sustainable development (OJ, C252/62, 2018). However, it also emphasizes that it is the responsibility of states to promote citizens' critical thinking regarding development policies (OJ, C208/25, 2016).

After outlining the two most widely accepted political-educational perspectives, it is relevant to highlight that the discourse on global or world competence develops within a context of ideological disputes (UNESCO, 2016). On one hand, there are movements opposed to this discourse, arguing that it threatens local and national identity and interests. Additionally, Sanz et al. (2022) point out some of the main criticisms directed at the concept of global competence as defined by the OECD (2018). They argue that it has a predominantly Westernized focus, which also neglects the Global South. Furthermore, they consider it a potential tool for shaping future global workers. In this regard, Martínez-Usarralde (2021) also notes that inclusion is not one of the goals outlined by the OECD in its global competence framework, unlike UNESCO's framework. From another perspective, global competence also carries a strong critical component regarding existing social inequalities, which fosters the emancipation of oppressed groups and, therefore, poses a challenge to the establishment. However, in recent years, there has been a greater openness to universal values and youth-led initiatives, creating a more favorable context for the global competence discourse to gain traction worldwide.

Global competence according to the OECD

As seen in the previous section, education aimed at promoting global citizenship competence is based on concepts derived from various educational models, such as intercultural education, global citizenship education, and education for democratic citizenship (Cox et al., 2005; Boix-Mansilla & Jackson, 2013; Council of Europe, 2016; Hunduma & Mekuria, 2024). Despite differences in their approaches and scopes—whether focused on cultural differences, democratic culture, human rights, or environmental sustainability—these models share a common goal: to cultivate students' understanding of the world and empower them to express their perspectives and actively participate in society.

The OECD (2018) contributes to existing models by proposing a new perspective on defining and assessing the knowledge, skills, attitudes, and values necessary to achieve the objectives covered by these models. It defines global competence as "the capacity to analyze global and intercultural issues, appreciate different perspectives with respect for human rights, interact with people from different cultures, and take action for the common good and sustainable development" (p. 9).

The PISA conceptual framework for global competence is organized into dimensions comprising various components. Dimension 1 addresses knowledge and the ability to form opinions on global issues—such as poverty, human rights, geopolitics, or environmental degradation—in a critical and reasoned manner. A high level in this dimension indicates advanced thinking skills, including the ability to apply and integrate disciplinary knowledge and cognitive routines to formulate questions, analyze data, and construct arguments when explaining local, global, or cultural phenomena, as well as critically interpreting messages in the media. Dimension 2 focuses on understanding and valuing different perspectives and worldviews, emphasizing the ability to examine global issues from multiple viewpoints. Individuals competent in this dimension recognize that others' worldviews may differ significantly from their own and that engaging with these perspectives requires analyzing their origins and implications. Dimension 3 describes the skills needed to interact with people from diverse cultures, including understanding intercultural norms, communication styles, and levels of formality. Competent individuals in this area adapt their behavior and communication flexibly, value respectful dialogue, and seek to include marginalized groups. This ability requires sensitivity, curiosity, and a willingness to engage with different perspectives while respecting cultural norms and ensuring open and effective communication. Dimension 4 focuses on the active and responsible role of youth in society in addressing local, global, and intercultural issues. Competence in this dimension involves advocating for human dignity, initiating global campaigns, or expressing opinions on social justice or climate change issues through social media. Ultimately, it reflects a commitment to contributing to a fairer, more peaceful, inclusive, and sustainable world.

Global competence in education systems: the curriculum as a starting point

According to UNESCO (2017), a well-designed curriculum framework is the cornerstone of a quality education system. What is made explicit in the curriculum provides a glimpse of the social imaginary and the aspirations that a country seeks to achieve through quality education. The content of curricula guides the nature of the knowledge, skills, values, and attitudes that children, adolescents, and youth must acquire in school to exercise their citizenship actively and democratically in the future (Henson, 2006; Doğanay, 2012).

Doğanay (2012) states that the scope of a curriculum that contemplates education for democratic citizenship makes explicit knowledge, values, attitudes, and skills such as political, economic, social, and cultural knowledge, values, and attitudes related to the culture for peace, commitment to human rights or the principles of sustainable development, or skills such as critical thinking or participation, among others. Moreover, for diversity and interculturality to come alive in school, there must be a close connection between pedagogical practice and a formal curriculum that makes these issues explicit (Vižintin, 2018).

The curricula developed considering the LOMLOE reinforce the competency approach, implying that, aside from knowledge acquisition, students must develop key competencies that enable them to apply what they have learned in different personal, social, and working contexts. These competencies include critical thinking, problem-solving, creativity, and digital competencies, among others, and place special emphasis on education in values, incorporating transversally aspects such as education for global citizenship and democratic coexistence, or education for sustainability and ecological transition, following the principles of the "Agenda 2030" (RD 157/2022; RD 217/2022), which are presented as a guiding framework for educational action (Reimers, 2020). All these approaches are aligned with the promotion of global competence during compulsory education. Thus, the curriculum emanates as a key element in addressing global challenges, promoting respect for global covenants, and, ultimately, forming an engaged citizenship (Reimers et al., 2018; Reimers, 2020).

METHOD

The design of this study has been developed based on the analysis of the current Royal Decrees (RD 157/2022; RD 217/2022) that document the minimum contents and competencies to be attained in compulsory education in Spain. The choice of this method is due to its ability to identify the theoretical and philosophical foundations of the curriculum (Bravo, 2018) and has proven useful in recent research related to curriculum analysis (Sánchez & López, 2019) and Education Policy (Neubauer, 2023).

Objectives and initial premises

This research pursues two objectives:
— Objective 1: Analyze how the four dimensions of global competence are represented in the curriculum of compulsory education in Spain.

— Objective 2: Identify how global competence is developed within this curriculum.

Additionally, two initial premises have been established, one for each objective. Thus, the study's hypotheses are as follows:

— Premise 1: The LOMLOE seeks to address the challenges of the 21st century through the development of global competence, contributing to all its dimensions in a balanced way.
— Premise 2: Global competence and its dimensions are developed in all elements of the curricular design of the LOMLOE in a transversal manner.

Instruments for data collection and analysis

A book detailing families and codes was developed to facilitate systematic data collection. This tool is based on the four dimensions of global competence proposed by the OECD (2018). From this foundation, five codes were generated for each dimension using an inductive-deductive approach, relying on the descriptions provided by this international organization. Following the initial selection of these codes, they were cross-verified with the assistance of artificial intelligence (ChatGPT), employing a prompt that requested the creation of five codes derived from the previously mentioned descriptions. Additionally, the dimension of "curricular elements" consists of three codes that pertain to the functions of the curriculum:

— Political Dimension: This refers to the symbolic function of discourse and the curriculum, which is often clearly expressed in the preamble of policies and subjects.
— Curricular Design: This establishes the pedagogical approach of the curriculum, which in this case is framed within a competency-based approach.
— La situación de aprendizaje (SdA): hace referencia al último nivel de concreción curricular. En cierta manera, son los elementos curriculares que orientan la acción docente en el aula.

Learning Situation (SdA, for its initials in Spanish): This pertains to the final level of curricular specification, representing the elements that guide teaching actions in the classroom. As a result of this comprehensive process, the final book of families and codes was created (See Table 1):

Table 1
Book of families and codes

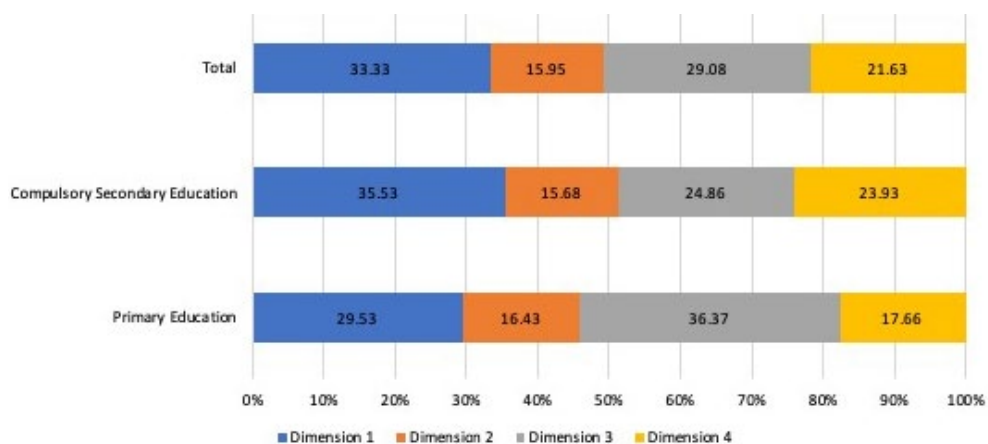| Dimension		Codes
Subject		"Math", "Music", "Civic and Ethical Values", etc.
Curricular elements	Political dimension	"Preamble of the subject"
	Curricular design	"Specific competences" and "Key competences, output profile and operational descriptors".
	Learning situation	"Learning situations", "Basic knowledge" and "Evaluation criteria".
Global competence	Dimension 1: Examining issues of local, global, and cultural importance	"Multimodal literacy", "Media literacy", "Higher-order thinking skills", "Globalization as a phenomenon", and "Knowledge and critical thinking".
	Dimension 2: Understanding and appreciating the perspectives and worldviews of others	"Democratic citizenship", "Social justice in global perspective", "Culture of peace", "Empathy", and "Mutual understanding and comprehension".
	Dimension 3: Engaging in open, appropriate, and effective interactions across cultures	"Effective cooperation", "Multilingual competence", "Effective and respectful communication", "Inclusion of vulnerable and excluded groups" and "Intercultural and democratic competence".
	Dimension 4: Acting for the collective well-being and sustainable development	"Entrepreneurship", "Activism and social engagement", "Human rights and human dignity", "Global challenges" and "Sustainability".

Source. Own elaboration.

Subsequently, after defining the "memos" for each code, the coding of the current Royal Decrees of minimum teachings was initiated using MAXQDA Analytics Pro 2024. This process was also subjected to a double procedure to ensure consistency in the application of the book of families and codes, as suggested by Susilo and Dwi (2021). Finally, a set of analyses was carried out, among which the "code frequency," "code relation matrix," and "code by document matrix" stand out.

RESULTS

The four dimensions of global competence are represented in the curricula that regulate compulsory education in Spain, but the intensity with which they are developed differs substantially between them, and also between the Primary Education (EP) and Compulsory Secondary Education (ESO) stages (See Figure 1).

Figure 1

Representation (in %) of the 4 dimensions of global competence in the curricula of Primary Education (EP) and Compulsory Secondary Education (ESO)
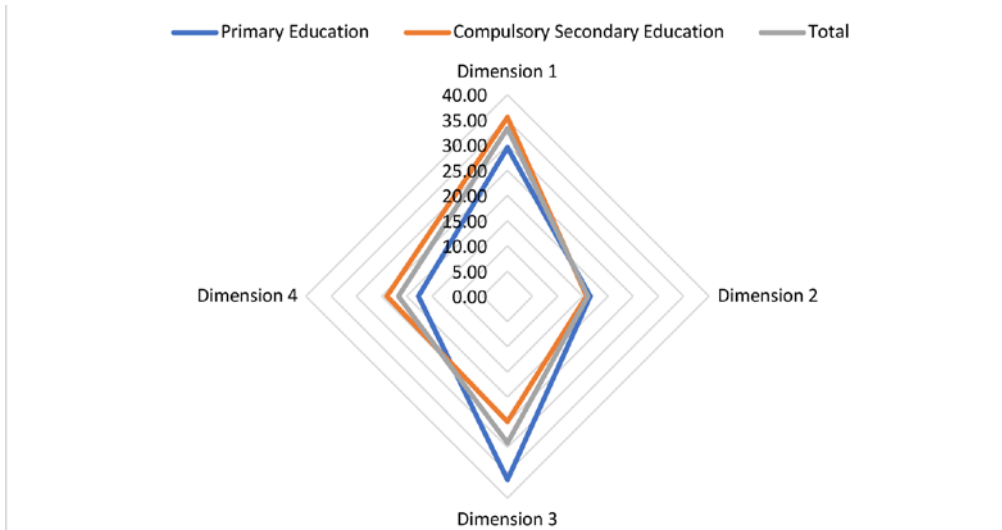

Source. Own elaboration.

In the Primary Education (EP) stage, dimension 3 predominates (36.37%), while dimensions 2 and 4 have substantially lower representation (16.43% and 17.66%, respectively). The ability to "examine issues of local, global, and cultural importance" (dimension 1) occupies a middle ground, accounting for nearly 30% of the codes at this stage.

When comparing these data with those of the Compulsory Secondary Education (ESO) stage, we observe that dimension 1 increases its representation by 6% compared to EP, which is also the case for dimension 4. Meanwhile, dimensions 3 and 4 have similar levels, close to 24%. Dimension 2, on the other hand, shows divergence from the others, as it is the only dimension that maintains similar representation percentages in both EP (16.43%) and ESO (15.68%).

From a global perspective, it can be stated that the representation of global competence in compulsory education is skewed in favor of dimensions 1 (33.33%) and 3 (29.08%). In the second tier are dimensions 4 (21.63%) and 2 (15.95%), with the latter being the only one with representation below 20% (See Figure 2).

Figure 2

Representation of the 4 dimensions of global competence in the curriculum of compulsory education in Spain

Source. Own elaboration.

Analyzing in detail the dimensions and their indicators (see Figure 3), we observe that in dimension 1, "multimodal literacy," "higher-order thinking skills," and "knowledge and critical thinking" are the most frequently cited, with the latter gaining greater prominence in ESO (29.57%) compared to ep (17.36%). On the other hand, "media literacy" is more developed in ep (21.54%), whereas in ESO it is the second least represented indicator (9.91%). "Globalization as a phenomenon" shows similar percentages in both stages, though its presence is minimal.
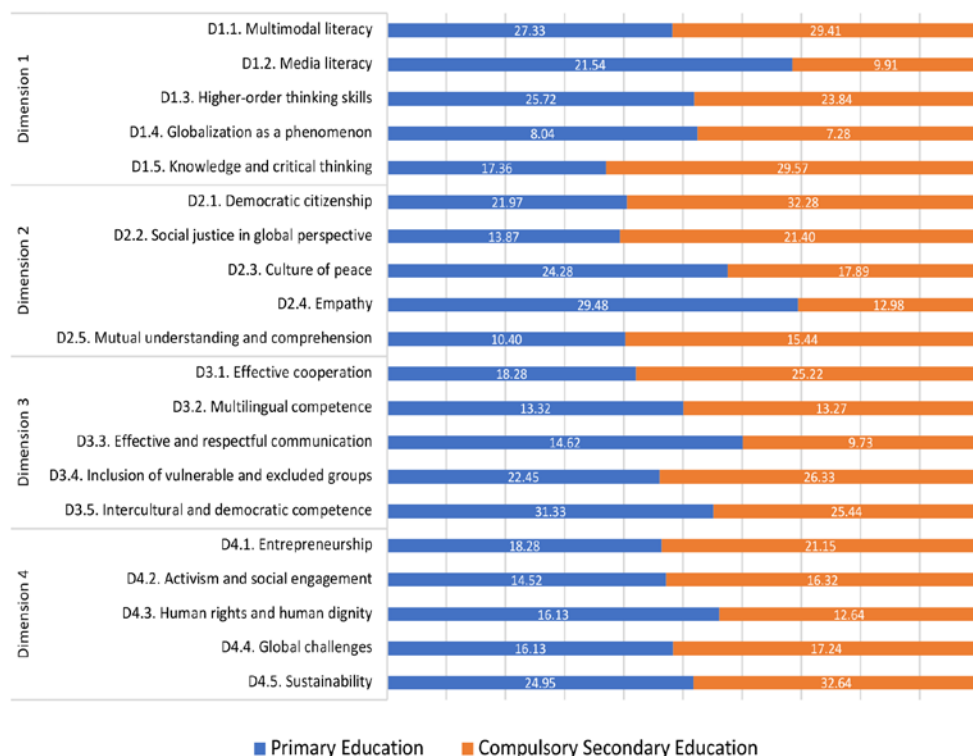
Regarding dimension 2, it can be highlighted that all its indicators experience notable fluctuations in representation between EP and ESO. While in EP the most developed indicators are "empathy" (29.48%) and "culture of peace" (24.28%), in ESO they are "democratic citizenship" (32.28%) and "social justice in a global perspective" (21.40%). However, both stages agree that "mutual understanding and comprehension" is the least represented indicator (10.40% and 15.44%, respectively).

In dimension 3, "plurilingual competence" is equally developed in both stages, while "effective cooperation" plays a more prominent role in ESO (25.22%) than in EP (18.28%). The same occurs with "inclusion of vulnerable and excluded groups." On the contrary, EP places more emphasis on promoting "effective and respectful

communication" and developing "intercultural competence," although the latter also has a notable presence in ESO.

Figure 3

Presence of the codes (in %) associated with each dimension by educational stage

		Primary Education	Compulsory Secondary Education
Dimension 1	D1.1. Multimodal literacy	27.33	29.41
	D1.2. Media literacy	21.54	9.91
	D1.3. Higher-order thinking skills	25.72	23.84
	D1.4. Globalization as a phenomenon	8.04	7.28
	D1.5. Knowledge and critical thinking	17.36	29.57
Dimension 2	D2.1. Democratic citizenship	21.97	32.28
	D2.2. Social justice in global perspective	13.87	21.40
	D2.3. Culture of peace	24.28	17.89
	D2.4. Empathy	29.48	12.98
	D2.5. Mutual understanding and comprehension	10.40	15.44
Dimension 3	D3.1. Effective cooperation	18.28	25.22
	D3.2. Multilingual competence	13.32	13.27
	D3.3. Effective and respectful communication	14.62	9.73
	D3.4. Inclusion of vulnerable and excluded groups	22.45	26.33
	D3.5. Intercultural and democratic competence	31.33	25.44
Dimension 4	D4.1. Entrepreneurship	18.28	21.15
	D4.2. Activism and social engagement	14.52	16.32
	D4.3. Human rights and human dignity	16.13	12.64
	D4.4. Global challenges	16.13	17.24
	D4.5. Sustainability	24.95	32.64

■ Primary Education   ■ Compulsory Secondary Education

Source. Own elaboration.

Finally, dimension 4 is the only one with a uniform representation of its indicators in both stages, although "human rights and human dignity" are slightly more developed in Primary Education (16.13%) than in Compulsory Secondary Education (12.64%). Furthermore, it is important to note that the two most frequent indicators have been "entrepreneurship" and "sustainability."
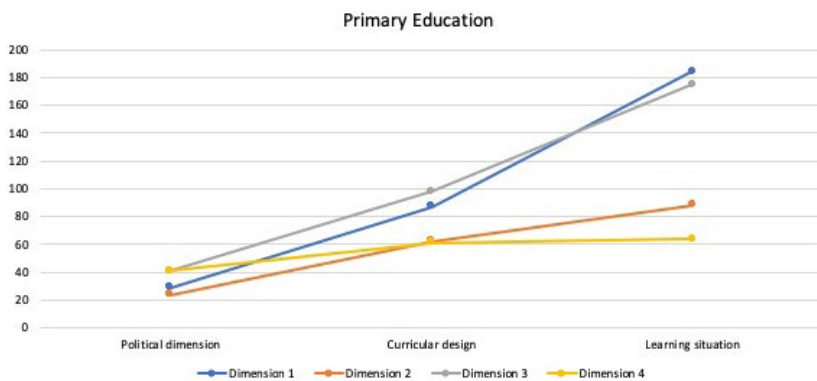
Additionally, it is relevant to understand the development of each dimension of global competence through the curricular elements of the analyzed stages. In this regard, the curricular design was differentiated into three nested, hierarchical levels: a "political dimension," developed by the preamble of each subject, a "curricular design," understood as the set of key and specific competencies guiding

the curriculum design, and lastly, the "SdA," which refer to the concretization of the curriculum through basic knowledge and evaluation criteria.

That said, in EP, we observe how in the "political dimension," all dimensions have a similar representation, although dimensions 3 and 4 stand out (41 codes each). However, dimension 4 loses prominence in the next level of "curricular design," in contrast to the upward trend observed in the other three dimensions, something also seen with the "SdA." In this final level of curriculum development, dimension 1 (81 codes) experiences a sharp increase, contrasting with the slight variation for dimension 4 (61 codes), making it the least represented within the "SdA." Therefore, a gap is observed between dimensions 1 (184 codes) and 3 (175 codes) compared to dimensions 2 (88 codes) and 4 (64 codes), as the former have a notable overrepresentation compared to the latter two (See Figure 4).

Figure 4
Representation of the dimensions of global competence (expressed in the number of codes) at different levels of curricular design in Primary Education
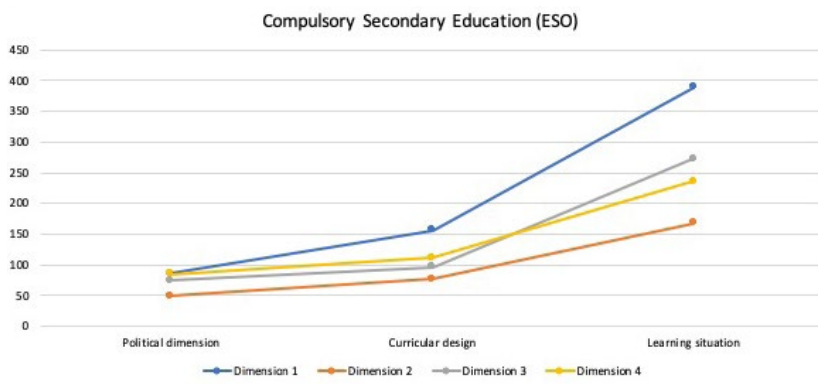

Source. Own elaboration.

The representativeness of the dimensions slightly differs between EP and ESO (See Figure 5). In the latter, dimension 1 (86 codes) and dimension 4 (85 codes) emerge as the most recurrent, with dimension 2 (49 codes) being the least cited for the "political dimension." These data are reflected in the analysis of the "curricular design" level, although dimension 1 is noticeably more present than the others. However, in the "SdA", a shift in trend is observed, as dimension 3 (273 codes) surpasses, for the first time in this stage, dimension 4 (236 codes). Meanwhile, dimensions 1 and 2 maintain their positions at all levels, with dimension 2 being the least represented both in the "political dimension," "curricular design," and

"SdA" (168 codes), far behind the codes presented by dimension 1 in the "SdA" (389 codes).

Figure 5

Representation of the dimensions of global competence (expressed in number of codes) at different levels of curriculum design in the Secondary Education stage (ESO)

On the other hand, not all dimensions are evenly represented across all curriculum areas. Thus, dimension 1 and its indicators are addressed in a varied manner. On one side, "multimodal literacy" is mainly developed in the areas of "Foreign Language" and "Spanish Language and Literature," while "globalization as a phenomenon" is more present in "Natural, Social, and Cultural Environment" (EP) and "Geography and History" (ESO). A distinctive feature of "media literacy" is that it is also worked on in "Art Education" in EP. Meanwhile, "higher-order thinking skills" are closely related to "Natural, Social, and Cultural Environment," "Biology and Geology," and "Mathematics". Ultimately, "knowledge and critical thinking" are developed in different areas in the EP stage ("Natural, Social, and Cultural Environment" and "Civic and Ethical Values") and ESO ("Spanish Language and Literature," "Biology and Geology," and "Geography and History").

As for dimension 2, three of its main indicators ("democratic citizenship," "social justice in a global systemic perspective," and "culture of peace") are mostly developed in both stages in the areas of "Geography and History" and "Civic and Ethical Values," although "culture of peace" also has a significant presence in EP in the "Physical Education" area. "Foreign Language," on the other hand, develops, among other aspects, "empathy" and "mutual understanding and comprehension."

Dimension 3, meanwhile, is mainly developed in the areas of "Foreign Language" and "Spanish Language," as they significantly contribute to promoting "plurilingual

competence," "effective and respectful communication," and "intercultural competence." Furthermore, "effective cooperation" is extensively worked on in "Natural, Social, and Cultural Environment" in EP and in "Mathematics" in ESO. Lastly, the "inclusion of vulnerable and excluded groups" is an indicator primarily addressed by "Physical Education" and "Geography and History."

Dimension 4, related to the ability to "act for the collective well-being and sustainable development," is tangentially present in various areas. On the one hand, "entrepreneurship" is addressed in the EP stage in "Natural, Social, and Cultural Environment" and "Mathematics," while in ESO, it appears in "Economics and Entrepreneurship." Additionally, there is a core set of indicators, including "activism," "global challenges," and "human rights and human dignity," which are developed in the subjects of "Natural, Social, and Cultural Environment," "Geography and History," and "Civic and Ethical Values." However, the case of "sustainability" is particular, as its treatment differs significantly between EP ("Natural, Social, and Cultural Environment," "Physical Education," and "Civic and Ethical Values") and ESO ("Geography and History," "Technology and Digitalization," and "Physics and Chemistry").

DISCUSSION AND CONCLUSIONS

In response to the first objective of the study, we can conclude that the four dimensions of global competence proposed by the OECD are unevenly represented in the compulsory education curricula in Spain. More specifically, these results show how EP primarily focuses on equipping students with the competencies necessary to interact effectively and respectfully in intercultural contexts. In contrast, the ESO curriculum emphasizes the more cognitive dimension (dimension 1) of global competence. Therefore, we can infer that the Spanish educational system emphasizes the importance of fostering democratic coexistence skills from early education. However, in adolescence, there is a stronger focus on developing critical thinking skills, which are essential for recognizing inequality and forming informed positions on various global issues.

Meanwhile, dimension 2 is underrepresented in both stages. This finding is significant for two reasons. The first is that empathy is an essential requirement for committing to human rights and, ultimately, forms the foundation for developing prosocial behavior, as reflected in the LifeComp competency (Sala et al., 2020). The second reason is that one of the major contributions of the LOMLOE, at least theoretically, has been its focus on promoting emotional intelligence among students, although these findings contradict those obtained by Lozano and Hernández (2022). However, essential competencies such as "mutual understanding and comprehension," "empathy," and "recognizing and respecting other beliefs"

are relegated to a secondary level in the Royal Decrees of minimum teachings. As a result, from a competency-based perspective, global competence may not be fully developed, as a competence also requires promoting the socio-emotional dimension of the individual (UNESCO, 2015b), which directly aligns with the second dimension suggested by the OECD.

In summary, we could conclude that, according to the LOMLOE, a global citizen should (dimension 1) have high critical thinking skills, possess advanced higher-order thinking skills, and be multimodally literate (Bautista, 2007). Furthermore, they should (dimension 2) be empathetic and act in a culture of peace (Sala et al., 2020), especially (dimension 3) in intercultural and plurilingual contexts, fostering the inclusion of vulnerable groups and, ultimately, (dimension 4) acting for the collective well-being and sustainable development. In this regard, it is essential to highlight the role of teachers in promoting the exercise of citizenship for all students, particularly those from minority groups, through multilingualism and intercultural education (Burner & Osler, 2021).

From another perspective, addressing the second objective of the research, it seems that this competence is primarily developed across a set of subjects:

— "Language" and "Foreign Language": these subjects play a central role in the curriculum, as they significantly develop (dimension 1) "multimodal literacy," (dimension 2) "empathy," "mutual understanding and comprehension," (dimension 3) "intercultural competence," "effective and respectful communication," and "plurilingual competence."

— "Environmental, Social, and Cultural Knowledge," "Civic and Ethical Values," and "Geography and History": these subjects notably contribute to deepening (dimension 1) "globalization as a phenomenon," (dimension 2) "democratic citizenship," "social justice from a global systemic perspective," "culture of peace," (dimension 3) "effective cooperation," and "inclusion of vulnerable and excluded groups."

However, dimension 4 shows a significant divergence from the others, being similarly represented across both educational stages and a wide range of subjects, with the most pronounced example being the "sustainability" indicator. Therefore, we can affirm that dimension 4 is developed transversally in Spanish compulsory education, although it has less prominence than some of the other dimensions.

On the other hand, the way global competence is addressed across the different stages of curriculum implementation reflects a clear commitment, at least discursively, from the Ministry of Education and Vocational Training to promote this form of citizenship. This is evident in the balanced representation of all four dimensions within the "political dimension." Specifically, the preambles of the legislations and, in this case, the subjects, reflect the ideology of the parties that create educational laws. However, as we move from symbolic discourse

to tangible actions, we see how the Royal Decrees emphasize two dimensions, particularly the first one. Thus, a deep gap emerges in how each dimension is developed in the curricular elements that guide teaching actions: basic knowledge and evaluation criteria. In this way, we can affirm that, symbolically—in the preambles—all dimensions of global competence are similarly represented, while in the classroom, in the final implementation of this law, the second and fourth dimensions are relegated to a secondary role. The case of the fourth dimension in EP is distinctive, as it is the only one that hardly increases its representation in the "SdA" dimension, while other dimensions double their number of codes. Therefore, we can conclude that the politically correct and socially supported discourse in favor of sustainability has been integrated into the LOMLOE (Navarro-González and Gavari-Starkie, 2024), although it has been done more symbolically than practically.

Thus, emphasis continues to be placed on cognitive issues (dimension 1), and social commitment, taking action, and education as a policy move to the background (dimension 4). If global competence is an opportunity to face socio-environmental challenges, not only within the EU but globally, it is essential to strengthen the fourth dimension beyond legislative intentions, promoting it through concrete actions in the classroom across all subjects.

That said, this research presents several limitations that must be addressed. The first of these is the design of the family and code book itself, which may be subject to a certain degree of subjectivity on the part of the research team, as is the case with any qualitative research. However, an innovative element is introduced by contrasting the suggested codes with artificial intelligence. On the other hand, the curriculum is analyzed at the national level, but its development may vary across regions due to the decentralization of the Spanish educational system. For all these reasons, future research would benefit from conducting a comparative study across different Autonomous Communities and in other countries. It would also be pertinent to replicate this study but referencing the UNESCO (2016) framework on global citizenship.

In conclusion, we can affirm that the curricula of compulsory education under the LOMLOE framework address global competence comprehensively, as it represents all the dimensions that make up this competence. However, this treatment could be considered deficient when considering the widespread underrepresentation of dimensions 2 and 4, as well as their lesser prominence in the curricular elements guiding classroom actions ("SdA") compared to the stated intentions in the preambles and other parts of the regulations defined here as the "political dimension." This is especially relevant given the current global change context and environmental and climate crisis we are immersed in, which requires

fostering, from the base curriculum designs, the commitment of both teachers and students to building a more just, peaceful, inclusive, and sustainable world.

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