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**TERCER EJERCICIO**

## PRIMERA PARTE: TRADUCCIÓN

*Source: Official Journal of the European Union, 26<sup>th</sup> February 2021, <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:C:2021:066:FULL&from=EN>*

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Early leaving from education and training, which exposes young people and adults to decreased socio-economic opportunities, although reduced in the last decade, remains a challenge, particularly when thinking of the expected consequences of the COVID-19 pandemic. Efforts must continue to bring down the rate of early leaving from education and training and aiming for more young people to obtain an upper secondary education qualification.

National education and training systems have been able to improve their performance in these areas, but there is still a need to identify political measures which can boost educational success for all learners.

By ensuring quality and inclusive education and training for all, Member States can further reduce social, economic and cultural inequalities. However, across Europe, learners from disadvantaged backgrounds, including from rural and remote areas, are overrepresented among underachievers and the COVID-19 pandemic has highlighted even more starkly the importance of equity and inclusion in education and training.

## SEGUNDA PARTE: COMPRENSIÓN LECTORA

*Source: Official Journal of the European Union, 26<sup>th</sup> February 2021, <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:C:2021:066:FULL&from=EN>*

### **Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030) (2021/C 66/01).**

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#### **– Strategic priority 1: Improving quality, equity, inclusion and success for all in education and training**

To thrive in the world of today, and to cope with future transformations in society, the economy and the labour market, all individuals have to be equipped with the appropriate knowledge, skills, competences and attitudes.

Education and training is key for the personal, civic and professional development of European citizens.

At EU level, the vision for quality in education and training makes mastering key competences, including basic skills, fundamental bases for future success, supported by highly qualified and motivated teachers and trainers, as well as other educational staff.

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National education and training systems have been able to improve their performance in these areas, but there is still a need to identify political measures which can boost educational success for all learners.

By ensuring quality and inclusive education and training for all, Member States can further reduce social, economic and cultural inequalities. However, across Europe, learners from disadvantaged backgrounds, including from rural and remote areas, are overrepresented among underachievers and the COVID-19 pandemic has highlighted even more starkly the importance of equity and inclusion in education and training.

To ensure a truly inclusive education and equal opportunities for all learners in all levels and types of education and training, academic attainment and achievement should be dissociated from social, economic and cultural status, or from other personal circumstances.

Quality early childhood education and care plays a particularly important role, and should be further reinforced as a basis for future educational success.

All other actions towards broader inclusion are to be encouraged, such as supporting access to inclusive quality education for persons with disabilities, persons with specific learning needs, learners with migrant background and other vulnerable groups, supporting the re-entering in education in a lifelong learning perspective and providing opportunities to enter the labour market through different education and training pathways.

Inclusive education and training also entails developing gender sensitivity in the learning processes and in education and training institutions and challenging and dissolving gender stereotypes, especially those that constrain the choices of boys and girls for their field of study. Traditionally male- or female-dominated professions should be further promoted to persons of the under-represented sex. Further work is also needed towards a proper gender balance in leadership positions in education and training institutions.

Digital technologies play an important part in making learning environments, learning materials and teaching methods adaptable and suitable to diverse learners. They can promote genuine inclusion – provided that digital gap issues, both in terms of infrastructure and of digital skills, are addressed in parallel.

## **– Strategic priority 2: Making lifelong learning and mobility a reality for all**

Societal, technological, digital, environmental and economic challenges are increasingly affecting the way we live and work, including the distribution of jobs and the demand for skills and competences. The high number of career transitions the average European citizen are expected to go through, coupled with the increase of the retirement age, make lifelong learning and lifelong career guidance, including with outreach activities, essential for a just transition, as education and skills levels, including digital skills, continue to be a fundamental factor in the labour market.

Lifelong learning permeates the overall vision and objectives for education and training in the EU and encompasses all levels and types of education and training, as well as non-formal and informal learning, in a holistic way.

Further progress is still required in providing quality lifelong learning for all learners, including through ensuring permeability and flexibility between different

learning pathways in various forms and levels of education and training, as well as validation of non-formal and informal learning.

Education and training systems should become more flexible, resilient, future-proof and appealing, reaching out to a more diverse learner body and offering recognition and validation of prior learning, upskilling and reskilling training opportunities, including at higher qualification levels and throughout the working life, supported by initiatives such as the European Universities and Centres of vocational excellence, which were launched through the Erasmus+ programme.

We are currently witnessing an increase in labour market needs for a different mix of skills and qualifications, as well as structural changes in the VET landscape. Both developments call for modernised, effective, inclusive and excellent VET that has an impact on meeting labour market and societal challenges. It is necessary to continue to further develop VET as an attractive and high-quality pathway for jobs and life.

Average participation of adults in learning in the EU remains low, which puts at risk a truly sustainable and fair economic growth in the Union. Innovations in learning pathways, new educational approaches, including individual approaches, and in learning environments in all education and training institutions, including higher education institutions, as well as in workplace and community settings, are a pre-condition to better accommodate the needs of a wider range of learners, as a growing number of adults will need reskilling and upskilling.

In addition, measures should be strengthened to enable and motivate adults to acquire basic skills, so that equal opportunities can be guaranteed and greater social participation could be ensured, thus enabling a holistic approach to adult learning.

As an essential element of lifelong learning and an important means of enhancing personal development, employability and adaptability, mobility for learners, teachers, teacher trainers and staff should continue to be expanded as a key element of EU cooperation and a tool to enhance quality and inclusion in education and training and promote multilingualism in the EU. It is important to strive for a balance in the mobility flows in order to stimulate optimal brain circulation and to monitor it, including through graduate tracking.

Further efforts must be made to remove existing obstacles and barriers to all types of learning and teaching mobility, including issues related to access, guidance, student services and recognition, and also in light of the impact of any current or future travel restrictions.

Moreover, to reinforce cooperation between education institutions and foster mobility, there is still work to be done in areas such as the automatic mutual

recognition of qualifications and study periods abroad and quality assurance. Continued efforts are needed to make use of European initiatives to facilitate mobility, including those funded under Erasmus+.

### **– Strategic priority 3: Enhancing competences and motivation in the education profession**

Teachers, trainers, educational and pedagogical staff and education and training leaders, at all levels, are at the heart of education and training. To support innovation, inclusion, quality and achievement in education and training, educators must be highly competent and motivated, which requires a range of professional learning opportunities and support throughout their careers.

More than ever, attention needs to be paid to the well-being of teachers, trainers and educational staff in education and training systems, which is an important factor also for the quality of education and training, as it affects not only teacher satisfaction but also the quality of teaching.

There is also a need to increase the attractiveness of the teaching profession and revalorise it, which becomes increasingly important as EU countries face shortages and the ageing of teachers.

Furthermore, the pivotal role of education and training leadership should be taken into account when developing favourable environments and conditions for the development of competences and motivation of teachers, trainers and educational staff, thus ensuring that education and training institutions operate as learning organisations. Initiatives such as the European Teachers Academies, which will be launched through the Erasmus+ programme, will facilitate networking, knowledge sharing and mobility among institutions providing teachers and trainers with learning opportunities at all phases of teachers' and trainers' careers, sharing of best practices and innovative pedagogies, allowing for mutual learning at a European scale.

### **– Strategic priority 4: Reinforcing European higher education**

The higher education sector and higher education institutions themselves have demonstrated their resilience and ability to cope with unforeseen changes, such as the COVID-19 pandemic. The crisis sharpened the challenges that remain, but also created opportunities for further development within the foreseen higher education transformation agenda.

Over the next decade, higher education institutions will be encouraged to find new forms of deeper cooperation, namely by creating transnational alliances,

pooling their knowledge and resources and generating more opportunities for student and staff mobility and participation, as well as for boosting research and innovation, including through the full roll-out of the European Universities initiative.

Successful work has already been done towards creating a European Higher Education Area (EHEA), within the Bologna process. It will be important in future to continue working within the Bologna process, whilst creating further and stronger synergies with the European Research Area (ERA), avoiding parallel or double structures or instruments.

### **- Strategic priority 5: Supporting the green and digital transitions in and through education and training**

The green and digital transitions are the core focus of the Union's agenda for the next decade. Both the transition to an environmentally sustainable, circular and climate-neutral economy as well as a more digital world, will have significant social, economic and employment impacts. Without ensuring that all citizens obtain the necessary knowledge, competences, skills and attitudes to cope with these changes, a socially just transformation of the EU will be impossible.

There is a need to enable a profound change in individuals' behaviour and skills, starting with the education and training systems and institutions as catalysts. Education and training institutions need to include the green and digital dimensions in their organisational development. This requires investments, namely into digital education ecosystems, not only to integrate a perspective of environmental sustainability and basic and advanced digital skills across all levels and types of education and training, but also to ensure that education and training infrastructures are accordingly prepared to deal with and educate for these changes. Reorienting education and training institutions to a whole-school approach and creating inclusive, healthy, sustainable educational settings are critical for achieving the needed changes for the green and digital transitions. In addition, businesses, national, regional and local authorities and relevant stakeholders need to develop strategies and shared ownership accordingly. In this context, it is important to modernise science, technology, engineering, arts and mathematics (STEAM) fields of study.

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1. According to strategic priority 1, European citizens' success depends on

- a) excellence in education and training.
- b) their attitude to deal with transformations.
- c) the acquisition of knowledge and skills.
- d) first-class educators and educational staff.

2. Over the last decade, the number of young people no longer involved in further education and training

- a) has decreased.
- b) has increased.
- c) has remained stable.
- d). has fluctuated.

3. As a result of the COVID-19 pandemic, the need for equity and inclusive education and training

- a) has not been greatly affected.
- b) has been considered as crucial.
- c) has been slightly highlighted.
- d) has been seen from a different perspective.

4. One essential aspect of inclusion that must be strengthened is

- a) equal social, economic and cultural conditions.
- b) assistance to disabled people.
- c) higher educational standards in the early stages.
- d) more working opportunities.

5. One way of developing *gender sensitivity* is

- a) eliminating professional stereotypes.
- b) encouraging men not to accept leadership positions.



- c) changing authorities in educational institutions.
- d) promoting the same studies for both boys and girls.

6. According to the text, digital technologies

- a) are necessary to implement inclusive methodologies.
- b) create appropriate environments for all types of learners.
- c) would be truly inclusive if available to all.
- d) need to be adaptable to learning materials.

7. According to strategic priority 2, training and counselling during the professional life are key factors because

- a) technological demands are constantly affecting our work.
- b) workers tend to undergo more career changes.
- c) society expects institutions to do so.
- d) many workers prefer early retirement.

8. As stated in strategic priority 2, quality lifelong learning should involve

- a) greater flexibility at higher education in particular.
- b) creation of different learning pathways.
- c) recognition of all types of learning.
- d) a radical change in education.

9. The current labour market requires

- a) the creation of new jobs.
- b) great improvements in the VET area.
- c) attractive differentiated qualifications.
- d) more new degrees.

10. In order to ensure social integration, adults

- a) must reach higher education.
- b) should increase their participation in the activities of the community.
- c) need to be motivated to undertake different learning pathways.
- d) should be encouraged to acquire essential skills.

11. According to strategic priority 2, mobility involves

- a) facilitating the recognition of qualifications in all the member states.
- b) eliminating all travel restrictions.
- c) encouraging learners to spend longer study periods abroad.
- d) offering guidance in the learning of English.

12. As strategic priority 3 states, teachers, trainers and leaders

- a) can only be motivated if they are supported during their career.
- b) are well qualified and motivated to face future challenges.
- c) are motivated but need further learning opportunities.
- d) need further learning opportunities and continuous professional support .

13. According to strategic priority 3, the well-being of teaching and educational staff

- a) is basically the responsibility of the educational institutions.
- b) plays a role in innovation.
- c) has an effect on professional fulfilment.
- d) is related to competences.

14. More people should be attracted to the teaching profession because

- a) teachers tend to retire at an earlier age.
- b) innovation on education depends on them.
- c) there will be new educational initiatives over the next decade.
- d) there are not enough teachers.

15. One of the objectives of the *European Teachers Academies* will be

- a) to accelerate collaborative learning in each member state.
- b) to promote connections among European institutions.
- c) to offer teaching positions in other institutions.
- d) to guarantee trainers' well-being.

16. According to strategic priority 4, higher education institutions will

- a) be involved in creating multinational agreements.
- b) continue developing innovative programmes.
- c) foster research project among their students.
- d) consider implementing measures to cope with unpredictable situations.

17. In the context of the Bologna process, the EHEA and the ERA will

- a) boost cooperation within universities.
- b) combine efforts to achieve similar objectives.
- c) differentiate their individual objectives.
- d) support student and staff mobility.

18. According to strategic priority 5, in order to achieve a socially fair transformation all Europeans

- a) should be given the appropriate tools to face changes.
- b) must have access to higher education.

- c) should be guided through the digital and green transition.
- d) need to be prepared for the economic impact.

19. As outlined in strategic priority 5, education and training systems and institutions

- a) can trigger a smooth green and digital transition.
- b) should initiate a transformation in people's actions and competences.
- c) should put aside the green dimension in their development.
- d) must be ready to cope with the changes.

20. According to strategic priority 5, other actors must intervene in the green and digital transitions,

- a) in particular, businesses.
- b) except from European governments.
- c) in other words, people or organisations interested in the desired objective.
- d) for example, businesses and European governments.

21. In strategic priority 1, to thrive can be replaced by

- a) to gain confidence
- b) to prosper
- c) to be part of
- d) to settle down

22. In strategic priority 1, boost can be replaced by

- a) promote
- b) extend
- c) amplify
- d) challenge

23. In strategic priority 1, more starkly can be replaced by

- a) quicker
- b) more dramatically
- c) more easily
- d) more clearly

24. In strategic priority 1, attainment can be replaced by

- a) challenge
- b) desire
- c) accomplishment
- d) difficulty

25. In strategic priority 1, entails can be replaced by

- a) includes
- b) explains
- c) guarantees
- d) emphasizes

26. in strategic priority 2, to go through means

- a) accept
- b) experience
- c) tolerate
- d) consider

27. In strategic priority 2, resilient means

- a) extensive

- b) motivating
- c) of high quality
- d) able to cope with adversity

28. In strategic priority 2, enhancing means

- a) making bigger
- b) making more valuable
- c) improving
- d) introducing

29. In strategic priority 2, strive for means

- a) recommend
- b) compensate
- c) make a greater effort to
- d) take into account

30. In strategic priority 3, revalorise can be replaced by

- a) assign value
- b) give priority to
- c) understand
- d) overestimate

31. In strategic priority 3, pivotal means

- a) hard
- b) central
- c) unclear
- d) changeable

32. In strategic priority 4, foreseen means

- a) expected
- b) unknown
- c) planned
- d) new

33. In strategic priority 4, pooling means

- a) deciding together
- b) analysing
- c) adapting
- d) putting together

34. In strategic priority 5, catalysts can be replaced by

- a) something that is expected
- b) motivators
- c) something that brings change
- d) established norms

35. In strategic priority 5, whole-school means

- a) curricular
- b) integral
- c) new
- d) profound

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The successful use of the open method of coordination within the strategic framework for European cooperation in education and training depends on the political commitment of Member States and on strengthened guidance from the Council and effective working methods at European level, that should be based on the following:

**a) Work cycles** – The period up to 2030 will be divided up into two cycles, with the first cycle covering the 5 years from 2021 to 2025, following the timeline proposed by the Commission in its communication on the achievement of the European Education Area, and the second cycle until 2030. The first cycle should enable the achievement of the European Education Area by 2025.

**b) Priority areas** – For each cycle, a number of priority areas for European cooperation, based on the strategic priorities, will be agreed by the Council, taking into account the overall objective of achieving the European Education Area and its further development. The European priority areas should allow for all Member States to cooperate on broader issues, but will also allow for more specific and closer cooperation between interested Member States to tackle emergent challenges and specific policy needs. The priority areas for the first cycle under this new framework are set out in Annex III.

**c) Mutual learning** – European cooperation in the aforementioned priority areas should be carried out by such means as peer learning and peer counselling activities, conferences and seminars, workshops, high level fora or expert groups, panels, studies and analyses, web-based cooperation and, where appropriate, with the involvement of relevant stakeholders. All of these initiatives should be developed on the basis of clear mandates, time schedules and planned outputs, to be proposed by the Commission in cooperation with the Member States.

**d) Common reference tools and approaches** – Mutual learning can be inspired by or lead to the development of reference tools and approaches, that are built on joint analysis and support further policy development at different governance levels (EU, national, regional, local, sectoral etc.).

**e) Governance mechanism** – The strategic framework, during the first cycle, should maintain all the tried and tested mutual learning arrangements of the ET 2020, such as the working groups, Directors-General formations and peer learning instruments, and maintain the involvement of other relevant governance bodies. Member States and the Commission will adapt those arrangements to the new strategic priorities and will work together to set up governance solutions to facilitate efficient communication of information from the technical to the political level, when necessary, and coordinate the work to be done under the strategic framework, without creating unnecessary structures or additional burdens for the Member States.



**f) Dissemination of results** – To enhance visibility and impact at national and European level, the outcomes of cooperation will be widely disseminated among all relevant stakeholders and, where appropriate, discussed at the political level.

**g) Monitoring of the process** – To promote the delivery of results through the open method of coordination, as well as ownership of the process at both national and European level, the Member States and the Commission will work closely together to take stock of the work done at technical level, evaluating the process and its outcomes. Annual monitoring will also take place through the Commission's Education and Training Monitor, which tracks progress towards achieving all the agreed EU-level targets and indicators, including sub-indicators, in the field of education and training, and also contributes to the European Semester Process.

**h) Progress reporting** – At the end of the first cycle, by 2025, it will be necessary to revisit the set of priority areas in order to adjust them or set new ones for the following cycle, based on current challenges and to reflect on the progress made, including towards developing governance solutions that are proportionate to the political ambition of the European Education Area. In 2022 the Commission will publish a European Education Area Progress Report, taking stock and evaluating the achievements towards the European Education Area through the strategic cooperation framework and proposing next steps, as necessary, and in 2023, will also organise a mid-term review event. Both the progress report and the mid-term review will also be taken into account in the Council's agreement on possible new priority areas after 2025.

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36. In the first paragraph, commitment means

- a) responsibility
- b) understanding
- c) communication
- d) ideology

37. According to the work cycles, The European Education area will be successfully completed

- a) before 2025.
- b) in 2024 or 2025.
- c) at the end of the second cycle.

d) at the end of the first cycle.

38. In the priority areas section, it is clearly stated that

- a) Member States should focus on new challenges.
- b) All Member States will work on the same projects.
- c) Member States will work together on general and specific projects.
- d) The priority areas will be basically based on specific projects.

39. In the priority areas section, the word tackle means

- a) understand
- b) deal with
- c) emphasize
- d) omit

40. In the mutual learning section, the word mandates can be replaced by

- a) authoritative instructions
- b) duties
- c) responsibilities
- d) suggestions

41. According to the mutual learning sections, the Commission and Member States

- a) are allowed to take decisions independently.
- b) will work together in the mutual projects.
- c) should decide together the desired results for the mutual initiatives.
- d) will give priority to individual initiatives suggested by Member States.

42. In the section about common reference tools and approaches, the word joint can be replaced by

- a) innovative
- b) authoritative
- c) proven
- d) shared

43. In reference to the governance mechanism,

- a) the Commission will improve the 2020 arrangements for both cycles.
- b) during the first cycle, the ET 2020 arrangements will be used.
- c) The Commission and Member States will maintain an effective communication.
- d) changes can be introduced as challenges emerge.

44. At the end of the governance mechanism section, the word burdens can be replaced by

- a) difficult tasks
- b) irrelevant duties
- c) extra responsibility
- d) workload

45. Another phrase for dissemination of results is

- a) making findings available to people who may benefit from them.
- b) distribute results among political bodies.
- c) presenting outcomes to political authorities.
- d) making stakeholders responsible for the publications of results.

46. The monitoring process will be carried out by

- a) Member States.

- b) specialized bodies with technical knowledge.
- c) Member States and the Commission.
- d) Members of the European Semester Process.

47. In the monitoring of the process section, the expression to take stock means

- a) organize and classify something
- b) store something in a safe place
- c) review something
- d) make a general evaluation of something

48. Progress reporting is useful to

- a) satisfy the political objectives of the European Education Area.
- b) make changes before the end of the first cycle.
- c) stop projects if progress is not what was expected.
- d) include governance solutions.

49. In the last paragraph, taken into account can be replaced by

- a) understood
- b) considered
- c) discarded
- d) justified

50. The objective of sections **a – h** is to

- a) to establish a successful working methodology.
- b) to guarantee the implementation of the strategic priorities discussed in Text 1.
- c) remember the political implication in cooperative projects.
- d) provide help to Member States.