

IMPLICACIÓN DE LAS TÉCNICAS DE APRENDIZAJE EN LOS CURRÍCULUMS Y ORGANIZACIÓN EDUCATIVA

IMPLICATION OF LEARNING TECHNIQUES IN CURRICULUM AND EDUCATIONAL ORGANIZATION

Jesús Jiménez Alfaro

Inspector de educación,
SIE de Málaga. Andalucía

Resumen

El artículo aborda la relación entre las técnicas de aprendizaje y la organización escolar desde la evidencia científica sobre cómo se produce el aprendizaje. Parte de la idea de que aprender no es un proceso pasivo ni depende únicamente de la enseñanza del profesorado, sino de la actividad cognitiva que desarrolla el alumnado. En este sentido, se analizan distintas técnicas de aprendizaje y su influencia tanto en el currículum como en las estructuras organizativas de los centros educativos.

Se pone el foco en aquellas técnicas que cuentan con mayor respaldo empírico, como la elaboración, la evocación y el espaciado, y se analiza en qué medida la organización escolar actual facilita o dificulta su aplicación real en las aulas. El trabajo señala que determinadas prácticas habituales, como los horarios

rígidos, la compartimentación de materias o los modelos de evaluación centrados en pruebas finales, tienden a favorecer aprendizajes superficiales y estrategias de estudio poco eficaces.

A partir de este análisis, se plantean distintas propuestas de mejora orientadas a introducir cambios en la normativa, en la planificación curricular y en la organización de los centros. Entre ellas, se destacan la necesidad de una mayor flexibilidad horaria, el trabajo interdisciplinar, la creación de grupos de alumnado más flexibles y una revisión de las estructuras organizativas tradicionales. Finalmente, se subraya el papel de la supervisión educativa como un elemento clave para acompañar estos procesos de cambio y para garantizar la coherencia entre currículum, metodología y organización escolar, con el objetivo último de mejorar la calidad y la equidad del sistema educativo.

Palabras clave: *organización escolar, técnicas de aprendizaje, metodología, calidad educativa, evocación.*

Abstract

The article examines the relationship between learning techniques and school organisation from the perspective of scientific evidence on how learning occurs. It is based on the idea that learning is not a passive process nor does it depend solely on teachers' instruction, but rather on the cognitive activity developed by students. In this regard, different learning techniques are analysed, along with their influence on both the curriculum and the organisational structures of educational institutions.

The focus is placed on learning techniques with strong empirical support, such as elaboration, retrieval practice and spacing, and the extent to which current school organisation facilitates or hinders their effective implementation in classrooms is examined. The study highlights that common practices such as rigid

timetables, subject compartmentalisation and assessment models centred on final examinations tend to promote superficial learning and ineffective study strategies.

Based on this analysis, several proposals for improvement are put forward, aimed at introducing changes in educational regulations, curriculum planning and school organisation. These include the need for greater timetable flexibility, interdisciplinary work, the creation of more flexible student groupings and a review of traditional organisational structures. Finally, the article emphasises the role of educational supervision as a key element in supporting these processes of change and ensuring coherence between curriculum, methodology and school organisation, with the ultimate goal of improving the quality and equity of the education system.

Keywords: *school organization, learning techniques, methodology, educational quality, retrieval practice.*

1. INTRODUCTION

Despite the many advances in educational research and the psychology of learning, there remains a troubling gap between what science has established about how people learn and the practices that legislators and educational planners continue to promote. Rigid schedules, compartmentalized subjects, assessments centered on final examinations, and bureaucratic organizational structures are still the norm in many schools, even though there is substantial evidence questioning their effectiveness in fostering deep, meaningful, and transferable learning.

This gap between scientific knowledge and educational practice cannot be explained solely by insufficient teacher training or school management. It is deeply rooted in the way schools are organized, in outdated management models, and in supervisory systems that prioritize regulatory compliance and bureaucratic procedures over educational quality and equity. In many cases, curriculum reforms are limited to adding content or redefining competencies without being accompanied by the structural and methodological changes needed for students to become proactive and autonomous learners.

This article critically examines the relationship between evidence-based learning techniques and school organization, identifying the factors that either facilitate or hinder their effective implementation. It explores both the theoretical foundations of learning and the practical implications of putting these approaches into practice, while emphasizing the role of educational inspection as a mechanism for promoting meaningful change. The central argument is straightforward: improving the quality and equity of the education system requires more than updating the curriculum. It demands transforming school organization, rethinking schedules, teaching methodologies, and institutional structures, and creating learning environments in which students genuinely become active participants in their own learning.

2. THEORETICAL FRAMEWOEK

Learning is a dynamic process through which individuals construct knowledge, develop skills, and acquire attitudes through multiple interactions, with schools playing a central role. Educational research generally views learning as an active, meaningful, and contextualized process in which students take a leading role in constructing their own understanding (Ausubel, 2002; Piaget, 1972).

Within this framework, learning techniques are understood as a set of methodological strategies and instructional procedures that facilitate the comprehension, organization, application, and transfer of knowledge. A wide range of such techniques has been identified.

Educational organizational structures encompass the organization, management, and day-to-day operation of schools, including innovation processes, leadership, coordination, and the use of available resources. The implementation of learning techniques supported by strong scientific evidence has a direct impact on school organization, as it requires changes in planning, time management, and the allocation of spaces and resources (Antúnez, 2005).

A competency-based curriculum requires flexible school organization, greater autonomy for non-university educational institutions, and an educational supervision system grounded primarily in the evaluation of teaching practice, classroom observation, and subsequent guidance to improve the teaching-learning process (Jiménez Alfaro, 2024). Likewise, the effective application of learning techniques contributes both to improved educational outcomes and to the development of key competencies.

Learning does not depend solely on what teachers teach or on the materials they use, but rather on what students do internally with that information (Rothkopf,

1970). Rothkopf illustrates this idea with a particularly revealing analogy: "You can lead a horse to water, but the horse is the one that has to fill its own stomach." Learning, therefore, is not produced simply by external stimuli, although such stimuli are essential. For this reason, the entire organizational structure of schools should be designed to support learning techniques that have been scientifically validated.

From this perspective, educational supervision emerges as a key element in ensuring the quality of the educational process by encouraging reflection on teaching practice, methodological innovation, and coherence across the different levels of educational planning. Consequently, the effective integration of learning techniques into both the curriculum and school organization is an essential factor in the sustainable improvement of educational systems.

3. IMPLEMENTATION IN SCHOOL ORGANITZATION

Teaching practice and school organization must be transformed to align with the scientific evidence on how the brain learns. According to Héctor Ruiz, the main evidence-based techniques for achieving deep learning are:

- 1) Elaboration, which involves giving meaning to new information by connecting it with prior knowledge.
- 2) Retrieval, or active recall, which consists of bringing information back to mind at different points in time.
- 3) Spacing, whereby knowledge is consolidated more effectively when learning is distributed over time. This approach contrasts with massed practice, a common strategy among students that involves concentrating large amounts of study into short periods.

Within current school organizations, greater emphasis should be placed on implementing measures that strengthen elaboration and retrieval, whereas spacing is already relatively well established. Teachers are required to plan the curriculum as part of their professional duties, as set out in the article 91(a) of the Spanish Organic Law on Education, which assigns them responsibility for “planning and teaching the curricular areas, subjects, modules, or fields entrusted to them.”

Likewise, both Cycle Teams in Early Childhood and Primary Education and Subject Departments in Secondary Education are responsible for preparing the School Curriculum Plan and submitting it to the Faculty Board for approval before the beginning of the school year. These planning documents establish a systematic timeline for the academic year that includes all curriculum components: objectives, core knowledge, competencies, operational descriptors, assessment criteria or learning outcomes, and all other mandatory elements established by the organizational and operational regulations of each autonomous community

. At the whole-school level, schools are also required to plan both curricular and extracurriculars¹ activities through the Annual General Plan (PGA).

The main challenge regarding spacing lies in methodology. When instruction is based primarily on learning isolated concepts and reproducing them in objective tests and examinations, students tend to rely on massed practice, concentrating most of their study time immediately before exams. This tendency could be reduced by using more qualitative forms of assessment, such as classroom observation, coursework completed during school hours, portfolios,

¹Article 125 of the Organic Law on Education establishes that educational institutions are required to develop a program: “At the beginning of each school year, educational institutions shall prepare a general annual program that covers all aspects related to the organization and operation of the institution, including projects, the curriculum, regulations, and all agreed-upon and approved action plans.”

learning journals, oral presentations, and similar assessment tools. In other words, it requires a methodological shift from a model of "teach and forget" to one of "teach and consolidate".

4. STRATEGIES FOR EFFECTIVE IMPLEMENTATION

4.1. Inclusion in educational regulations and core curricula

This measure would be essential to maximize educational resources and promote students' holistic development. A useful analogy can be drawn from learning to swim. If a person enters the water without being taught the most efficient swimming technique —the front crawl— they simply swim as best they can. Teaching everyone the most effective technique does not mean that all swimmers will perform at the same level, since some individuals are naturally predisposed to excel because of factors such as body proportions, shoulder width, muscle development, or hydrodynamic efficiency. Nevertheless, all swimmers are likely to achieve better results when they are taught the most effective technique (Ruiz Martín, 2023).

Applying this analogy to learning techniques, these strategies should be incorporated into educational curricula across all educational stages, with their content adapted to students' age and developmental level. As this would involve a curricular modification, it should not further increase teachers' and homeroom tutors' already demanding workload by assigning them additional responsibilities. From an organizational perspective, the most efficient approach would be to make this curricular component the explicit responsibility² of school counselors, who are

² Currently, a major organizational challenge in schools is the vague scope of responsibilities assigned to guidance departments in secondary schools and to guidance and support teams and other similar structures in the various autonomous communities in preschool and elementary schools.

present in all educational institutions. This responsibility is fully consistent with the duties assigned to them under the relevant educational regulations, as they are the professionals specifically qualified in this field through their academic background in psychology and educational sciences. Just as teaching responsibilities are assigned to teachers according to their area of specialization, this curricular responsibility should be explicitly assigned to Educational Guidance professionals.

4.2. Flexibility/alignment of class schedules

Learning is not simply a matter of storing isolated pieces of information. Rather, it involves building networks of knowledge, and deep learning occurs when learners are able to establish meaningful connections among ideas, examples, concepts, and experiences (Ruiz Martín, 2020). However, current school organization continues to compartmentalize subjects, curricular areas, and modules through rigid timetables and limited integration across disciplines, except in those schools where collaborative teaching practices have been successfully implemented. This organizational model has remained largely unchanged for decades despite the fact that social and educational change now occurs at an unprecedented pace. In today's primary, secondary, and upper secondary schools, students typically move from one subject to another according to a fixed schedule throughout the day. Such an organization does little to promote the interconnectedness of knowledge that underpins effective learning. As George Siemens (2005) argues, learning is a process of creating networks and connections among information nodes, and meaningful learning occurs when learners establish connections between information, sources, and people.

Research has also consistently shown that mixed-age learning groups, in which more advanced students guide or support less experienced peers, improve academic achievement for both groups. The students who teach as well as those who receive support benefit cognitively from these interactions by strengthening

the neural connections associated with learning (Topping, 2005). Nevertheless, most schools continue to organize students into strictly age-based classrooms. A more flexible grouping system, bringing together students from the same age group as well as from different grade levels, would create greater opportunities for these evidence-based forms of peer learning.

Successful examples of this organizational approach already exist within the Spanish education system, particularly in Rural Grouped Schools (*Colegios Rurales Agrupados*, CRA). In these schools, students of different ages frequently learn together, older pupils naturally support younger classmates, and higher-achieving students often mentor peers experiencing learning difficulties. In addition, instruction is not constrained by rigid subject timetables or strictly age-based groupings, allowing for more active and participatory teaching approaches. Evidence suggests that this model is effective. Castilla y León, the autonomous community with the highest number of Rural Grouped Schools, consistently achieves the strongest performance in Spain on the international PISA assessments, reaching levels comparable to those of Finland.

This organizational model also aligns well with inclusive education policies by enabling students' learning needs to be addressed not only by teachers but also through structured peer support. The reality is that many schools currently lack sufficient staff to adequately support students with special educational needs, while providing every school with the additional specialized personnel required is financially unrealistic given current public budget constraints. Spain faces growing fiscal pressure due to steadily increasing expenditure in major areas such as pensions and healthcare. Expanding this model would therefore offer a practical way to improve support for students with diverse educational needs while responding more effectively to the increasing heterogeneity of today's classrooms. At the same time, it would reinforce a conception of teachers as facilitators and

coordinators of the teaching-learning process rather than as lecturers delivering predominantly teacher-centered instruction.

Closely related to this proposal is the need to further encourage the transformation of schools into Learning Communities. Under this model, members of the wider educational community—including parents, volunteers, and non-governmental organizations—actively participate in educational activities. Empirical evidence has shown that these forms of community involvement can significantly accelerate students' learning (Flecha, Padrós, & Puigdemívol, 2003).

In short, since current budgets cannot accommodate the increase in the number of teachers needed to address diversity in the classroom, students from other grades or levels and other members of the educational community should be involved in educational processes. This approach would significantly improve the quality and equity of education without having a financial impact on public administration expenditure.

Finally, recess periods remain one of the most inflexible components of the school day. They should not be viewed solely as opportunities for physical rest, but also as valuable pedagogical spaces that contribute to students' social, cognitive, and emotional development. Fixed recess schedules are not aligned with the scientific evidence supporting spaced learning (Ruiz Martín, 2023), thereby limiting the educational potential of this time. Students' circadian rhythms and attentional patterns fluctuate throughout the day, meaning that concentration and cognitive performance naturally vary, while mental fatigue tends to emerge after extended periods of academic work (Sievertsen, Gino, & Piovesan, 2016). Recess periods that are scheduled at the same time every day do not necessarily coincide with these periods of cognitive fatigue. Because teachers are the professionals who best understand the cognitive demands of the learning activities taking place in their classrooms, they should have greater autonomy to determine when breaks are most appropriate. Recess could therefore be scheduled more flexibly throughout

the school day, encouraging students' self-regulation by allowing breaks to be taken when their emotional state or level of concentration indicates they are needed.

Greater flexibility would also provide important organizational benefits for schools. Staggering recess periods throughout the day could reduce congestion in playgrounds, sports facilities, and other shared spaces, leading to more efficient use of these areas. In addition, it would facilitate the incorporation of active breaks, which have been shown to improve students' attention and concentration (Melguizo-Ibáñez et al., 2024).

Accordingly, the current system of rigid school timetables should be reconsidered. Schools should be granted greater autonomy to plan and organize learning activities throughout the school day while educational regulations should require meaningful collaboration and integration across subjects, curricular areas, and modules. This could be achieved through interdisciplinary planning among teachers, co-teaching arrangements, and the creation of flexible student groups both within and across grade levels, fostering a more coherent and evidence-informed approach to teaching and learning.

4.3. Changes in organizational structures

Classical organizational theorists have long identified organic and adhocratic structures as flexible alternatives to traditional bureaucracies (Mintzberg, 1979). However, the organizational structures that continue to characterize many schools are still largely based on bureaucratic models inherited from the previous century. More recent organizational theories advocate less rigid structures that are adaptive, resilient, and people-centered, arguing that institutions should be capable of self-organization and effective management in contexts of uncertainty (Wheatley, 2007).

Secondary schools in Spain remain organized around subject-based academic departments (*Departamentos Didácticos*), despite the paradox of implementing competency-based curricula without creating organizational structures capable of supporting their development. Although many secondary schools had departmental structures in practice before the General Education Act of 1970, this legislation formally established and regulated them. Consequently, these structures are rooted in an educational model developed more than five decades ago, one that differs substantially from the realities of contemporary education. They remain highly rigid, with each department assigned clearly defined teaching responsibilities, a fixed membership, and hierarchical bureaucratic relationships with the other governing bodies within the school.

A similar situation exists in Early Childhood and Primary Education with Cycle or Grade-Level Teams. However, teachers at these educational stages generally have a broader instructional profile and tend to rely more heavily on collaborative and cooperative approaches. In many primary schools, for example, teachers organize students into cooperative learning groups, arrange classrooms to facilitate heterogeneous teamwork, and benefit from greater scheduling flexibility because the homeroom teacher is responsible for teaching most core subjects, including mathematics, language arts, science, and social studies. Specialist teachers are typically responsible only for subjects such as foreign languages, music, and physical education. As a result, homeroom teachers spend most of the school day working with the same group of students, allowing for greater continuity and integration in the teaching-learning process.

By contrast, secondary education is characterized by strict requirements regarding the number of instructional hours allocated to each subject, leaving little flexibility in the management of teaching time. In practice, transferring instructional hours from one subject to another is generally not permitted. Furthermore, educational inspectorates across Spain's autonomous communities frequently

include the supervision of compliance with these rigid timetables as part of their annual action plans, devoting considerable resources to monitoring scheduling requirements. These resources could arguably be used more effectively to support initiatives with a greater impact on educational quality, such as the evaluation of teaching practice and the introduction of performance-based financial incentives through the reform of the current professional development allowance system (*sexenios*) (Jiménez Alfaro, 2024).

A far more effective and efficient approach would be to introduce greater flexibility into the organization of instructional time. Rather than structuring the school day around isolated subjects, the central focus should be on learning activities and assessment tasks that integrate multiple competencies simultaneously. This would resemble the methodology commonly used in Early Childhood Education, where teachers work collaboratively and organize learning around integrated learning situations instead of rigid curricular subjects. At this educational stage, it is considered entirely natural for learning to be managed through competency-based, hands-on, and collaborative experiences rather than being interrupted by transitions dictated solely by the timetable. The consistently high evaluations received by Spain's Early Childhood Education system provide further evidence of the effectiveness of this organizational approach.

5. CONCLUSION

The analysis presented throughout this article highlights a persistent disconnect between the scientific evidence on how people learn and the organizational structures that continue to shape schools, many of which were designed decades ago. Learning techniques such as elaboration, retrieval, and spacing have consistently been shown to promote deep and durable learning, yet their implementation remains constrained by rigid organizational structures,

inflexible timetables, and assessment systems that continue to prioritize memorization over understanding.

Much of current educational practice remains anchored in an outdated instructional model based on transmitting fragmented content and measuring achievement primarily through standardized testing, while paying insufficient attention to the internal learning processes that ultimately determine students' success. This misalignment not only reduces the effectiveness of teaching but also encourages superficial study strategies and contributes to persistent inequalities in educational outcomes.

Addressing these challenges requires more than isolated methodological changes. It calls for a comprehensive rethinking of school organization, including greater flexibility in timetables, stronger collaboration among teachers, the creation of more heterogeneous and flexible student groupings, and a reorganization of the way time, space, and educational resources are allocated. It also requires a profound cultural shift in which educational policy and school organization are guided by technical decisions grounded in scientific evidence and supported by appropriate institutional structures, which are currently lacking.

One possible step in this direction would be the creation of a dedicated public body responsible for reviewing and promoting curriculum reforms based on empirical evidence, similar to the role played by Spain's National Institute of Qualifications³ in the field of vocational training. This body operates under Spain's General Council for Vocational Education and Training and is defined as the technical body responsible for developing, maintaining, and updating the National Catalogue of Professional Qualifications and the corresponding Modular Catalogue

³ The regulations and responsibilities of this agency are set forth in the Royal Decree 375/1999, dated March 5, which establishes the National Institute of Qualifications.

for Vocational Education and Training (article 1 of the Royal Decree 375/1999 of March 5). It oversees curricular changes in vocational education on the basis of technical and evidence-informed criteria. A comparable institute or agency could be established for all other non-university educational stages under the authority of the State School Council (*Consejo Escolar del Estado*). Such a body should serve as the legislature's principal technical advisor on the educational reforms and regulatory changes required to improve the school system.

In addition, educational supervision should move beyond its traditional bureaucratic role and become a genuine mechanism for supporting pedagogical innovation and ensuring coherence among curriculum, teaching methodology, and school organization. Educational inspectorates should devote a substantial part of their action plans to the evaluation of teaching practice, the identification of effective educational practices, and the dissemination of successful instructional models. Although their legal responsibilities for supervision, guidance, and ensuring compliance with educational regulations remain essential, evaluation should become the primary driver of continuous improvement in both educational practice and institutional performance.

Basically, if the education system is to achieve lasting improvements in both quality and equity, it must move away from prioritizing administrative routines and organizational models inherited from the last century and instead place students and active learning at the center of every organizational and pedagogical decision. Until educational policy is more closely aligned with the scientific evidence on how learning occurs, attempts at reform will continue to produce only limited and fragmented improvements.

Finally, educational reforms should be implemented through more agile legislative and administrative processes. Unnecessary procedural requirements should be eliminated, and the development and approval of both legislation enacted by the Spanish Parliament and regulations issued by the different

executive authorities should be streamlined so that educational policy can respond more effectively to emerging evidence and the evolving needs of schools.

REFERENCES

BIBLIOGRAPHIC REFERENCES

- Antúnez, S. (2005). *La organización nescolar: Práctica y fundamentos*. Graó.
- Ausubel, D. P. (2002). *Adquisición y retención del conocimiento: Una perspectiva cognitiva*. Paidós.
- Flecha, R., Padrós, M., & Puigdemívol, I. (2003). *Comunidades de Aprendizaje: transformar la organización escolar al servicio de la comunidad*. Organización y Gestión Educativa.
- Jiménez Alfaro, J. (2024). *Modificación de las funciones de la inspección desde el punto de vista de la teoría económica y de las organizaciones*. *Supervisión 21*, 73(73). <https://doi.org/10.52149/Sp21/73.4>
- Melguizo-Ibáñez, E., Zurita-Ortega, F., González-Valero, G., Puertas-Molero, P., Tadeu, P., Ubago-Jiménez, J. L., & Alonso-Vargas, J. M. (2024). *Los descansos activos como herramienta para mejorar la atención en el contexto educativo. Una revisión sistemática y meta-análisis*. *Revista de Psicodidáctica*, 29(2), 147–157. <https://doi.org/10.1016/j.psicod.2024.01.002>
- Mintzberg, H. (1979). *The structuring of organizations: A synthesis of the research*. Prentice-Hall.
- Piaget, J. (1972). *Psicología y pedagogía*. Ariel.
- Rothkopf, E. Z. (1970). *The Concept of Mathemagenic Activities*. *Review of Educational Research*, 40(3), 325–336.
- Ruiz Martín, Héctor (2020). *Aprendiendo a Aprender*. Vergara. ISBN 978-84-180453-0-1.
- Ruiz Martín, Héctor (2023). *Edumitos: Ideas sobre el aprendizaje sin respaldo*. International Science Teaching Foundation. ISBN 978-84-127147-8-4.
- Siemens, G. (2005). *Connectivism: A learning theory for the digital age*. *International Journal of Instructional Technology and Distance Learning*, 2(1), 3–10.
- Sievertsen, H. H., Gino, F., & Piovesan, M. (2016). *Cognitive fatigue influences students' performance on standardized tests*. *Proceedings of the National Academy*

of Sciences of the United States of America, 113(10), 2621-2624.
<https://doi.org/10.1073/pnas.1516947113>

• Topping, K. J. (2005). *Trends in peer learning*. *Educational Psychology*, 25(6), 631-645. <https://doi.org/10.1080/01443410500345172>

• Wheatley, M. J. (2007). *Finding our way: Leadership for an uncertain time*. Berrett-Koehler.

LEGISLATIVE REFERENCES

- Constitución española de 1978.
- Ley Orgánica 8/1985, de 3 de Julio, reguladora del Derecho a la Educación (BOE 4 de julio de 1985).
- Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOE), modificada por la Ley Orgánica 3/2020 (LOMLOE).
- Ley 14/1970, de 4 de agosto, General de Educación y Financiamiento de la Reforma Educativa.
- Ley 39/2015, de 1 de octubre, de Procedimiento Administrativo Común de las Administraciones Públicas (BOE 2 de octubre de 2015).
- Ley 40/2015, de 1 de octubre, de Régimen Jurídico del Sector Público (BOE 2 de octubre de 2015).
- Real Decreto 95/2022, de 1 de febrero, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Infantil (BOE de 2 de febrero de 2022).
- Real Decreto 157/2022, de 1 de marzo, por el que se establecen la ordenación y las enseñanzas mínimas de la Educación Primaria (BOE de 2 de marzo de 2022).
- Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria (BOE de 30 de marzo de 2022).

- Real Decreto 243/2022, de 5 de abril, por el que se establecen la ordenación y las enseñanzas mínimas del Bachillerato (BOE de 6 de abril de 2022).
- Decreto 92/2022, de 16 de agosto, por el que se regula la organización de la orientación académica, educativa y profesional en la comunidad autónoma de Castilla-La Mancha.