

# Organisation of the education system in

Spain

2009/2010

1. Political, Social and Economic Background and Trends .....	10
1.1. Historical overview .....	10
1.2. Main executive and legislative bodies .....	10
1.2.1. The State .....	11
1.2.2. The Autonomous Communities .....	12
1.2.3. Local Administration .....	12
1.3. Religions.....	12
1.4. Official and minority languages .....	13
1.5. Demographic situation.....	13
1.6. Economic situation .....	14
1.7. Statistics .....	15
1.7.1. Demography .....	15
1.7.2. The economy.....	18
2. General Organisation of the Education System and Administration of Education .....	19
2.1. Historical overview .....	19
2.2. Ongoing debates and future developments.....	22
2.3. Fundamental principles and basic legislation.....	24
2.3.1. Constitutional provisions.....	24
2.3.2. The 1985 Ley Orgánica Reguladora del Derecho a la Educación, LODE (Act on the Right to Education) .....	25
2.3.3. The 2001 Ley Orgánica de Universidades, LOU (Act on Universities) and the 2007 Ley Orgánica por la que se modifica la Ley Orgánica de Universidades, LOMLOU (Act modifying the Act on Universities).....	26
2.3.4. The 2006 <i>Ley Orgánica de Educación, LOE</i> (Education Act) .....	27
2.4. General structure and defining moments in educational guidance .....	30
2.4.1. Mainstream education .....	31
2.4.2. Specialised education .....	32
2.5. Compulsory education .....	33
2.6. General administration.....	33
2.6.1. General administration at national level: the Ministry of Education .....	34
2.6.2. General administration at regional level.....	40
2.6.3. General administration at local level.....	41
2.6.4. Educational institutions, administration, management.....	41
2.7. Internal and external consultation.....	48
2.7.1. Internal Consultation .....	49
2.7.2. Consultation involving Players in Society at large.....	54
2.8. Methods of financing education.....	56
2.8.1. Non-university education financing and budgeting.....	56
2.8.2. University education financing and budgeting.....	58
2.9. Statistics .....	58
2.9.1. Expenditure on education .....	58
2.9.2. Grants and assistance .....	62
3. Pre-Primary Education .....	64
3.1. Historical overview .....	64
3.2. Ongoing debates and future developments.....	65
3.3. Specific legislative framework.....	67
3.4. General objectives .....	67

3.5. Geographical accessibility .....	68
3.6. Admission requirements and choice of institution/centre .....	68
3.7. Financial support for pupils' families .....	69
3.8. Age levels and grouping of children .....	69
3.9. Organisation of time .....	70
3.9.1. Organisation of the year .....	70
3.9.2. Weekly and daily timetable .....	70
3.10. Curriculum, types of activity, number of hours .....	71
3.10.1. Curriculum Design .....	71
3.10.2. Subjects .....	71
3.10.3. Number of hours .....	72
3.11. Teaching methods and materials .....	72
3.12. Evaluation of Children .....	73
3.13. Support facilities .....	74
3.14. Private sector provision .....	75
3.15. Organisational variations and alternative structures .....	75
3.16. Statistics .....	76
3.16.1. Pupils .....	76
3.16.2. Teachers .....	77
3.16.3. Schools .....	78
4. Primary Education .....	80
4.1. Historical overview .....	80
4.2. Ongoing debates and future developments .....	81
4.3. Specific legislative framework .....	82
4.4. General objectives .....	82
4.5. Geographical accessibility .....	83
4.6. Admission requirements and choice of school .....	84
4.7. Financial support for pupils' families .....	84
4.8. Age levels and grouping of pupils .....	85
4.9. Organisation of school time .....	85
4.9.1. Organisation of the school year .....	85
4.9.2. Weekly and daily timetable .....	86
4.10. Curriculum, subjects, number of hours .....	87
4.10.1. Curriculum Design .....	87
4.10.2. Subjects .....	88
4.10.3. Number of hours .....	88
4.11. Teaching methods and materials .....	89
4.12. Pupil assessment .....	91
4.13. Progression of pupils .....	91
4.14. Certification .....	92
4.15. Educational guidance .....	92
4.16. Private education .....	93
4.17. Organisational variations and alternative structures .....	94
4.17.1. Other organisational variations and alternative structures .....	94
4.17.2. Specialised education: Arts Education .....	95
4.18. Statistics .....	96
4.18.1. Pupils .....	97

4.18.2. Teachers.....	99
4.18.3. Schools and units .....	100
5. Secondary and Post-Secondary Non-Tertiary Education .....	103
5.1. Historical overview .....	103
5.2. Ongoing debates and future developments.....	106
5.3. Specific legislative framework.....	107
5.4. General objectives .....	108
5.4.1. Lower Secondary Education .....	108
5.4.2. Upper Secondary Education: Academic or General Branch .....	110
5.4.3. Upper Secondary Education: Vocational Branch .....	111
5.4.4. Specialised education .....	112
5.5. Types of institution .....	116
5.5.1. Lower Secondary Education .....	116
5.5.2. Upper Secondary Education: General Branch.....	116
5.5.3. Upper Secondary Education: Vocational Branch .....	116
5.5.4. Specialised Education .....	117
5.6. Geographical accessibility .....	118
5.7. Admission requirements and choice of school .....	119
5.7.1. Lower Secondary Education .....	119
5.7.2. Upper Secondary Education: General Branch.....	119
5.7.3. Upper Secondary Education: Vocational Branch .....	120
5.7.4. Specialised Education .....	120
5.8. Registration and/or tuition fees .....	122
5.9. Financial support for pupils .....	122
5.10. Age levels and grouping of pupils .....	123
5.10.1. Lower Secondary Education .....	123
5.10.2. Upper Secondary Education: General Branch.....	124
5.10.3. Upper Secondary Education: Vocational Branch .....	124
5.10.4. Specialised Education .....	124
5.11. Specialisation of studies .....	125
5.11.1. Lower Secondary Education .....	125
5.11.2. Upper Secondary Education: General Branch.....	125
5.11.3. Upper Secondary Education: Vocational Branch .....	125
5.11.4. Specialised Education .....	127
5.12. Organisation of school time .....	128
5.12.1. Organisation of the school year .....	128
5.12.2. Weekly and daily timetable .....	128
5.13. Curriculum, subjects, number of hours .....	129
5.13.1. Lower Secondary Education .....	129
5.13.2. Upper Secondary Education: General Branch.....	132
5.13.3. Upper Secondary Education: Vocational Branch .....	135
5.13.4. Specialised Education .....	137
5.14. Teaching methods and materials .....	143
5.14.1. Lower Secondary Education .....	144
5.14.2. Upper Secondary Education: General Branch.....	144
5.14.3. Upper Secondary Education: Vocational Branch .....	145
5.14.4. Specialised Education .....	145

5.15. Pupil assessment .....	146
5.15.1. Lower Secondary Education .....	146
5.15.2. Upper Secondary Education: General Branch.....	147
5.15.3. Upper Secondary Education: Vocational Branch .....	147
5.15.4. Specialised Education .....	147
5.16. Progression of pupils .....	149
5.16.1. Lower Secondary Education .....	149
5.16.2. Upper Secondary Education: General Branch.....	150
5.16.3. Upper Secondary Education: Vocational Branch .....	150
5.16.4. Specialised Education .....	150
5.17. Certification.....	150
5.17.1. Lower Secondary Education .....	150
5.17.2. Upper Secondary Education: General Branch.....	151
5.17.3. Upper Secondary Education: Vocational Branch .....	151
5.17.4. Specialised Education .....	152
5.18. Educational/Vocational Guidance, education/employment links.....	153
5.18.1. Educational Guidance .....	153
5.18.2. Vocational Guidance .....	154
5.19. Private education.....	155
5.20. Organisational variations and alternative structures.....	155
5.20.1. Curricular diversification and initial vocational qualification programmes .	155
5.20.2. International Baccalaureate.....	156
5.20.3. Language education .....	157
5.21. Statistics .....	157
5.21.1. Students .....	158
5.21.2. Teachers.....	161
5.21.3. Institutions.....	162
6. Tertiary Education .....	164
6.1. Historical overview .....	165
6.2. Ongoing debates and future developments.....	166
6.3. Specific legislative framework.....	168
6.4. General objectives .....	169
6.4.1. University tertiary education .....	169
6.4.2. Non-university tertiary education .....	170
6.5. Types of institution .....	172
6.5.1. University tertiary education .....	172
6.5.2. Non-university tertiary education .....	173
6.6. Admission requirements .....	174
6.6.1. University tertiary education .....	174
6.6.2. Non-university tertiary education .....	179
6.7. Registration and/or tuition fees .....	183
6.7.1. University tertiary education .....	183
6.7.2. Non-university tertiary education .....	183
6.8. Financial support for students .....	184
6.8.1. University Education .....	185
6.8.2. Non-University Education.....	186
6.9. Organisation of the academic year .....	187

6.9.1. University tertiary education .....	187
6.9.2. Non-university tertiary education .....	188
6.10. Branches of study, areas of specialisation .....	188
6.10.1. University tertiary education .....	188
6.10.2. Non-university tertiary education .....	189
6.11. Curriculum .....	191
6.11.1. University tertiary education .....	191
6.11.2. Non-university tertiary education .....	195
6.12. Teaching methods .....	197
6.12.1. University tertiary education .....	197
6.12.2. Non-university tertiary education .....	198
6.13. Student assessment.....	199
6.13.1. University tertiary education .....	199
6.13.2. Non-university tertiary education .....	199
6.14. Student promotion.....	200
6.14.1. University tertiary education .....	200
6.14.2. Non-university tertiary education .....	201
6.15. Certification.....	202
6.15.1. University tertiary education .....	202
6.15.2. Non-university tertiary education .....	204
6.16. Educational/vocational guidance. Links between employment and education	205
6.16.1. University tertiary education .....	205
6.16.2. Non-university tertiary education .....	206
6.17. Private education.....	206
6.17.1. University tertiary education .....	207
6.17.2. Non-university tertiary education .....	207
6.18. Organisational Options and Alternative Structures .....	208
6.18.1. Distance university tertiary education .....	208
6.18.2. Distance advanced vocational training.....	208
6.18.3. Non-university tertiary education .....	208
6.19. Statistics .....	209
6.19.1. Population with higher studies .....	209
6.19.2. Students .....	210
6.19.3. Admission to university .....	219
6.19.4. Teaching staff .....	219
6.19.5. Institutions.....	220
7. Continuing Education and Training for Young School Leavers and Adults .....	222
7.1. Historical overview .....	223
7.2. Ongoing debates and future developments.....	226
7.3. Specific legislative framework.....	226
7.4. General objectives .....	228
7.4.1. Basic adult educatio .....	229
7.4.2. General objectives in secondary education for adults .....	229
7.4.3. 'Bachillerato' for adults .....	229
7.4.4. Vocational training for adults .....	229
7.4.5. Official languages education .....	229
7.4.6. Workshop schools, crafts training centres and employment workshops.....	230

7.4.7. Vocational training for employment.....	230
7.5. Types of institutions .....	230
7.5.1. Public institutions .....	231
7.5.2. Private institutions .....	232
7.6. Geographical accessibility .....	232
7.7. Admission requirements .....	233
7.7.1. Basic adult education.....	233
7.7.2. Secondary education for adults.....	233
7.7.3. 'Bachillerato' for adults .....	233
7.7.4. Vocational training for adults .....	234
7.7.5. Official languages education .....	234
7.7.6. Workshop schools, crafts training centres and employment workshops.....	234
7.7.7. Vocational training for employment.....	234
7.7.8. Access to higher education for adults.....	235
7.8. Registration and/or tuition fees .....	236
7.9. Financial support for learners .....	237
7.10. Main areas of specialisation .....	237
7.10.1. Basic adult education.....	237
7.10.2. Secondary education for adults .....	238
7.10.3. 'Bachillerato' for adults .....	238
7.10.4. Vocational training for adults .....	239
7.10.5. Official languages education .....	239
7.10.6. Workshop schools, crafts training centres and employment workshops ....	240
7.10.7. Vocational training for employment.....	240
7.10.8. Non-formal education .....	240
7.10.9. Training in information and communication technologies.....	240
7.11. Teaching methods.....	241
7.11.1. Basic adult education.....	241
7.11.2. Secondary education for adults .....	242
7.11.3. 'Bachillerato' for adults .....	242
7.11.4. Vocational training for adults .....	242
7.11.5. Official languages education .....	242
7.11.6. Workshop schools, crafts training centres and employment workshops ....	243
7.11.7. Vocational training for employment.....	243
7.11.8. Distance learning .....	244
7.12. Trainers.....	244
7.12.1. Trainers in the provision offered by education authorities.....	244
7.12.2. Trainers in workshop schools, crafts training centres and employment workshops.....	245
7.12.3. Vocational training for employment trainers .....	245
7.13. Learner assessment/progression .....	247
7.13.1. Basic adult education.....	247
7.13.2. Secondary education for adults .....	247
7.13.3. 'Bachillerato' for adults .....	247
7.13.4. Vocational training for adults .....	248
7.13.5. Official languages education .....	248
7.13.6. Workshop schools, crafts training centres and employment workshops ....	248

7.13.7. Vocational training for employment.....	248
7.14. Certification.....	249
7.14.1. Basic adult education.....	249
7.14.2. Secondary education for adults.....	249
7.14.3. 'Bachillerato' for adults.....	249
7.14.4. Vocational training for adults.....	249
7.14.5. Official languages education.....	250
7.14.6. Workshop schools, crafts training centres and employment workshops ....	250
7.14.7. Vocational training for employment.....	250
7.15. Education/employment links.....	251
7.15.1. Education/employment links in basic adult education and 'Bachillerato' ...	251
7.15.2. Education/employment links in vocational training for adults.....	251
7.15.3. Education/employment links in university education.....	252
7.15.4. Education/employment links in workshop schools, crafts training centres and employment workshops.....	252
7.15.5. Education/employment links in vocational training for employment.....	252
7.16. Private education.....	252
7.17. Statistics.....	253
7.17.1. Pupils.....	253
7.17.2. Teachers.....	260
7.17.3. Schools.....	260
8. Teachers and Education Staff.....	262
8.1. Initial training of teachers.....	262
8.1.1. Historical overview.....	264
8.1.2. Ongoing debates and future developments.....	267
8.1.3. Specific legislative framework.....	267
8.1.4. Institutions, level and models of training.....	269
8.1.5. Admission requirements.....	271
8.1.6. Curriculum, Special Skills, Specialisation.....	272
8.1.7. Evaluation, Certificates.....	273
8.1.8. Alternative training pathways.....	274
8.2. Conditions of Service of Teachers.....	274
8.2.1. Historical Overview.....	274
8.2.2. Ongoing debates and future developments.....	276
8.2.3. Specific Legislative Framework.....	277
8.2.4. Planning Policy.....	279
8.2.5. Entry to the Profession.....	280
8.2.6. Professional Status.....	283
8.2.7. Replacement Measures.....	284
8.2.8. Supporting Measures for Teachers.....	286
8.2.9. Evaluation of Teachers.....	287
8.2.10. In-service Training.....	289
8.2.11. Salaries.....	291
8.2.12. Working Time and Holidays.....	293
8.2.13. Promotion, Advancement.....	294
8.2.14. Transfers.....	296
8.2.15. Dismissal.....	297



8.2.16. Retirement and pensions.....	297
8.3. School Administrative and/or Management Staff .....	298
8.3.1. Requirements for Appointment as a School Head .....	299
8.3.2. Conditions of Service .....	299
8.4. Staff involved in Monitoring Educational Quality .....	300
8.4.1. Requirements for Appointment as an Inspector .....	301
8.4.2. Conditions of Service .....	302
8.5. Educational Staff responsible for Support and Guidance.....	302
8.6. Other Educational Staff or Staff working with Schools .....	303
8.6.1. Non-teaching staff related to educational action, administration and service provision .....	303
8.6.2. Volunteers .....	305
8.7. Statistics .....	306
9. Evaluation of Educational Institutions and the Education System .....	317
9.1. Historical overview .....	317
9.2. Ongoing debates and future developments.....	320
9.3. Administrative and legislative framework.....	321
9.4. Evaluation of schools/institutions.....	326
9.4.1. Internal evaluation .....	327
9.4.2. External evaluation .....	330
9.5. Evaluation of the education system .....	332
9.5.1. Evaluation of non-university education .....	333
9.5.2. Evaluation of university education.....	336
9.6. Research into education linked to evaluation of the education system .....	340
9.7. Statistics .....	342
10. Special Educational Support.....	343
10.1. Historical overview .....	343
10.2. Ongoing debates and future developments.....	345
10.3. Target groups for attention to diversity measures and their diagnosis.....	346
10.4. Financial support for families.....	349
10.5. Attention to diversity measures in mainstream education .....	351
10.5.1. Specific legislative framework.....	352
10.5.2. General objectives .....	353
10.5.3. Specific support measures.....	353
10.5.4. Attention to diversity in Higher Education .....	357
10.6. Specific special education institutions .....	357
10.6.1. Specific legislative framework.....	358
10.6.2. General objectives .....	358
10.6.3. Geographical accessibility .....	358
10.6.4. Admission requirements and choice of school .....	359
10.6.5. Age levels and grouping of pupils .....	359
10.6.6. Organisation of the school year .....	359
10.6.7. Curriculum, subjects .....	359
10.6.8. Teaching methods and materials.....	361
10.6.9. Progression of pupils .....	361
10.6.10. Educational/vocational guidance, education/employment links.....	362
10.6.11. Certification.....	363

10.6.12. Private education .....	363
10.7. Special measures for the benefit of immigrant children/pupils and those of ethnic minorities.....	364
10.8. Statistics .....	368
10.8.1. Pupils .....	368
10.8.2. Teachers.....	376
10.8.3. Institutions.....	376
11. The European and International Dimension in Education .....	378
11.1. Historical overview .....	378
11.2. Ongoing debates and future developments.....	379
11.3. National policy guidelines/Specific legislative framework .....	380
11.4. National programmes and initiatives .....	381
11.4.1. Bilateral programmes and initiatives .....	381
11.4.2. Multilateral programmes and initiatives .....	384
11.4.3. Other national programmes and initiatives.....	388
11.5. European and international dimension in the national curriculum.....	395
11.5.1. Infant Education .....	395
11.5.2. Primary Education.....	396
11.5.3. Lower Secondary Education and Upper Secondary Education: General Branch .....	397
11.5.4. Vocational Training .....	399
11.5.5. Higher Education .....	399
11.5.6. Continuing education and training for adults .....	400
11.5.7. Teachers' training.....	400
11.6. Mobility and exchange.....	401
11.6.1. Mobility and exchange of pupils/students .....	401
11.6.2. Mobility and exchange of teaching and staff .....	403
11.7. Statistics .....	405
11.7.1. Spanish educational activity abroad .....	406
11.7.2. European programmes .....	416
GLOSSARY .....	421
LEGISLATION .....	425
INSTITUTIONS.....	472
BIBLIOGRAPHY .....	500

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# 1. Political, Social and Economic Background and Trends

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This chapter describes, in broad outline, the political, economic and social context of the Spanish education system.

## 1.1. Historical overview

According to the Spanish Constitution, Article 1, Spain is a state under social and democratic rule of law, with freedom, justice, equality and political pluralism as supreme values of its legal system.

The once autocratic state has subsequently evolved into a state characterised by the subjection of all official authorities to the Constitution, the law and the legal system. The 1978 Constitution stipulated that Spain's political regime is a parliamentary monarchy. In fact, the Spanish Constitution was approved during a time usually linked to the so-called 'democratic transition', and it was defined as a reform agreed by different political forces defending very different positions on how to organise crucial state matters. Thus, the 1978 Constitution is a faithful reflection of the different political opinions of that period and the efforts to reach an agreement on significant matters.

This political transition from an authoritarian regime to a parliamentary democracy brought profound changes in all spheres of social, political, economical and cultural life, from which education has not been exempt.

Certain changes have proved to be momentous for Spain's current society, such as the integration of women into the labour market, the decline in the birth rate, the increase in population living in large urban centres and the increase in immigration.

In the 1980s, two crucial events profoundly influenced subsequent Spanish political and social development. Firstly, Spain joined the North Atlantic Treaty Organisation (NATO) in 1984 and, secondly, Spain entered the European Community in 1985, now the European Union. The process of integration of Spain into the European Communities culminated on June 12<sup>th</sup> 1985, when the Accession Treaty was signed, coming into effect on January 1<sup>st</sup> 1986. It was a milestone for the Spanish society.

As far as domestic politics are concerned, since 1977, when the first democratic elections were held, three political parties have held power: the *Unión de Centro Democrático (UCD)*, which was in office from 1977 to 1982; the *Partido Socialista Obrero Español (PSOE)*, a member of the Socialist International, which was in power from 1982 up to 1996, and from 2004 up to 2008, and the *Partido Popular (PP)*, a member of the European People's Party and the Centrist Democrat International, which governed between 1996 and 2004. After that, the *PSOE* was again the party with the greatest number of votes in the general election, and is therefore back in office at the moment.

## 1.2. Main executive and legislative bodies

Article 137 of the Spanish Constitution establishes that the State is territorially organised in Autonomous Communities, provinces and municipalities. All these entities have management autonomy regarding their interests.

The following subsections present a description of the executive and legislative bodies at the national, regional (Autonomous Communities) and local (municipalities and provinces) levels, as well as some of the main powers bestowed to each of these three levels of Spanish Administration.

### 1.2.1. The State

In accordance with the Spanish Constitution, Spain's political regime is a parliamentary monarchy, which is characterised by the King being the Head of State and the separation of the legislative, executive and judicial powers.

The King is the symbol of the State unity and permanence. He plays an arbitral and moderator role on the regular functioning of institutions and assumes the highest representation of Spain in international relations.

The separation of powers entails having the State legislative, executive and judicial powers assumed by different bodies or institutions:

- Legislative power is vested in the Spanish Parliament (Cortes Generales), comprising representatives of the Spanish people who are elected every four years. It is composed of two houses: Congress and Senate. They are entrusted with legislative power, with the task of passing the state budget, monitoring Government action, and with other powers conferred on them by the Constitution. Representatives are elected by secret ballot under universal, free, equal and direct suffrage. All Spaniards in possession of their full political rights may elect or be elected.
- The Constitution states that the executive power is entrusted to the Government of the Nation, comprised of the President, vice-Presidents (if applicable), ministers and such other members as provided by law. The presidential candidate is proposed by the King, following consultation with the political parties represented in the Parliament and on the basis of the electoral results. The Government is responsible for the executive function and the initiative for legislative action, and it also holds the possibility of governing through urgent legislation (whose ratification corresponds to the Congress) and elaborates the General State Budget. The Government also conducts domestic and foreign policy, civil and military administration, and the defence of the State. The judicial power: justice, in accordance with the Constitution, emanates from the people, and it is administered by judges and magistrates on behalf of the King.

The division of the state into Autonomous Communities, municipalities and provinces involves a distribution of power among the various territorial bodies, which is carried out within the framework set by the Constitution and the relevant statutes of the Autonomous Communities. The Constitution decrees that the State is solely responsible for a range of matters, whereas other issues may be transferred or delegated to other levels of the Administration.

The exclusive competences of the State include the regulation of basic conditions that guarantee equality of all Spaniards in the exercise of their constitutional rights and duties; those referring to nationality, emigration, immigration, alien status and asylum; the organisation of defence and the Armed Forces; the monetary and banking system; economic planning and foreign trade; the administration of justice; commerce, criminal, penitentiary, procedural, occupational and civil legislation, as well as that regarding intellectual and industrial property, the public treasury and the national debt.

The State guarantees the effective fulfilment of the principle of solidarity, watching over the establishment of an adequate and just economic balance among the different areas of the Spanish territory, and paying special attention to the particularities of the islands.

The State administration is made up by the different ministerial departments and all their dependant bodies. The constant and gradual decentralisation process has affected many ministries, including the Ministry of Education. Subsequently, the management and legislation regarding the education system has undergone an evolution inasmuch as these competences have been transferred to the Autonomous Communities, with the exception of those powers relating to education, which according to the Constitution, correspond solely to the State.

## 1.2.2. The Autonomous Communities

Spain is made up of 17 Autonomous Communities and the Autonomous Cities of Ceuta and Melilla. Their statutes of autonomy constitute their basic institutional law, which the State recognises and upholds as an integral part of its legal system (they are approved by absolute majority in a final voting the Congress). The statutes regulate essential aspects, such as each Autonomous Community's identity symbols, organisation, functioning and competences.

In the last years, most of the Autonomous Communities have started processes to reform their statutes of autonomy. Reforms have already been approved for Andalusia, Aragon, the Balearic Islands, Castile and Leon, Catalonia and the Valencian Community, while the reforms for Castile-La Mancha and Extremadura are currently being processed in the General Courts.

Some of the Autonomous Communities' responsibilities are the organisation of their self-governing institutions; urban planning and housing; agriculture and cattle-breeding; promotion of culture and research and social welfare and health care, as well as teaching the co-official language in bilingual Autonomous Communities.

As far as education is concerned, the Autonomous Communities have the power to develop State regulations from a legislative point of view and to regulate the non-basic elements of the education system. In addition, they have executive and administrative powers which allow them to administer the education system within their own territory (see section 2.6.2.).

The regional legislative and executive bodies are as follows, with different designations in each of the Autonomous Communities: the Legislative Assembly, elected under universal suffrage; the Government Council, with executive and administrative functions; and the President, the ultimate representative of the Autonomous Community and the formal representative of the State in the given community.

## 1.2.3. Local Administration

Pursuant to Article 1 of the *Ley de Bases del Régimen Local, LBRL* (Act on the Foundations of the Local System), passed in 1985, relating to the organisation, activities and competences of the different local bodies, municipalities are basic entities in the State territorial organisation and the immediate means by which the civil population participates in public affairs, given that they have the autonomy to institutionalise and manage the interests of the various social groups.

The Constitution, article 140, ensures that municipalities have autonomy and full legal status. The municipal councils, made up of mayors and councillors, are responsible for the government and administration of municipalities. Councillors are elected by the citizens of the municipalities by secret ballot under universal, free, equal and direct suffrage, as provided by law. Mayors, in turn, are chosen by councillors or citizens.

As stipulated by article 141 of the Constitution, provinces are also local entities made up from the grouping together of municipalities. Provinces have the legal capacity to perform State activities. From the point of view of organisation, the autonomous government and administration of provinces is entrusted to *diputaciones* (provincial councils). The islands have their own administrative bodies in the form of councils or *cabildos*.

## 1.3. Religions

The Spanish Constitution guarantees freedom of ideas, religion and worship for individuals and communities with no restriction in their expression, other than that of keeping public order, as provided by law. It is also stated that no denomination may have an official status.

Therefore, there is no official religion in Spain, although a large majority of Spanish citizens professes to be Catholic.

Despite the non-denominational character of the State, public authorities co-operate with the Catholic Church and other religious institutions. In this respect, there is a Concordat between the Spanish State and the Holy See on the teaching of the Catholic faith, as well as Cooperation Agreements between the State and the Evangelical, Jewish and Muslim authorities. In such agreements, the State acknowledges the fundamental right to a religious education and accepts the obligation of guaranteeing the exercise of this right.

## 1.4. Official and minority languages

Pursuant to the Spanish Constitution Spanish is the official language of Spain and, therefore, all Spanish citizens are obliged to know it and have the right to use it. Certain Autonomous Communities have a co-official language, namely Aranese, Catalan, Valencian, Galician(all Romance languages deriving from Latin) and Basque, which have a co-official status. Aranese, a variety of the Occitan language, is co-official in Catalonia and is spoken in the Aran Valley (province of Lleida). Catalan is spoken in Catalonia and the Balearic Islands, as well as in parts of Aragon and the Principality of Andorra. Valencian is the language spoken in the Valencian Community and Galician is spoken in the Autonomous Community of Galicia. As regards Basque, it is spoken in the Basque Country and in some areas of Navarre.

In the Autonomous Communities where there is a co-official language, both this language and Spanish are mandatory in education at the non-university level. The extent to which the former is used as a teaching/learning language varies from one Autonomous Community to another, depending upon linguistic policies.

Apart from these, there are other vernacular languages which are not co-official but have a special protection. Such is the case for Asturian in Asturias and for the different dialects spoken in Aragon.

## 1.5. Demographic situation

Spain is located in south-western Europe, covering a large part of the Iberian Peninsula. The Balearic Islands (Mediterranean Sea), the Canary Islands (Atlantic Ocean) and the cities of Ceuta and Melilla, on the north-western coast of Africa, are also part of the Spanish territory. The mainland accounts for 85% of the 505,991 km<sup>2</sup> of Spain's total land area.

On January 1<sup>st</sup> 2009, according to official figures released by the National Statistics Institute, there were 46,745,807 inhabitants, with a relative majority of women (50.5%). Density of population was found to be 92.4 inhabitants/km<sup>2</sup> in the year 2009. This population is unevenly spread, with a higher population density in coastal areas than inland, with the exception of the capital, Madrid. In line with the territorial distribution of population, three groups of Autonomous Communities can be identified:

Autonomous Communities with more than four million inhabitants: Andalusia; Catalonia, Madrid and the Valencian Community.

- The Communities with one to three million inhabitants, ranked in descending order of population: Galicia, Castile and Leon, the Basque Country, the Canary Islands, Castile-La Mancha, Murcia, Aragon, Extremadura, Asturias and the Balearic Islands.
- The Communities with less than one million inhabitants, in descending order of population, are: Navarre, Cantabria, La Rioja, as well as the Autonomous Cities Ceuta and Melilla.

- In the last years, the Spanish population has not followed a steady development; significant changes have occurred in its age structure, contrasting a relatively rapid growth from 1970 to 1981 (a population growth of 11.15%) with a more moderate one throughout the 80s (4.48%) and the 90s (4.27%) due to a marked drop in the birth rate. Since 2001, this tendency has changed again due to immigration, and from 2001 up to 2009 population increased by 12.04%. The population aged over 65 has also increased: in 1981, this group amounted to 11.2% of the total population, while in 2009 it rose to 16.6%.

The trends observed in the basic demographic indicators that have brought about the current situation are as follows.

- Birth and fertility rates. Since 1981 the average number of children born per woman has been below the rate needed to maintain a stable population (2.04 in 1981 and 1.45 in 2008, which is the last year with available data at the moment). This means that the Spanish population shows a tendency to decrease, if no allowance is made for migratory flows. Spain, in view of this new demographic reality, ranks among the countries with the lowest birth rate in the world, despite a slight increase from year 2000, mostly due to the increasing birthrate of foreign women as compared to Spanish women. Table 1.3 in section 1.7.1. illustrates the decrease of birth rates in recent decades.
- The population between the ages of 15 and 64 has increased from 1981 to 2009, and has reached a total of 32,145,023 (68,8% of the Spanish population).
- Mortality rate. It shows a tendency to level off, standing at 8.47‰, which is the exact same rate as in 1975 (see table 1.2 in section 1.7.1.).
- Consequently, the Spanish population's natural growth declined over the period 1981-2008, according to provisional data, in spite of the increase observed from the mid 90s (see table 1.2 in section 1.7.1.). In 2008, the Autonomous Communities which experienced a greater natural growth in absolute terms were Madrid (with an increase of 37,009 inhabitants), Andalusia (34,762) and Catalonia (28,688). On the other hand, the most noticeable negative population growth occurred in Galicia (with a decrease of 6,378), Castile and Leon (5,592) and Asturias (4,364).

In contrast to this decline in the natural growth of the Spanish population, immigration is increasing. From the 1980s, Spain has had more immigrants than emigrants, a reversal of the previous situation. In 2001, more than 1,300,000 immigrants lived in Spain, an increase of 144% since 1996. This tendency has been consolidated in subsequent years. On January 1<sup>st</sup> 2009, there were 5,648,671 foreigners registered as living in Spain (12.1% of the total population - see table 1.3 in section 1.7.1.).

## 1.6. Economic situation

The Spanish economic situation can be portrayed on the basis of one of the main indicators for the economic situation of a country, which is the Consumer Price Index (CPI), which measures changes in the prices of goods and services that a Spanish household consumes. The interannual rate of change in the CPI in October 2009 is -0.7%. Regarding the Gross Domestic Product (GDP), on the basis of the interannual rates of change from 2000-2008, the average growth per year is estimated to be 3.13%, the GDP per capita being EUR 24,020 in 2008. However, the GDP of the Spanish economy for the third quarter of 2009 has decreased 4.0% as compared to the same period the year before, two tenths lower to what is estimated for the previous quarter. Thus, global activity moderates its contraction, therefore changing the decreasing profile of the last three years, approximately. With regard to the evolution of employment and the working population in the Spanish economy, different moments may be pointed out. At the beginning of 1976, the unemployment rate was 4.4% of the working population, which indicated a situation of full employment. However, from 1976 to 1988 the situation is characterised by a constant increase in unemployment rates.

From 1988 to 1992 unemployment starts decreasing. At the end of 1992 a serious economic recession and a rapid rise in unemployment as key elements begin. In fact, the highest ever unemployment rate in Spain was recorded at the end of the first quarter of 1994, standing at 24.58%.

At the end of 1994, unemployment started to drop. For seven years, there was a decrease in unemployment. The unemployment rate is 10.94% at the end of the first quarter of 2001.

From 2001 up to the beginning of 2008, unemployment stands approximately at 8% and 10%.

In the year 2008 an economic recession period started, within the context of the worldwide financial crisis. During 2008 and 2009, employment decreased. During the third quarter of 2009, 59.81% of the population over 16 was part of the working population, which means that they had a job or were seeking employment. However, according to the working population survey (EPA-*Encuesta de Población Activa*), in the third quarter of 2009, approximately 17.93% of the working population was unemployed. The number of unemployed people in 2009 (4,123,300) was the highest of the last years.

There are significant differences on the grounds of sex. Despite the unemployment phenomenon particularly affecting men (the number of unemployed men in 2008 doubled that of the previous year, and in 2009 it increased in 35%), and despite the difference between both sexes in 2009 being the lowest of the last decade, the number of employed men is still higher than women's. 68.44% of men are part of the working population, with an unemployment rate of 17.75%, while women's presence in the labour market is lower (51.51%) and they are more affected by unemployment as well (18.16%) (see table 1.7 in section 1.7.2.). As far as temporary employment is concerned, Spain has one of the highest rates in the EU. This rate is 25.85% at present.

In the third quarter of 2009, the distribution of unemployment rates varies from one region of the country to another. The Autonomous Communities with the lowest rates of unemployment are Navarre (10.39%), Cantabria (11.20%) and the Basque Country (11.55%), . Unemployment reaches its highest rates in the Canary Islands (25.99%) and Andalusia (25.64%).

Lastly, it bears mentioning that, with the aim of giving a public boost to the Spanish economic activity, during 2008 and 2009 the Government adopted a series of measures making up the Spanish Plan for Stimulating the Economy and Employment, also known as 'Plan E'. This plan is based on four action cores: measures to support companies and families, measures to promote employment, financial and budgetary measures and measures to modernize the economy.

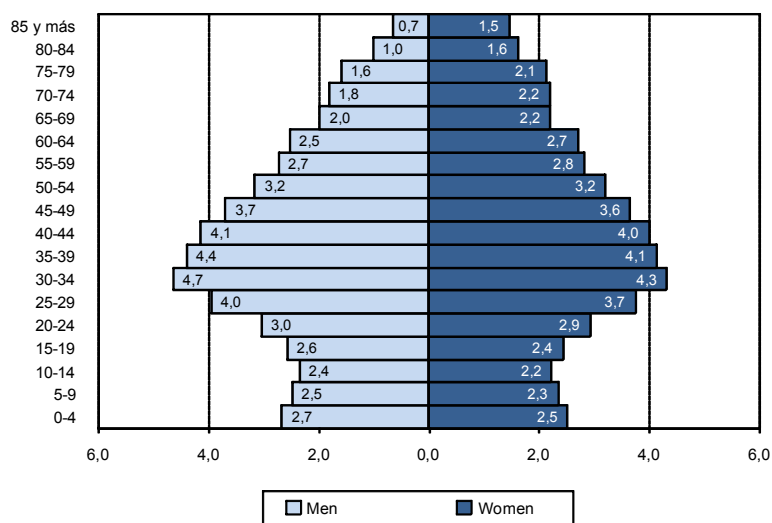
## 1.7. Statistics

Statistics are presented in section 1.7.1., regarding the rates of population living in Spain by age and sex, the development of the Spanish population and foreign population, as well as birth rates, death rates and natural growth rates, population density and the proportion of urban population. Section 1.7.2. contains economic data regarding the Gross Domestic Product and also activity, unemployment and employment rates, according to sex, for the third quarter of 2009.

### 1.7.1. Demography

Figure 1.1: Population pyramid for population living in Spain, according to age (quinquennial groups) and sex. Año 2009.





Source: Drawn up by the Spanish Eurydice Unit on the basis of data from the *Instituto Nacional de Estadística* (National Statistics Institute).

**Table 1.1: Evolution of the Spanish Population**

	Total
1970	34,040,989
2000	40,499,791
2005	44,108,530
2006	44,708,964
2007	45,200,737
2008	46,063,511
2009	46,745,807

Source: *Instituto Nacional de Estadística* (National Statistics Institute).

**Table 1.2: Evolution of gross birth rate, death rate and natural growth of the Spanish population (per thousand inhabitants).**

	Births ‰	Deaths ‰	Natural growth ‰
1975	18.8	8.4	10.4

1985	11.9	8.1	3.7
1995	9.2	8.8	0.4
2000	9.9	9.0	0.9
2005	10.8	8.9	1.8
2006	11.0	8.4	2.5
2007	11.0	8.6	2.4
2008 <sup>1</sup>	11.4	8.5	2.9

<sup>1</sup> Provisional data

Source: *Instituto Nacional de Estadística* (National Statistics Institute).

**Table 1.3: Evolution of foreign population**

	Number of foreigners	% of foreigners regarding the total population	Variation rate
2000	923,879	2.3	23.4
2001	1,370,657	3.4	48.4
2002	1,977,946	4.7	44.3
2003	2,664,168	6.2	34.7
2004	3,034,326	7.0	13.9
2005	3,730,610	8.5	22.9
2006	4,144,166	9.3	11.1
2007	4,519,554	10.0	9.1
2008	5,268,762	11.4	16.6
2009	5,648,671	12.1	7.2

Source: *Instituto Nacional de Estadística* (National Statistics Institute).

**Table 1.4: Population density. January 1<sup>st</sup> 2009**

<b>Population density (inhabitants/km<sup>2</sup>)</b>	<b>92.4</b>
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Source: Drawn up by the Spanish Eurydice Unit on the basis of data from the *Instituto Nacional de Estadística* (National Statistics Institute).

**Table 1.5: Percentage of urban population<sup>1</sup>**

<b>Percentage of urban population</b>	<b>78.9</b>
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<sup>1</sup> Calculated from the population census 2009. Only the population in municipalities with more than 10,000 inhabitants is considered.

Source: *Instituto Nacional de Estadística* (National Statistics Institute).

## 1.7.2. The economy

**TABLE 1.6: Economic indicators. Third quarter of 2009.**

<b>GDP (million EUR)</b>	260,487
<b>Interannual growth of the Spanish economy</b>	- 4.5%
<b>Inter-quarter growth of the Spanish economy</b>	- 0.8%
<b>Interannual growth of the European economy (EU 27)</b>	- 5.5%

Source: *Instituto Nacional de Estadística* (National Statistics Institute).

**TABLE 1.7: Activity, unemployment and employment rates, according to sex, in the third quarter of 2009**

	<b>Total</b>	<b>Women</b>	<b>Men</b>
<b>Active <sup>1</sup></b>	59.81	51.51	68.44
<b>Unemployed <sup>2</sup></b>	60.58	53.68	67.33
<b>Employed <sup>3</sup></b>	17.93	18.16	17.75

<sup>1</sup> Percentage of active population in relation to the population aged 16 and over.

<sup>2</sup> Percentage of unemployed population in relation to population aged 16-64.<sup>3</sup> Percentage of working population in relation to the population aged 16 years and over.

Source: *Instituto Nacional de Estadística* (National Statistics Institute).

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## 2. General Organisation of the Education System and Administration of Education

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This chapter describes the general framework regulating the Spanish education system: its history, basic legislation, fundamental principles and ongoing debates. It also offers an overview of the structure, administration, participation in and financing of the education system, as well as statistical data on the expenditure on education.

### 2.1. Historical overview

In Spain, the Constitution of 1812 introduced the idea of education as a framework in which organisation, funding and control the State has to take part and therefore laid the foundations for the establishment of the Spanish education system. However, it was not completely defined until the 1857 *Ley de Instrucción Pública* (Public Instruction Act) was passed.

The Public Instruction Act, known as *Ley Moyano* (Moyano Act), is the first comprehensive regulation governing the Spanish education system. Its importance and influence were such that until 1970, no other acts regulating and structuring the education system as a whole were approved. It regulated educational levels as follows:

Initial education, divided into elementary and higher education.

- Second education, which comprised six years of general studies and studies applied to industrial professions.
- Higher education, which included studies at the faculties, higher studies and vocational studies.

The Moyano Act introduced cost-free elementary education for those who could not finance it, as well as its compulsory nature for children aged 6 to 9, although boys and girls had to remain separated and receive different types of education. The main contributions of the Moyano Act were: the eclectic and moderate response to problems such as Church intervention in education or the importance of science in secondary education, the legal promotion and the consolidation of private, basically Catholic education, at primary and secondary levels, and the definitive inclusion of technical and scientific studies in post-secondary education.

1868 marked the beginning of a period of historic upheaval and agitation with rapid political changes which directly affected the field of education. A considerable boost was given to academic freedom with the proclamation of the First Republic in 1873. A balance between private and public education was achieved and the possibility was proposed for pupils of differing abilities to follow studies of differing duration. In 1874, the Constitutional Monarchy was restored and educational policy reflected the positions of the two extremes: on the one hand, the liberals, and on the other hand, the most conservative sector.

The beginning of the 20th century in Spain marked what is known as the Restoration period. The rapid succession of different governments at this time, resulting from the internal crisis of the country, ushered in a period of instability in general and, particularly, in educational policy. Education was considered a means by which to salvage the situation and important educational reforms were introduced, such as those implemented in teacher training institutions for *maestros* (*escuelas normales*), secondary education and university syllabuses. The reforms also affected exam regulations, the teaching of religion, teacher qualifications, the restructuring of upper secondary education and university autonomy.

The end of the Restoration arrived with Primo de Rivera's coup d'état in 1923. His antiliberal ideology resulted in the denial of academic freedom and in reforms in upper secondary and university education.

In 1931, the Second Republic was proclaimed and a new Constitution was prepared. The latter recognised a unified system of schools, cost-free and compulsory primary education, academic freedom and lay education. During this period, important changes in the education system were introduced: access to education at all levels was facilitated, religious education was no longer compulsory, teaching in the mother tongue (in regions where there is another co-official language different from Spanish) was permitted, teachers' initial training was reformed, and primary and secondary education inspection was regulated.

The political dictatorship under General Franco, which was imposed after the 1936-39 Civil War, marked a breaking point with the previous system. Education, which had to be Catholic and patriotic, became a means of imposing ideology. The 1950s saw the beginning of open-mindedness in the educational world, which was reflected in certain legal amendments. In 1953, secondary education was reformed in an attempt to make upper secondary education –which had been very elitist up to that point– more accessible, dividing it into two levels: elementary (for pupils up to 14 years of age), and higher (14-16 years old) and establishing the pre-university course as a transition to higher education.

In the 60's, economic growth, the process of industrialisation, demographic growth as well as the internal tensions of the political system made a total and in depth reform of the education system essential. The reform was carried out under the 1970 *Ley General de Educación y Financiamiento de la Reforma Educativa, LGE* (General Act on Education and Financing of Educational Reform). This Act attempted to overcome the internal inconsistencies caused by the different partial reforms which had previously been undertaken, but which had, however, turned out to be insufficient in the face of the rapid social and economic changes in the country at that time.

The following were the most relevant characteristics of the education system based on the *LGE*:

- The widening of compulsory education for the whole population aged 6 to 14, in a single and non-discriminatory system.
- Concern for the quality of education and the establishment of relations between the education system and the labour market.
- The end of the subordinate nature of the State, acknowledging its role as regards the planning of education and the evaluation of education at all levels and in all institutions.
- The continuation of a significant presence of private educational institutions at non-university levels.

In 1978, the Spanish Constitution was approved and a parliamentary monarchy was established. As in other areas, the Constitution had a marked influence on the education system (see section 2.3.1). In 1980, the *Ley Orgánica por la que se regula el Estatuto de Centros Escolares, LOECE* (Act on the Regulation of the Statute of Educational Institutions), which regulated school statutes, was enacted. This Act was the first mandatory attempt to regulate education principles, the organisation of educational institutions, and student's rights and duties according to the principles ratified in the Constitution. It is from this time that the reform process of the Spanish education system, in effect the system established by the *LGE*, commences. This process began in 1983 with the passing of the *Ley Orgánica de Reforma Universitaria, LRU* (Act on University Reform), which, apart from establishing the structure of university education, divided university education powers between the State, the different Autonomous Communities and universities themselves. The university autonomy established by the Constitution and developed by the *LRU* involved autonomy in the following areas: statutory or self-government; academic, which allows, on the basis of some national guidelines, drawing up the syllabuses and the issue of qualifications; budget management; and staffing, both administrative and teaching.

The *LOECE* was repealed and substituted, in 1985, by the *Ley Orgánica Reguladora del Derecho a la Educación, LODE* (Act on the Right to Education). Its main objectives were to guarantee both the right to education and

academic freedom, and to encourage the participation of society in education, while rationalising the provision of publicly funded school places (see section 2.3.2).

Five years later, the 1990 *Ley Orgánica de Ordenación General del Sistema Educativo*, *LOGSE* (Act on the General Organisation of the Education System) was passed. This Act regulated the structure and organisation of non-university education, by establishing mainstream education (see section 2.4.1) and enseñanzas de régimen especial (see section 2.4.3). The reorganisation of the education system as stipulated by the *LOGSE* aims at achieving, in addition to other objectives, the following general objectives: the effective regulation of education at the pre-compulsory stage; a thorough reform of vocational training, by establishing a post-secondary level; linking enseñanzas de régimen especial (artistic and language education) and other types of education; and the definition of basic education as envisaged by the Constitution, being of ten years, between the ages of 6 and 16 (see section 2.5). This education is compulsory, free of charge and comprises primary education and lower secondary education.

In 1995, the *Ley Orgánica de la Participación, la Evaluación y el Gobierno de los Centros Docentes*, *LOPEG* (Act on Participation, Evaluation and Administration of Educational Institutions) was passed. It returned to the concept of participation laid down by the *LODE* and specified some aspects regarding the organisation and functions of the governing bodies of publicly funded schools with the aim of modifying them to what had been established by the *LOGSE*. It also dealt with the participation of the different members of the educational community in the organisation and governance of educational institutions, as well as the definition of their *proyecto educativo*.

In the last years, two new consecutive reform processes have been undertaken. The first one took place with the passing of three new acts which modified the previous regulations:

- The 2001 *Ley Orgánica de Universidades*, *LOU* (Act on Universities), which repeals the *LRU* and is passed with the aim of improving the quality and excellence of university education (see section 2.3.3).
- The 2002 *Ley Orgánica de las Cualificaciones y de la Formación Profesional*, *LOCFP* (Act on Qualifications and Vocational Training), whose main objective was the organisation of a comprehensive system of vocational training, qualifications and accreditation, meeting social and economic demands by means of different types of provision: initial vocational training, in-service training in companies and occupational training, aimed at both the integration and reintegration of workers into employment (see section 5.1).
- The 2002 *Ley Orgánica de Calidad de la Educación*, *LOCE* (Act on the Quality of Education), which modified the *LODE*, the *LOGSE* and the *LOPEG*. It proposed a series of measures with the aim of achieving quality education for all. These measures were organised in accordance with five main principles: the promotion of the values of individual effort; the intensification in pupils' assessment processes; the reinforcement of a system of equal opportunities; the acknowledgement and encouragement of the work of teachers; and the awarding of more autonomy to educational institutions.

A new reform process of the education system is currently taking place after the passing of the 2006 *Ley Orgánica de Educación*, *LOE* (Education Act) and the 2007 *Ley Orgánica de Modificación de la LOU*, *LOMLOU* (Act modifying the Act on Universities).

- The *LOE*, in an attempt to simplify the complex current legal situation, repealed the previous acts (*LOGSE*, *LOPEG* and *LOCE*) and became the basic regulation for the general organisation of the Spanish non-university education system (see section 2.3.4).
- The *LOMLOU* aims at encouraging university autonomy and increasing the demands related to the evaluation of university functions. In addition, the adaptation of the university education to the European

Higher Education Area (EHEA) has led to the establishment of a new structure of official university studies and degrees (see section [2.3.3](#)).

## 2.2. Ongoing debates and future developments

A reform process of the education system is currently taking place. It began with the passing of the 2006 *Ley Orgánica de Educación, LOE* (Education Act) and several royal decrees developing the Act and establishing:

- The core curricula for the second stage of pre-primary education, primary education, compulsory secondary education (*ESO*) and Bachillerato.
- The general organisation of vocational training.
- Basic aspects of the curriculum for specialised Language education.
- Basic aspects of the curriculum for professional Music and Dance education.
- The general organisation of professional Plastic Arts and Design education.
- The general organisation of specialised Sports education.
- The organisation of specialised advanced Artistic education.

The *LOE* and the royal decrees which develop it are being gradually implemented, starting in the academic year 2006/07 and finishing in 2009/10 (see section [2.3.4](#)).

Within the *LOE* framework, it bears mentioning that the Ministry of Education and the Autonomous Communities approved in 2008 the '*Plan para Reducir el Abandono Escolar*' (Plan for the reduction of early school leaving), aimed at reducing the still high early school leaving rates to half between school years 2008/09 and 2012/13. The following measures are among the ones approved by this plan:

- To increase the offer of places in initial vocational qualification programmes (*PCPI*) (see section [5.20.1](#)).
- To increase the offer of intermediate vocational training, Plastic Arts and Design and Sports Education, in order to fully meet the demand of this education.
- To offer *PCPI* students who do not hold the Graduado en Educación Secundaria Obligatoria certificate the possibility of taking a personal aptitude test to access intermediate vocational training. Likewise, to offer intermediate vocational training graduates the possibility of enrolling in advanced vocational training.
- To promote reinforcement programmes, such as the reinforcement, guidance and support programmes (see section [4.2](#)), in order to increase the number of *ESO* graduates. Likewise, measures will be launched for young people between 16 and 22 years of age to take reinforcement and extra classes in order to obtain the Graduado en Educación Secundaria Obligatoria certificate in the minimum possible time.
- To extend and reinforce counselling departments, in order to give students advice on the decisions they have to make at post compulsory levels. Moreover, guidance and monitoring services will be promoted for young people who left the education system with no qualification.
- To develop teacher training programmes on techniques to make the most of pupils' potential, as well as techniques for early diagnosing difficulties, educational attention and monitoring students at risk of early school leaving.
- To create support resources for teachers and other staff involved in the educational attention of low achievers at risk of early school leaving.

- To promote measures that enable parents' attendance at meetings with their children's teachers.
- To create family support centres, or 'schools for parents', to promote a higher involvement and monitoring in children's education, as well as the cooperation of the administrations with the parents' associations.
- To promote new technologies in all spheres of the education system, especially for unqualified people under 25, in order to promote the offer of distance and part-attendance courses.
- To promote an education-work culture in which holding at least the Graduado en Educación Secundaria Obligatoria or an initial vocational qualification prevails for the access of young people to employment.

As regards university education, a global strategy for this level of the education system called '**2015 University Strategy**' is being developed since 2008. It is an initiative coordinated jointly by the Spanish Government, the Autonomous Communities and universities themselves, which is aimed at the modernisation of Spanish universities by means of the promotion of excellence in training and research, the internationalisation of the university system and its involvement in the economic change based on knowledge and the improvement of innovation.

As far as the teaching staff in the civil service is concerned, the Ministry of Education and the unions of the education sector are negotiating to prepare the first Statute of non-university teaching staff in the civil service. The Statute aims to clarify existing regulations regarding teachers' working conditions, to regulate, for the first time, the teaching profession and to provide a career-based professional model (see section 8.2.2.1). The passing of the Statute of university teaching and research staff is envisaged during 2010 (see section 8.2.2.2).

Some other new aspects which should be mentioned are the implementation of the 'School 2.0 Programme' and the 'Social and Political Pact for Education'.

In September 2009, the Cabinet passed the '**School 2.0 Programme**', an educational innovation initiative aimed at implementing the digital classrooms of the 21<sup>st</sup> century. The plan envisages that, for the 2009/10 academic year, 392,000 students and 20,000 teachers in more than 14,400 fully digitalised classrooms in all Spain would have a laptop they can use to be better educated. This programme will be developed through agreements between the Autonomous Communities and the Ministry of Education. Its objective is the transformation, in the next four years, of the traditional classrooms of the 5<sup>th</sup> and 6<sup>th</sup> years of primary education and the 1<sup>st</sup> and 2<sup>nd</sup> years of secondary education into digital classrooms equipped with interactive whiteboards and wireless Internet connection, where teachers will have laptops and each student will also work with his/her own laptop.

The 'School 2.0 Programme' is based on the following principles:

- Digital classrooms. Equip students and educational institutions with ICT resources: laptops for both students and teachers and digital classrooms with standardised efficient equipments.
- Guarantee Internet connectivity and interconnectivity in the classroom regarding all equipments and facilitate Internet access from students' homes during special hours.
- Ensure teacher training in technological, as well as in the methodological and social aspects of the integration of these resources into daily teaching practice.
- Involve students and their families in the acquisition, custody and use of these resources.

As regards the '**Social and Political Pact for Education**', from the beginning of the 2009/10 academic year, the Ministry of Education has held a series of conversations and meetings with the Autonomous



Communities, the educational community, social and political groups, as well as the Sectorial Committee (see section 2.6.2.), with the main aim of providing the education system with stability regarding regulations. The Ministry of Education has drawn up a document with 104 specific proposals for action which constitutes the basis upon which work is to be continued. The following proposals should be mentioned:

- The Pact has a clear and determining horizon: 2015-20. It is not only a pact for 2020, but there must also be an explicit commitment on the immediate measures to be taken. There must be an annual proposal which includes the specific measures to be taken, so that they are also linked to a report and an economic commitment.
- The commitment to citizens that possible present and future changes on regulations which might be adopted regarding different questions which might be agreed will require a parliamentary majority of two thirds.
- An improvement in the funding of Spanish education.
- The objective that all the population between 0 and 18 is receiving education.
- A greater flexibility in the education system. A greater permeability between the different educational levels, both vertically and horizontally. One of the key elements where this rigidity is to be eradicated is the last stage of compulsory education.
- The preparation of specific measures for vocational training to constitute a comprehensive training and a key instrument in order to move towards a new sustainable economic model.

## 2.3. Fundamental principles and basic legislation

The legislative framework governing and guiding the Spanish education system comprises the Spanish Constitution of 1978 and four acts which expand on the principles and rights established therein:

- The 1985 *Ley Orgánica Reguladora del Derecho a la Educación, LODE* (Act on the Right of Education).
- The 2001 *Ley Orgánica de Universidades, LOU* (Act on Universities). Some aspects of this Act have been changed by the 2007 *Ley Orgánica de modificación de la Ley Orgánica de Universidades, LOMLOU* (Act modifying the Act on Universities), which, together with the October 2007 Royal Decree 1393/2007 establishing the organisation of official university studies, have fixed the new legal framework of university education (see section 6.2).
- The 2002 *Ley Orgánica de las Cualificaciones y de la Formación Profesional, LOCFP* (Act on Qualifications and Vocational Training) (see section 5.1).
- The 2006 *Ley Orgánica de Educación, LOE* (Education Act).

### 2.3.1. Constitutional provisions

The Spanish Constitution acknowledges education as one of the fundamental rights to be protected by public authorities and lays down the basic principles governing educational legislation.

The right to an education is laid down in article 27. The ten clauses of this article set out the guiding principles behind any educational reform. These principles combine the State's obligation to guarantee educational services to all Spaniards under conditions of equality and respecting individual freedom and democratic participation. In particular, they provide for the participation of all the sectors involved in the general organisation of education, as well as the participation of teachers, parents and, in some cases, pupils, in the control and management of all public and publicly funded educational institutions.

The Constitution also addresses another essential aspect of educational organisation, that is, the decentralisation of educational responsibilities or the distribution of educational powers between the State authorities and the Autonomous Communities. The latter may undertake the organisation and administration of the education system in their respective regions, with the exception of those powers which are exclusively central: the regulation of the conditions for the awarding, issuing and recognition of academic and vocational qualifications, and the basic rules for the implementation of article 27 of the Constitution. Autonomous Communities are also responsible for the teaching of their own co-official languages which, together with Spanish, have official status in some regions.

The Constitution also deals with other basic rights which have a bearing on education such as academic freedom, ideological and religious freedom, the right to culture, children's rights pursuant to international agreements, human rights in general, and the rights of those with physical, sensorial or mental disabilities.

### **2.3.2. The 1985 Ley Orgánica Reguladora del Derecho a la Educación, LODE (Act on the Right to Education)**

The 1985 *Ley Orgánica Reguladora del Derecho a la Educación, LODE* (Act on the Right to Education) expands on article 27 (except for clause 10 of the latter, which refers to university education). Its major objectives are to guarantee the right to education and academic freedom and to encourage society to participate in education, while rationalising the provision of publicly funded educational services. The Act was modified by the 2004 Act on Comprehensive Protection Measures against Violence between the Sexes and by the 2006 *Ley Orgánica de Educación, LOE* (Education Act).

The *LODE* recognises the right of all Spaniards to a basic, free and non-discriminatory education. It also asserts the overall purposes of education: the full development of the pupil's personality; respect for the fundamental rights and freedoms, equality between men and women and tolerance and freedom within the democratic principles of coexistence; the acquisition of habits, techniques and knowledge required to undertake professional activities and an active participation in social and cultural life; and respect for linguistic and cultural plurality and for peace, cooperation and solidarity.

It also establishes the rights and duties of the different sectors of the school community:

- **Teachers** have academic freedom. Their activity will be aimed at the execution of the specific educational objectives, in accordance with the principles established by the relevant regulations.
- **Parents or guardians** have the right to: ensure that their children receive instruction consistent with the objectives enshrined in the Constitution, the corresponding statute of autonomy and the relevant educational acts; choose a public or a private educational institution; ensure that their children receive religious and moral education in keeping with their beliefs; be informed of the progress and socio-educational integration of their children; participate in the organisation, running, governance and evaluation of educational institutions; and take part in those decisions affecting the academic and professional guidance of their children. Teachers also have freedom of association. In addition, since parents are responsible for the education of their children, they must also: take the necessary measures, or ask for the appropriate help when in difficulty, for their children or wards to receive compulsory education and attend school regularly; provide, insofar as is possible, the necessary resources and conditions for progress at school to be made; encourage them to do the study activities requested; actively participate in the activities organised in accordance with the educational agreements reached between schools and families for their children to improve their performance; be informed, participate and support the development of their schooling, in collaboration with teachers and schools; observe and ensure observance of the rules set by the school or authority and follow the advice from teachers; and encourage respect for all members of the educational community.

- **Pupils** have the right to: receive instruction ensuring the full development of their personality; the objective assessment of their dedication, effort and performance; respect for their personal religious and moral beliefs, their identity, integrity and dignity; take part in the operation and day-to-day activities of their school; receive academic and professional counselling, protection against any physical or moral attack, receive specific assistance and support in order to compensate for personal, family, financial and social and cultural disadvantage, in particular in the case of their having special educational needs which prevent or impede their access or continued attendance in the education system, receive social protection, in the field of education, in cases of accident or family hardship; as well as to associate. Equally, pupils have the following basic duties: to study and make the effort to achieve maximum development according to their abilities; to participate in training activities; to follow the guidelines of teachers; to attend school punctually; to participate and collaborate in the improvement of school coexistence and to encourage a climate of study in the school, by respecting their peers' right to education and teachers' authority and advice; to respect freedom of conscience, religious and moral beliefs, and the dignity, integrity and privacy of all members of the educational community; and to look after and make good use of the school facilities and didactic materials.

Teachers, administrative and service personnel, parents and pupils also have the right of assembly.

The *LODE* also regulates the two types of educational institutions, public and private, and establishes specific agreements by which private schools can be publicly financed (*centros concertados*). Therefore, the right of natural or legal private persons to set up and direct private educational institutions is recognised, along with their right to determine the nature of such institutions.

Finally, this Act regulates the organisation and operation of schools so that members of the academic community may take part in their control and management, through the School Council (see section 2.7.1.3). They can also participate in the national master plan for education, through the State School Council (see section 2.7.1.1).

### **2.3.3. The 2001 *Ley Orgánica de Universidades, LOU (Act on Universities)* and the 2007 *Ley Orgánica por la que se modifica la Ley Orgánica de Universidades, LOMLOU (Act modifying the Act on Universities)***

The 2001 *Ley Orgánica de Universidades, LOU (Act on Universities)*, which repeals the previous 1983 *Ley Orgánica de Reforma Universitaria, LRU (Act on University Reform)*, regulates the university system with the aim of improving the quality and excellence of university education.

Besides establishing the organisation of university studies, the former *LRU* developed the constitutional precept of university autonomy and brought about the division of powers concerning university education between the State, the different Autonomous Communities and universities themselves. The *LOU*, without modifying the organisation of university studies, encourages action, on the part of the State administration, in the essential structure and cohesion of the university system; confers more powers to the Autonomous Communities regarding higher education; increases the autonomy of universities and establishes the required channels in order to strengthen the mutual relations between university and society.

The *LOU* states that the functions of the university are: the creation, development, transmission and discussion of scientific, technical and cultural knowledge; the education of students in order to develop professional activities which require the application of scientific knowledge and methodology, and to develop their artistic activity; the dissemination, validation and transfer of knowledge with the aim of improving culture, quality of life and economic development; the dissemination of knowledge and culture through the different activities –not only academic– developed by universities, and lifelong learning.

Other aspects regulated by this Act are: the creation of the National Agency for the Evaluation of Quality and Accreditation (*ANECA*), which evaluates both education and research, teaching and management activity, as well as university curricula and services (see section 9.4.1.2); the creation of a new system for hiring teachers, which guarantees the principles of equity, excellence and ability; facilitating the mobility of teachers and researchers as well as students within the Spanish and the international system.

In addition, the 2007 *Ley Orgánica de modificación de la Ley Orgánica de Universidades, LOMLOU* (Act modifying the Act on Universities) grants more autonomy to universities, while it increases the demand for greater university's accountability as regards the carrying out of its functions. Among the new measures established by this Act, there are the following:

- Establishing a new structure for official education and university degrees. Thus, university education is organised in three cycles, which correspond to three levels of university qualification: Bachelor, Master and Doctorate (see section **6.10.1**).
- Promoting university autonomy by means of the following measures: loosening the rector election system through the participation of the University Senate or the university community, so as to allow universities themselves to take the decisions they deem most appropriate; academic decision-making by bodies in which teaching and research staff have majority representation; and other measures whose aim is to ensure an institutional balance and to increase professionalism in university management.
- Creation of the General Assembly for University Policy and setting-up of the Council of Universities, with the aim of strengthening both the role and the responsibility of all the players involved in university issues as well as organising the relationship between the State, the Autonomous Communities and universities. These two bodies replace the former University Coordination Council.
- Authorisation of the National Agency for Quality Assessment and Accreditation (*ANECA*) to become a state agency instead of a foundation. Thus, the Agency has a more prominent role within the university system.
- Changing the teacher selection system by replacing the authorisation system with an accreditation one, allowing universities to select their teaching staff from among those who have been previously accredited. It also envisages the drawing up of a statute concerning university teaching staff and researchers (see section **8.2**).
- Proposal to draw up a university student statute and to set up the council of university students with the aim of organising the necessary student participation in the university system.
- Proposal to create joint research institutes comprised of universities together with public research bodies or with National Health Service institutions, with the aim of linking university research to the productive environment of science and technology as well as encouraging the exchange of researchers between the university and the productive system.
- Inclusion of a section devoted to university sport, which considers sport as a core aspect in the education of university students.

#### **2.3.4. The 2006 *Ley Orgánica de Educación, LOE* (Education Act)**

The 2006 *Ley Orgánica de Educación, LOE* (Education Act) simplified the legal scene by repealing the acts making up the legal framework of the Spanish non-university education system: the 1990 *Ley Orgánica de Ordenación General del Sistema Educativo, LOGSE* (Act on the General Organisation of the Education System), the 1995 *Ley Orgánica para la Participación, la Evaluación y el Gobierno de los Centros Docentes, LOPEG* (Act on the Participation, Evaluation and Administration of Educational Institutions), and the 2002 *Ley Orgánica de Calidad de la Educación, LOCE* (Act on the Quality of Education). The *LOE* also modified some aspects of the

1985 *Ley Orgánica Reguladora del Derecho a la Educación, LOE* (Act on the Right to Education). Therefore, both the *LOE* and the *LODE* make up the current legislative framework of the Spanish education system.

Three basic principles govern the *LOE*:

1) The need to provide all citizens with quality education, at all levels of the education system, in order to improve general results and reduce the rate of pupils who finish basic education with no certificate as well as the early school-leaving rate. Since all citizens should achieve the maximum development of all their intellectual, cultural, emotional and social capacities, they need to receive quality education adapted to their needs. At the same time, effective equal opportunities must be guaranteed, by providing the necessary support both to pupils and educational institutions. Therefore, the aim is to improve the educational standards of all pupils, by finding a balance between the quality of education and equity in its distribution.

2) The need to get all sectors of the educational community to collaborate. The combination of quality and equity of the previous principle demands a joint effort. Therefore, the responsibility of school success does not only fall on the individual pupil, but also on families, teachers, schools, education authorities and society as a whole, which is ultimately responsible for the quality of the education system.

3) A determined commitment to the educational objectives set out by the European Union for the next few years.

The *LOE* also establishes that the Spanish education system will be focussed on achieving the following goals:

a) Full development of pupils' personalities and abilities.

b) Respect for the fundamental rights and freedoms, equal rights and opportunities between men and women, and the equal treatment and non-discrimination against disabled people.

c) Tolerance and freedom within the democratic principles of coexistence, as well as the prevention of conflicts and their peaceful resolution.

d) Education in individual responsibility, merit and personal effort.

e) Peace, respect for human rights, community life, social cohesion, and cooperation and solidarity among communities, as well as the acquisition of values promoting respect for living beings and the environment, in particular, the importance of forested areas and sustainable development.

f) Development of pupils' ability to regulate their own learning process, trust their aptitude and knowledge, and develop creativity, personal initiative and an enterprising spirit.

g) Respect and acknowledgement of the linguistic and cultural plurality of Spain and to view multiculturalism as an element enriching society.

h) Acquisition of intellectual habits and working techniques, scientific, technical, humanistic, historical and artistic knowledge, as well as the development of a healthy lifestyle, physical exercise and sport.

i) Enabling pupils to obtain professional qualifications.

j) Development of pupils' ability to communicate in the official language, the co-official language as applicable, and in one or more foreign languages.

k) Preparation for citizenship and active participation in economic, social and cultural life, with a critical and responsible attitude and with the capacity to adapt to the changing situations of a knowledge society.

The *LOE* is being gradually implemented starting in the academic year 2006/07 and finishing in 2009/10 (see table 2.1).

Vocational training, professional Music and Dance, professional Plastic Arts and Design, advanced Artistic, and Sports education regulated by the *LOE* are currently being implemented. Until this process is finished, they therefore coexist with the former studies regulated by the *LOGSE*.

**Table 2.1: Schedule for implementation of the *LOE* (main measures)**

2006/07	2007/08	2008/09	2009/10
<ul style="list-style-type: none"> <li>– Organisation and management of schools:</li> <li>Election of headteacher</li> <li>School Council</li> <li>– Schooling of immigrants</li> <li>– New system of access for official teachers</li> <li>– Extension of voluntary retirement</li> <li>– School libraries</li> <li>– Annual report on indicators of the education system before the Chamber of Deputies</li> <li>– Extension of curricular diversification programmes in compulsory secondary education (<i>ESO</i>)</li> <li>– Setting-up of the Supreme Council for Artistic Education</li> <li>– Learning report at the end of primary education</li> </ul>	<ul style="list-style-type: none"> <li>– Possibility of early implementation of the first cycle of pre-primary education<sup>1</sup></li> <li>– 1<sup>st</sup> and 2<sup>nd</sup> years of primary education</li> <li>– 1<sup>st</sup> and 3<sup>rd</sup> years of <i>ESO</i></li> <li>– Evaluation, promotion and certification in <i>ESO</i></li> <li>– Elementary and intermediate levels of Language education</li> <li>– Elementary Music and Dance education</li> <li>– 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> years of professional Music and Dance education</li> <li>– New entrance examinations for vocational training</li> <li>– Possibility of early implementation of initial vocational qualification programmes<sup>2</sup></li> <li>– Access to university of foreign students</li> <li>– New admission criteria for students</li> </ul>	<ul style="list-style-type: none"> <li>– First cycle of pre-primary education</li> <li>– 3<sup>rd</sup> and 4<sup>th</sup> years of primary education</li> <li>– 2<sup>nd</sup> and 4<sup>th</sup> years of <i>ESO</i></li> <li>– 1<sup>st</sup> year of 'Bachillerato'</li> <li>– Pre-primary education</li> <li>– Diagnostic evaluation on completion of the 4<sup>th</sup> year of primary education and 2<sup>nd</sup> of <i>ESO</i></li> <li>– Advanced level of Language education</li> <li>– New adult education examinations to obtain <i>ESO</i> and 'Bachillerato' qualifications</li> <li>– Initial vocational qualification programmes</li> <li>– 5<sup>th</sup> and 6<sup>th</sup> years of professional Music and Dance education</li> <li>– Intermediate professional Plastic Arts and Design education</li> </ul>	<ul style="list-style-type: none"> <li>– 5<sup>th</sup> and 6<sup>th</sup> years of primary education</li> <li>– 2<sup>nd</sup> year of 'Bachillerato'</li> <li>– New university entrance examinations</li> <li>– Advanced professional Plastic Arts and Design education</li> </ul>

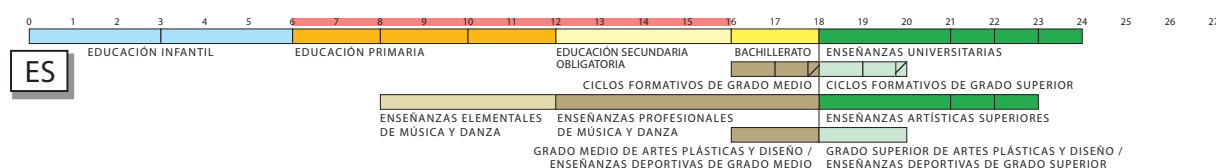
<sup>1</sup>Autonomous Communities have the possibility of introducing the first cycle of pre-primary education prior to this date.

<sup>2</sup>Autonomous Communities have the possibility of introducing initial vocational qualification programmes prior to this date.

Source: Drawn up by the Institute for Teacher Training and Educational Research and Innovation (IFIIE) on the basis of regulations.

## 2.4. General structure and defining moments in educational guidance

### Organisation of the education system in Spain, 2009/10



Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels:  ISCED 0     ISCED 1     ISCED 2	
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
Compulsory work experience + its duration	Study abroad

Source: Eurydice.

The Spanish education system is organised into mainstream education (see section 2.4.1) and enseñanzas de régimen especial (see section 2.4.2).

Mainstream education covers:

- Pre-primary education.
- Primary education.
- Compulsory secondary education (ESO).
- Bachillerato.
- Vocational training.
- Adult education.
- University education.

Enseñanzas de régimen especial comprise:

- Artistic education.
- Sports education.
- Language education.

Secondary education includes *ESO* and post-compulsory secondary education. The latter comprises Bachillerato, intermediate vocational training, professional Music and Dance education, intermediate professional Plastic Arts and Design education, and intermediate Sports education.

Higher education covers: university education, advanced Artistic education, advanced vocational training, advanced professional Plastic Arts and Design education, and advanced Sports education.

### 2.4.1. Mainstream education

Mainstream education covers the following levels and stages of the education system:

- Pre-primary education: it is the first stage of the education system and it is non-compulsory. It is organised into two stages: the first one, up to the age of 3, and the second, from 3 to 6 years of age.
- Primary education: it is the first compulsory stage of the system. It lasts six years, between the ages of 6 and 12.
- Secondary education: it covers compulsory secondary education (*ESO*), from the ages of 12 to 16; Bachillerato and intermediate vocational training.
- University education.

Primary education and *ESO* constitute basic education, which consists of ten years of compulsory and free education for all pupils.

*ESO* comprises four school years. Pupils that meet all the standards set for this stage of education are awarded a Graduado en Educación Secundaria Obligatoria certificate, which provides them access to Bachillerato, intermediate vocational training, intermediate Plastic Arts and Design education ciclos formativos, intermediate Sports education and the labour market. Pupils who do not achieve these objectives receive a Certificado de Escolaridad stating the number of years of attendance and the marks obtained. Initial vocational qualification programmes (*PCPI*) are organised for such pupils, with the aim of providing all students with professional skills equivalent to level one of the National Catalogue of Vocational Qualifications, which allow them to satisfactorily insert social and labour fields, and to broaden their basic skills so as to continue their studies in other types of education (see section 5.20.1).

The Bachillerato lasts two-academic years from age 16 to 18. At the end of this stage, pupils who receive a pass mark in all the subjects in any of the types or categories thereof receive a Bachiller diploma. This enables them to access higher education (see section 2.4). Apart from this qualification, those students who want to gain access to university education must pass an entrance examination (see section 6.6.1).

Vocational training offers a range of training provision that furnishes pupils with the necessary skills to undertake any one of various trades, have access to the labour market, and actively participate in the social, cultural and economic life. It includes initial vocational training or vocational training of the education system, for which the Ministry of Education is responsible, and vocational training for employment, which integrates the former occupational training and continuing training and which is the responsibility of the Ministry of Labour and Immigration. For further information, see chapter 7.

Initial vocational training comprises a series of ciclos formativos, either at intermediate or advanced level, which make up intermediate vocational training and advanced vocational training respectively.



In order to gain access to intermediate vocational training, pupils must hold the Graduado en Educación Secundaria Obligatoria certificate. Pupils successfully completing these studies are awarded a Técnico certificate, with which they have access to Bachillerato. In order to study advanced vocational training, it is necessary to hold the Bachiller certificate. Candidates may also be required to have taken certain specific subjects in the Bachillerato related to the vocational studies they wish to pursue. Pupils successfully completing this type of provision are awarded the Técnico Superior certificate, allowing them to enrol in university studies in fields related to the trade for which they have been trained.

Nonetheless, either level of initial vocational training is open to applicants who do not have all the academic requirements, provided they pass a specific test proving that their background in the area will enable them to take full advantage of such training (see sections 5.7.3 and 6.6.2.1).

University education is organised around cycles with specific educational objectives and independent academic value.

Two different structures regarding this type of provision coexist at present. On the one hand, the organisation established by the 2001 *Ley Orgánica de Universidad, LOU* (Act on Universities) and, on the other, the new structure promoted by the 2007 *Ley de modificación de la Ley Orgánica de Universidades, LOMLOU* (Act modifying the Act on Universities), with the aim of adapting Spanish universities to the European Higher Education Area (EHEA).

The previous model for university studies was: first cycle education (short cycle), first and second cycle education (long cycle), second-cycle-only education, and third cycle education.

In 2007, a new legal framework for university education was established, structuring this type of provision into three cycles: Bachelor, Master and Doctorate. The new Bachelor studies began to be offered in the 2008/09 academic year, so the first students will graduate in July 2012. Starting in 2010/11, universities will not be allowed to offer new places for the first year of the former Licenciado, Diplomado, Architect, Engineer, Technical Architect and Technical Engineer degrees.

### 2.4.2. Specialised education

The enseñanzas de régimen especial cover Artistic education, Sports education and Language education.

Artistic education aims at providing students with a quality artistic training and guaranteeing the qualification of future professional musicians, dancers, dramatic artists, plastic artists and designers. These studies are divided into various levels or tiers with different entrance requirements.

The 2006 *Ley Orgánica de Educación, LOE* (Education Act) organises Artistic education the following way:

- Elementary Music and Dance education.
- Professional Artistic education, comprising professional Music and Dance education, and intermediate and advanced professional Plastic Arts and Design education ciclos formativos.
- Advanced Artistic education, comprising advanced Music and Dance, Dramatic Arts, Preservation and Restoration of Cultural Assets, advanced Design, and advanced Plastic Arts education, which, in turn, include advanced Ceramics and advanced Glass education.

The *LOE* has established professional Music and Dance, as well as Plastic Arts and Design education. Their implementation started in the academic years 2007/08 and 2008/9 respectively, and they substitute intermediate Music and Dance education and intermediate ciclos formativos of Plastic Arts and Design. Advanced professional Plastic Arts and Design education begins being implemented the present academic year 2009/10 (see section 2.3.4).

The structure and basic aspects of the organisation of advanced Artistic education as established by the *LOE* have been defined in October 2009. However, during the 2009/10 academic year, these studies continue being regulated by the core curricula and the curricular developments previous to the *LOE*.

Sports education aims to qualify students in a specific sport or specialisation, as well as to facilitate their adaptation to the labour and sports world and to active citizenship. It is organised into two levels (intermediate and advanced) with different access requirements in each case. Those who successfully complete the intermediate level are awarded the Técnico Deportivo certificate in the corresponding sport or specialisation. Those passing the advanced level obtain the Técnico Deportivo Superior certificate. Both certificates are equivalent, to all intents and purposes, to the Técnico and Técnico Superior certificates of vocational training.

Language education is aimed at promoting the learning of the co-official languages of Spain, foreign languages (particularly the official languages of the Member States of the European Union), as well as Spanish as a foreign language. Provision is organised into three levels: elementary, intermediate and advanced. Pupils must be 16 in order to qualify to enrol.

## 2.5. Compulsory education

Basic education is compulsory and free for everyone. It is made up of primary education and compulsory secondary education (*ESO*), which covers ten years, between the ages of 6 and 16. However, students have the right to continue their mainstream basic education until the academic year in which they turn 18.

Compulsory education is viewed as a public service and, therefore, to be provided by the State. Publicly funded educational institutions (public schools and centros concertados) provide free compulsory education.

The normal school day in primary education is usually organised into morning and afternoon sessions with a break in between, whereas the school day in *ESO* is continuous, with two breaks. Nonetheless, the Autonomous Communities establish the number of school hours and the timetable. Some of them have opted for the continuous school day also in primary education (see sections 4.9.2 and 5.12.2)

Local corporations must cooperate with the Ministry of Education and the education authorities in the monitoring of compulsory education, with the aim of guaranteeing the right to education of all pupils in their respective jurisdictions. To this end, municipalities provide the education authorities with accurate information on the school age population and on the shortcomings detected in enrolments. Municipal services also contribute to ensuring pupils' attendance at school.

In addition, there are specific circumstances which prevent some pupils from attending school: serious development disorders, hospitalisation or medical conditions, itinerant population, etc. For these pupils, the Autonomous Communities have designed and implemented several organisational alternatives which deserve mention: a peripatetic special education service where maestros visit pupils' homes; care of pupils of pre-compulsory school age with special educational needs in specific special educational institutions or pupils attending mainstream schools; the setting up of itinerant school support units and school support units in hospitals or medical institutions. (see section 10.5.3).

## 2.6. General administration

The State administration has adapted in order to accommodate the decentralised model established under the Spanish Constitution of 1978. In the field of education, this process has consisted on the undertaking on the part of the Autonomous Communities of powers in the area of education and the resources necessary for the exercise of such powers (e.g. human, operational, material). This has been a very long process, which ended in January 2000. In the case of the Autonomous Cities of Ceuta and Melilla, powers regarding non-

university education are still exercised by the Ministry of Education, as body of the State General Administration.

This decentralised model of education administration divides educational powers between the State General Administration, the Autonomous Communities, local authorities and educational institutions themselves, pursuant to provisions laid down in the Constitution, the Statutes of Autonomy and the different acts on education.

### **2.6.1. General administration at national level: the Ministry of Education**

The Ministry of Education is the department of the State General Administration responsible for the proposal and carrying out of Government policies on education, vocational training and universities. The Minister of Education is in charge of suggesting the Government the position of Spain internationally and in the European Union regarding issues which are the responsibility of the Ministry of Education..

This subsection briefly examines the powers of national education authorities regarding all the educational levels.

#### **2.6.1.1. State powers**

The powers ensuring the homogeneity and basic unity of the education system and guaranteeing conditions of equality for all Spaniards in the exercise of their basic educational rights as laid down in the Constitution are reserved exclusively to the State General Administration through the Ministry of Education. Essentially regulatory in nature, these powers have to do with the regulation of basic aspects of the system, although the State also has executive powers in this regard.

The State has the following powers as regards education:

- The enactment of basic standards that specify the constitutional right to education, through the general organisation of the education system and the laying down of minimum requirements for educational institutions.
- International cooperation in educational matters.
- The promotion and general coordination of research.
- The formulation of the nation-wide general plan for education, the establishment of the core curricula and the regulation of academic and professional diplomas and nation-wide valid certificates.
- The regulation of basic education required to guarantee the right and duty to have a command of the Spanish language, without prejudice to the powers of Autonomous Communities which enable them to lay down rules and take the necessary measures that guarantee the right of their citizens to convey and acquire a knowledge of their own linguistic heritage.
- The Senior Inspection of the education system, in order to supervise and enforce compliance with basic regulations.
- General investment planning for education, in accordance with the predictions of the Autonomous Communities.
- The policy of educational grants charged to the State budget.
- The tenure and administration of the Centre for the Innovation and Development of Distance Education (*CIDEAD*) and public educational institutions in other countries, as well as the legal status of foreign educational institutions in Spain.

- Educational statistics for State purposes.

In order to perform these functions, the Ministry of Education is organised into central services, which make up its basic structure, and peripheral services, through which tasks of a regional and provincial type are dealt with.

### 2.6.1.2. Organisation of the Ministry of Education

The Ministry of Education is the department of the State General Administration responsible for the proposal and carrying out Government policies on education, vocational training and universities. The Minister of Education is in charge of suggesting the Government the position of Spain internationally and in the European Union regarding issues which are the responsibility of the Ministry of Education.

The higher and executive bodies through which the Ministry of Education performs its duties are:

- The Secretariat of State for Education and Vocational Training.
- The General Secretariat for Universities.
- The Subsecretariat for Education.

The **Secretariat of State for Education and Vocational Training** is the higher body with powers regarding the organisation and running of the units reporting to it. It also performs the following duties:

- Managing the ministry's powers on education and vocational training.
- The guidance and promotion of international relationships as regards education and vocational training as well as following European Union directives in this field.
- The organisation, evaluation and innovation of education as established by the 2006 *Ley Orgánica de Educación, LOE* (Education Act), as well as the performance of public powers' duties in the education field.
- The carrying out of vocational qualification programmes and education innovation and promoting equal opportunities in education access.
- The planning and management of education within the jurisdiction of the Ministry of Education.
- The coordination between advanced vocational training, Artistic, Sports and university education.
- The promotion of equality policies, non-discrimination and universal access within the scope of its competences.
- The fostering and coordination of relationships among Autonomous Communities and local corporations with regard to education.
- The duties envisaged by the current law regarding the State High Inspectorate.
- Teaching staff policy management and drawing up the bases for the statutory rules governing the function of public service teaching.
- Proposing general provisions regarding its competence scope, as well as the relations and consultations with the Autonomous Communities and involved legal practitioners during these procedures.

The following executive bodies report to the Secretariat of State for Education and Vocational Training: the Directorate General for Evaluation and Territorial Cooperation and the Directorate General for Vocational Training. These bodies, in turn, are made up of different units with the status of subdirectorate general (see table 2.2).

**Table 2.2: Organic structure of the Secretariat of State for Education and Vocational Training**

Secretariat of State for Education and Vocational Training	<b>Directorate General for Evaluation and Territorial Cooperation</b>	Subdirectorato General for Territorial Cooperation
		Subdirectorato General for Academic Organisation
		Subdirectorato General for Inspection
		Subdirectorato General for Students, Participation and Equality
		Institute for Evaluation ( <i>IE</i> )
	<b>Directorate General for Vocational Training</b>	Subdirectorato General for Guidance and Vocational Training
		Subdirectorato General for Lifelong Learning
		Institute for Teacher Training and Educational Research and Innovation ( <i>IFIIIE</i> )
		Institute for Educational Technologies
		National Institute for Qualifications ( <i>INCUAL</i> )

Source: Drawn up by the Institute for Teacher Training and Educational Research and Innovation (*IFIIIE*) on the basis of regulations.

In addition, the following advisory bodies are attached to the Ministry of Education through this Secretariat of State:

The Supreme Council for Artistic Education.

The State Observatory for School Coexistence.

The State School Council is also administratively linked to the Ministry of Education through this Secretariat.

The **General Secretariat for Universities**, with the status of undersecretariat, performs, among others, the following functions:

- The drawing up, planning, coordination, support and monitoring of the organisation, programming and administration of higher education which are the responsibility of the State General Administration, as well as the organisation of higher education entrance examinations.
- The guidance and fostering of international relations regarding university higher education, as well as the monitoring of the actions of the European Union on this issue.
- The development of the European Higher Education Area and the participation in the definition of the Latin American Knowledge Area.
- The coordination of programmes and actions on training and mobility which may be carried out by the different units of the General Secretariat.
- The development of university policy, in coordination with the Council of Universities.

- The fostering and coordination of relations with the Autonomous Communities on university matters, through the General Assembly for University Policy.
- The drawing up and coordination of regulations within its sphere of authority.
- The planning, coordination and evaluation of the lines of action and programmes of the ‘2015 University Strategy’, with the exception of R&D&I issues, which will be carried out in collaboration with the Ministry of Science and Innovation
- The promotion of equality policies, non-discrimination and universal access within the scope of its competences.
- The promotion of an efficient management of universities within the framework of a funding system which is fair, sustainable and shared with the Autonomous Communities.
- The promotion of basic regulations favoring the implementation of health and safety measures at universities.
- The promotion of collaboration in scientific research and the technological development and innovation of universities with other public and private research and innovation bodies.
- The relationship with professional associations or their general councils, where appropriate, in accordance with the current legislation on this issue.
- The development of programmes intended to organise and promote more efficient and effective university and teaching infrastructures.
- The promotion and support to the creation of technology-based companies emerging from universities’ research projects and the introduction of incentives to encourage an entrepreneurial culture.
- Collaboration in the coordination of inter-ministry relations needed to grant a coherent and integrated approach regarding education, research and knowledge transfer in the field of university.

The following executive bodies report to the General Secretariat for Universities: the Directorate General for University Policy and the Directorate General for University Training and Guidance. Several directorates generals report, in turn, to these bodies (see table 2.3).

**Table 2.3: Organic structure of the General Secretariat for Universities**

<b>General Secretariat for Universities</b>	<b>Directorate General for University Policy</b>	Subdirectorate General for Academic Coordination and Legal Regime
		Subdirectorate General for Certificates and Recognition of Qualifications
		Subdirectorate General for Teacher Training and Mobility
		Subdirectorate General for Teachers and Teaching Innovation
		Subdirectorate General for University Coordination

	<b>Directorate General for University Training and Guidance</b>	Subdirectorato General for the Attention of Students, Guidance and Professional Integration
		Subdirectorato General for Grants, Assistance and Student Mobility
	Subdirectorato General for Analyses, Studies and University Prospective (1)	
	Subdirectorato General for Economic Coordination (1)	

(1) These bodies have the status of subdirectorato general but directly report to the General Secretariat for Universities.

Source: Drawn up by the Institute for Teacher Training and Educational Research and Innovation (IFIIE) on the basis of regulations.

In addition, there are other bodies and institutions which are linked to the Ministry of Education through the General Secretariat for Universities:

- The *Organismo Autónomo de Programas Educativos Europeos, OAPEE* (National Agency for Lifelong Learning Programmes) and the National Agency for Evaluation and Accreditation (*ANECA*), which are attached to the Ministry of Education.
- The *Universidad Nacional de Educación a Distancia, UNED* (National Open University) and the *Universidad Internacional Menéndez Pelayo* (Menéndez Pelayo International University), which are administratively linked to the Ministry of Education.
- The *Colegio de España en París* (College of Spain in Paris), reporting to the Ministry of Education.

The **Subsecretariat for Education** represents the Ministry of Education, manages its common services and exercises powers regarding the organisation and running of the State General Administration. In addition, it performs several general and specific duties:

It has the following general functions:

- The support and technical advice to the Minister for the drawing up and the approval of the department's action plans.
- The formulation and coordination of the department's general plans on budget, staff, national heritage, public properties and infrastructures, economical programming and budgetary control.
- The promotion, coordination, support and supervision of the proceedings regarding the general provisions of the Ministry, as well as those procedures related with their publication.
- The fostering and management of those functions in connection with the processing of the issues related to the Council of Ministers, Government Commissions and the General Commission of Secretaries of State and Subsecretaries.
- The promotion and coordination of relationships between the Ministry of Education and the different legal bodies, the other departments belonging to the State General Administration, Government Delegates and Subdelegates as well as the rest of peripheral bodies.
- The management of the inspection activity regarding those services, bodies and centres which come under the Ministry, separate from those functions vested upon the Educational Inspectorate.

- The management of the administrative services including their rationalization and computerization, statistics and administrative information and documentation, as well as the management of matters whose competence has not been transferred to higher bodies within the department.
- The coordination of the department's actions on gender equality.
- The organisation of the administrative relations of the department with the *Instituto de España* (Institute of Spain) and the Royal Academies attached to it.

The Subsecretariat for Education also has the following specific functions:

- To study and prepare economic reports of acts and regulations with economic-financial impact on the expenses and income budget.
- The establishment of the structure of the programmes and subprogrammes of the department, the drawing up and processing of the annual budget draft, the monitoring of the granting of budgetary credits and the processing of their changes.
- The monitoring of the degree of achievement of objectives regarding the programmes and actions laid down by the State Budget Annual Act.
- The analysis and coordination of the financial resources of the department, as well as the coordination and monitoring of the use of European or international funds intended for programmes or projects of the department or its bodies, without affecting the functions assigned to other bodies and entities of the department.
- The drawing up of the policy on the staff attached to the department and, in particular, its planning and management.
- The training of the staff, with the exception of the teaching staff, the carrying out of social action and health and safety.
- Relations with trade union organisations and other representative professional associations.
- The internal regulations of the central services of the department, the equipment of the administrative units, the conservation, care, running and security of the buildings, supplies, training and the updating of the inventory of movables, as well as the supervision of work projects of the Ministry, where appropriate.
- Assistance and support to the contracting table.
- The organisation, management and administration of the central archive of the department, the coordination of the other archives and the preservation of the documentary patrimony.
- The design and use of the IT plans of the department in collaboration with its different units.
- The drawing up of studies and technical reports on gender equality policies, as well as advising and supporting the department units for them to adopt measures to guarantee total equality between women and men.
- The cooperation and coordination with other public administrations and institutions for developing programmes and actions to promote and dynamise total equality between women and men.

Likewise, reporting to the Subsecretariat for Education is the General Technical Secretariat, an executive body with the following general functions: drawing up of regulations, legal assistance and publication of administrative regulations and acts of the Ministry. There are also some subdirectorate generals which report to this body (see table 2.4).



**Table 2.4: Organic structure of the Subsecretariat for Education**

<b>Subsecretariat for Education</b>	General Technical Secretariat (1)
	Budgetary Office
	Subdirectorato General for Staff
	Higher Office
	Subdirectorato General for Information and Communication Technologies
	Technical Office
	General Inspectorate for Department Services

(1) The General Technical Secretariat is the executive body of the Subsecretariat for Education. The following units with the status of subdirectorato general report to the General Technical Secretariat: the General Technical Vicesecretariat, the Subdirectorato General for Resources, the Office for Statistics and the Subdirectorato General for Documentation and Publications.

Source: Drawn up by the Institute for Teacher Training and Educational Research and Innovation (*IFIIIE*) on the basis of regulations.

The following bodies with the status of subdirectorato general are also attached to the Subsecretariat for Education, notwithstanding their attachment to the Ministries of Justice and Economy:

- The State Advocate's Office.
- Delegate Comptroller of the General State Comptroller.

### **2.6.2. General administration at regional level**

The Autonomous Communities are responsible for the implementation of basic State standards and the regulation of non-basic aspects of the education system, as well as for the administration of the education system in their respective regions, with the exception of those reserved to the State.

They therefore perform the following duties:

- The Education Inspection Service.
- The administrative tenure of educational institutions, the functions derived from it and the powers to create and/or authorise and operate public and private educational institutions.
- The drawing up, passing and execution of projects of reform, fitting out and construction.
- The administration of personnel.
- The design, passing and development of experimental and pedagogical research plans.
- The development of State provision regarding educational curricula and the regulation of levels, modalities, grades and specialisations.

- The processing and granting, where appropriate, of subsidies to private educational institutions.
- The administration of scholarships and study grants.
- The regulation of the composition and functions of the School Councils in each Autonomous Community with educational functions and services.

There is a series of functions which are shared between the Ministry of Education and the different education authorities: decisions on educational policy that affect the system as a whole and educational planning in general, specific aspects regarding the exchange of information for educational statistics, the carrying out of educational research, the general regulation and continuing education for teaching staff, and the register of educational institutions.

The advisory body in charge of providing for such coordination among the various education authorities is the Sectoral Committee for Education, currently made up of those responsible for education in the different Autonomous Communities and chaired by the Minister of Education. Its main aim is to achieve the maximum cohesion and integration when implementing the decisions on educational policy made by the State administration and the Autonomous Communities, by exchanging points of view, and discussing the problems which may arise and the actions planned to face and solve them.

### **2.6.3. General administration at local level**

Current legislation does not consider local corporations as education authorities, but acknowledges their capacity to cooperate with the State administration and the Autonomous Communities in the field of education. Such cooperation is governed by the 1985 *Ley Orgánica Reguladora del Derecho a la Educación, LODE* (Act on the Right to Education) and its subsequent modifications, the 1985 *Ley de Bases de Régimen Local* (Act on the Fundamentals of Local Government), and the 2006 *Ley Orgánica de Educación, LOE* (Education Act). However, the State administration and the Autonomous Communities can delegate the exercise of powers to municipal authorities in areas which relate to their interests. There is no common structure in all local authorities in charge of educational tasks, although most of them have an education office, and some have created municipal education institutes.

Municipalities assume powers as regards the conservation, maintenance and monitoring of pre-primary, primary and special education premises. They also cooperate with the corresponding education authorities in obtaining sites for building new educational institutions. It is also incumbent upon municipal authorities to enforce compulsory education and educational services.

Municipal authorities may use the educational institutions dependent on the Autonomous Communities after the school day for educational, cultural, sports or social activities. Such use is subject to the specific needs of the institutions themselves when planning their activities.

Local corporations are empowered to create municipal school councils. Local participation also entails representation on the school councils of the Autonomous Communities and the school councils of the respective educational institutions.

### **2.6.4. Educational institutions, administration, management**

The process of decentralisation of educational powers has not only affected the different administrative levels but has extended to non-university educational institutions. The aim of the autonomy educational institutions currently have is to ensure a more rational and appropriate use of resources and to adapt provision to the specific needs of pupils and the features of the school community.

Educational institutions have autonomy to devise, approve and implement a proyecto educativo, a management project, as well as to establish rules for the organisation and running of the institution, within the legal framework set by the State and the Autonomous Community.

There are three areas where educational institutions enjoy a wide degree of autonomy: pedagogical and curricular, organisational and management of resources.

### **Pedagogical and curricular organisation**

Educational institutions prepare a series of instruments to formulate their pedagogical and curricular organisation: the proyecto educativo, the curricular definition the latter includes and the programación general anual.

The proyecto educativo includes the values, objectives and action priorities established by the School Council or, otherwise, as approved at the suggestion of the owner of the school. It also contains the curricula, as defined by the education authorities and specified and approved by the Teachers' Assembly, as well as the approach to education in values. The proyecto educativo must consider the specific characteristics of the social and cultural environment of the school. It should also describe the way in which attention to the diverse backgrounds of the school population, academic supervision as well as the plan for coexistence are addressed, and must observe both the principles of non-discrimination and educational inclusion as fundamental values.

In addition, at the beginning of every academic year, educational institutions must draw up a programación general anual covering all aspects concerning the organisation and running of the centre, including the projects, the curriculum and all action plans as agreed and approved. A final report which includes and evaluates the activities and running of the educational institution is also prepared annually.

#### **a) Organisational management**

Educational institutions can, in the exercise of their autonomy, introduce innovation, working plans, or different ways of organising or increasing the number of school hours, as established by the education authorities.

All organisational aspects are specified in the reglamento de régimen interior, which is part of the proyecto educativo of the educational institution. It includes basic coexistence rules, regulates relations between members of the educational community and formulates the means for students to participate in the School Council of the educational institution and to guarantee respect among members of the school community.

#### **b) Management of resources**

The education authorities must also promote the autonomy of educational institutions so that their economic, material and human resources can take into account the working and organisation plans, once they have been duly evaluated and assessed.

Public educational institutions must communicate the organisation and use of their resources, both material and human, by drawing up a management project. In order to guarantee the efficiency of their economic management, they must also annually draw up a budget which includes, for the relevant period, all the obligations they can assume and the income they are expected to obtain.

In the case of **university education**, current regulations grant universities autonomy of rule, as well as autonomy in the areas of government, academics, financial or resource administration, and staff management, allowing them to select and promote their teaching staff. Apart from these, they also hold other powers concerning the setting up of distance education, the implementation of student admission procedures, the setting up of foundations and other legal bodies in order to achieve its goals, the

collaboration with other entities for staff mobility, and the design and proposal of the syllabuses they consider most attractive and appropriate to their resources and interests.

#### **2.6.4.1. Non-university educational institutions**

The organisational, pedagogical and management autonomy of public educational institutions is the responsibility of the management team and the mixed-membership governing and educational coordination bodies. Mixed-membership governing bodies must comprise, at least, the School Council and the Teachers' Assembly. Public schools can also have other governing bodies, as stipulated in their relevant regulations.

Administrative, economic management and pedagogical organisation tasks in public schools and in centros concertados are the responsibility of the governing bodies.

In the case of certain public educational institutions (special, artistic or adult education, Spanish educational institutions abroad, etc.), the composition and functions of governing bodies are to be modified so as to be appropriate to each particular case.

In centros concertados, governing bodies must comprise at least the headteacher, the School Council and the Teachers' Assembly. Private schools enjoy autonomy to structure their organisation and as such may establish the governing and participatory bodies which they deem fit.

#### **The management team**

The management team is the executive governing body of public educational institutions, and it is made up of the headteacher, the head of studies, the secretary, as well as any other figure established by education authorities. It carries out its duties coherently, in accordance with the instructions of the headteacher.

The selection of headteachers in public educational institutions is from official teachers of any of the types of provision offered by the school. The selection must be carried out in accordance with the principles of equality, open publicity, merit and ability (for further information on the selection of headteachers see section 8.3.1).

Headteachers have the following powers:

- To represent the school, the education authority within the school and communicate to the latter the ideas, aspirations and needs of the educational community.
- To supervise and coordinate the activities of the school, without detriment to the powers of the Teachers' Assembly and the School Council.
- To be responsible for the pedagogical supervision, to promote educational innovation and to encourage plans in order to attain the goals of the proyecto educativo of the school.
- To ensure that the legislation and other regulations in force are observed.
- To head the school staff.
- To foster coexistence, to guarantee mediation in conflict resolution and to impose the appropriate disciplinary measures against students, in accordance with the regulations in force and without detriment to the powers of the School Council.
- To encourage collaboration with families, institutions and organisations facilitating relations between the school and the environment, and promote a school atmosphere which favours study and the implementation of other actions creating a favourable environment for pupils' acquisition of knowledge and values.

- To promote internal evaluations and collaborate on both external and teachers' evaluations.
- To call and preside over the official functions and meetings of the School Council and the Teachers' Assembly, and implement the agreements reached by such bodies.
- To contract works, services and supplies, as well as authorise expenses in accordance with the school budget, order payments, and endorse the official school certifications and documents, as laid down by the education authorities.
- To formulate proposals to the education authority as regards the appointment and dismissal of members of the management team, subsequent to notification to both the Teachers' Assembly and the School Council.
- Any other power as established by the education authority.

On the other hand, in vocational training institutions, one of the specific duties of the headteacher and the School Council of the educational institution is that of fostering the cooperation with companies and institutions to enhance pupil training.

In the centros concertados, the headteacher represents the owner of the centre and is appointed by consensus reached between the owner and the School Council. The headteacher's duties are similar to those incumbent on public school headteachers and the length of the term of office is the same (four years).

The head of studies is the person responsible for all academic-educational matters in the school. In secondary educational institutions with a large student body or highly complex organisation, provision has been made for assistant heads of studies for compulsory secondary education (*ESO*), Bachillerato and vocational training, respectively, so as to support the head of studies in his/her responsibilities.

Among other functions, the head of studies is in charge of encouraging coexistence in the educational institution and guaranteeing the procedure to impose the relevant corrections, in accordance with the current regulations, what is established by the reglamento de régimen interior and the criteria set by the School Council of the educational institution. He/she is also responsible for coordinating and ensuring the carrying out of academic, guidance and supplementary activities for teachers and students. In addition, he/she participates in the coordination of the tasks of the cycle teams in primary education and the heads of the Didactic Departments in the case of secondary education (except for certain Autonomous Communities, like Catalonia, where there is a specific coordinator for each cycle of primary education and coordinators for *ESO*, Bachillerato and vocational training). Economic administration and management are vested in the school secretary. His/her duties are, among others, to establish the economic regime, coordinate and manage the administration and services staff, draw up the budget draft and/or project, act as secretary of the mixed-membership bodies, look after the archives of the educational institution, issue the certificates and ensure the maintenance of materials.

All members of the management team are relieved of their duties at the end of their term of office or once the headteacher is dismissed from his/her post.

### **Mixed-membership governing bodies**

Educational institutions must have, as a minimum, the following mixed-membership governing bodies: the School Council (see 2.7.1.3) and the Teachers' Assembly.

The Teachers' Assembly is the teachers' participation body and is responsible for planning, coordinating, informing and making decisions on all educational aspects of the school. It is made up of all the teachers of the school and chaired by the headteacher. It has the following functions:

- To formulate both the management team and the School Council proposals for the drawing up of the school projects and the programación general anual.
- To approve and assess realisation of the curriculum and all the educational aspects of the proyectos educativos and the programación general anual.
- To establish criteria regarding pupils' guidance, academic supervision and assessment.
- To promote initiatives in the fields of pedagogical innovation and research and teacher training.
- To choose their representatives in the School Council and participate in the selection of the headteacher.
- To be informed of the list of candidates for the post of headteacher and the projects they have submitted.
- To analyse and assess the general running of the school, the evolution of academic performance and the results of both internal and external evaluations.
- To inform about the school rules of organisation and operation.
- To be informed of the resolution of disciplinary conflicts and the imposition of sanctions, as well as guaranteeing that they follow the regulations in force.
- To suggest measures and initiatives favouring coexistence in the school.
- Any other functions as established by the education authority or by the relevant rules of organisation and procedure.

### **Educational coordination bodies**

Education authorities are responsible for regulating the running of both educational coordination and guidance bodies, and building teams of year teachers, as well as encouraging the collaboration and teamwork amongst teachers of the same class.

Educational coordination bodies aim to promote teamwork among teachers and to guarantee coordinated and systematic action on the part of those in charge of the teaching/learning process.

Not only may the name, composition and specific duties of educational coordination bodies in pre-primary and primary education schools differ from those set out for secondary schools, but they may also differ from one Autonomous Community to another.

### **Pre-primary and primary education**

In pre-primary and primary education schools, the major educational coordination bodies are the teams for each educational stage, the Pedagogical Coordination Commission and form teachers. In some Autonomous Communities, there are also language normalisation teams or a coordinator, the information and communication technologies team and the supplementary and extracurricular activities team. Membership of the team for each educational stage consists of all the maestros organising and teaching the same stage, under the supervision of the head of studies and the leadership of a coordinator, who also sits on the Pedagogical Coordination Commission.

The Pedagogical Coordination Commission normally comprises the headteacher, the head of studies, the educational stage coordinators, the person responsible for counselling in the school, and, in some Autonomous Communities, the support teacher. Among the functions of the Pedagogical Coordination Commission are: the establishment of the overall guidelines for formulating and revising the proyecto educativo of the educational institution, as well as the coordination of such formulation; the formulation of

proposals related to the organisation of educational counselling, the guidance action plan and teacher training; the establishment of the criteria and procedures as provided to make any necessary curricular adaptations for pupils with special educational needs; and the promotion of evaluation regarding every activity and project which has been carried out in the school.

Finally, pupil guidance and counselling is incumbent upon each group's maestro, who is nominated by the head of studies or by the Teachers' Assembly and appointed by the headteacher.

### **Secondary education**

The educational coordination bodies in secondary schools normally comprise: the Counselling Department; the Extracurricular and Complementary Activities Department; the educational departments (subject or vocational area); the Pedagogical Coordination Commission; form teachers; and the teaching team. The Counselling Department organises educational, psychopedagogical and career counselling, and pupils' guidance action plans. The Department of Extracurricular and Complementary Activities promotes, organises and facilitates this kind of activity. The educational departments organise and implement instruction in their respective disciplines, subjects and modules. Both the Pedagogical Coordination Commission and form teachers' duties are similar to those set out for pre-primary and primary education. Finally, the duties of the teacher board are the following: to carry out pupils' assessment and the follow-up of pupils in its group, to deal with any type of conflict as well as the coordination of teaching-learning activities.

In some Autonomous Communities there are other figures or teams, such as the pedagogical coordinator, the person responsible for the quality management system or the one in charge of the coexistence programme.

#### **2.6.4.2. Higher educational institutions, management and administration**

Public universities are made up of faculties, escuelas técnicas superiores or escuelas politécnicas superiores, escuelas universitarias or escuelas universitarias politécnicas, departments, university research institutes and other necessary institutions in order to carry out their duties.

The responsibility for administration, financial management and teaching organisation is incumbent upon the various governing bodies of the university. The basic principle of the organisation of such bodies is the participation of all the sectors involved. This has a dual nature: on the one hand, an internal aspect, which involves, especially in the mixed-membership bodies, the various sectors of the university community (lecturers, students and administrative and service personnel); and an external aspect on the other hand, involving social interests, essentially through the Social Council.

Public universities' regulations must provide for the following governing and representation bodies as a minimum:

- Mixed-membership: Social Council, Governing Council, University Assembly, Faculty Board, Escuela Técnica Superior or Escuela Politécnica Superior Board and Escuela Universitaria or Escuela Universitaria Politécnica Board, and Department Councils.
- Individual: rector, deputy rector, secretary general, manager, faculty decanos, heads of escuelas técnicas superiores or escuelas politécnicas superiores, heads of escuelas universitarias or escuelas universitarias politécnicas, heads of departments, and heads of university research institutes.

The governing and representation bodies in private universities are stipulated in the regulations of organisation and operation. The individual governance offices are in the same denomination as those in public universities.

The information on the **Social Council**, which is the mechanism for society's participation in university matters, appears under section 2.7.2.2.

The **Governing Council** is the highest university governing body. It establishes university main policies and programmes for the administration of educational provision, research, human and economic resources and the drawing up of the financial plan as well as the rules and procedures for implementing them. It comprises the rector, who acts as chair, the secretary general, the manager and a maximum of fifty members (deputy rectors, a representation of the university community reflecting the composition of the Assembly and a representation of the decanos and heads, according to each university's statutes).

The **University Assembly** is the highest body which represents the various sectors of the university community. It is composed of the rector, who acts as chair, the secretary general, the manager and a maximum of three hundred members. The majority of its members are tenured doctoral researchers/lecturers on the teaching staff. The Assembly formulates the university statutes and may call rector elections, provided one third of its members requests it and two-thirds of them approve.

Of all the individual bodies, the **rector** is the highest ranking university academic official, acting as the representative of university. He/she is responsible for its administration, management, the expansion of the guidelines that have been passed by the corresponding mixed-membership bodies and the implementation of their agreements. The deputy rectors, secretary general and manager are members of the rector's **executive team**, the former with delegated powers, the secretary general as the officer in charge of certifying the agreements of the Governing Council, and the manager as the person responsible for university finances and administration. The rector is chosen by the Assembly, or by the university community, through election and universal ballot, from among the *catedráticos de universidad* currently teaching in that university. If the Assembly is responsible for the rector election, it is necessary that a candidate obtains more than half of the valid votes in the first voting. If no candidate reaches this amount, a second voting will be carried out, in which only the two most voted candidates in the first voting can be elected. The most voted candidate is elected as the rector. Once elected, the rector is appointed by the Autonomous Community's competent authority, and he/she appoints his/her management team as specified in the respective statutes.

Specific administrative duties are undertaken in each university institution by the corresponding mixed-membership (Faculty or University School Board) and individual bodies (the *decano* or director, vice- *decano* or vice-director and the secretary). The *decanos* of university faculties and the directors of *escuelas técnicas superiores* or *escuelas politécnicas superiores*, and directors of *escuelas universitarias* or *escuelas universitarias politécnicas* are to carry out the managerial and management functions of the institution and are elected, according to university regulations from tenured lecturers. The **Faculty or University School Board**, presided by the *decanos* or director, is the governing body of it. Both its makeup and election procedures of its members are determined by the statutes. The majority of its members must be tenured lecturers.

The teaching and research units of universities are the **departments**. These are responsible for coordinating the teaching from one or several areas of knowledge in one or several institutions, pursuant to the university teaching plan, supporting teaching staff as well as research activities and initiatives, and performing all those functions as established by the statutes. It is incumbent upon universities to create, modify and close departments, pursuant to their statutes. Such standards refer to the minimum qualifications to be required of the teaching staff and the mechanisms for liaison departments and fields of studies.

All lecturers and researchers whose specialist fields fall into a given area of knowledge are grouped into the relevant department. Inter-university departments can also be created through arrangements between the universities concerned.



Departments are responsible for organising and programming education during the academic year, as well as organising and implementing research in their respective disciplines. They are also responsible for giving specialist courses, encouraging and carrying out scientific, technical or artistic work, and for any other activities as specified in the university statutes. In addition, they are assigned certain administrative tasks in connection with university lecturers, submission of their accounts to their universities and procurement contracts with public entities or other departments.

The **Department Council**, presided by its head (individual body), is the mixed-membership governing body of each department. Pursuant to statutes, it is composed of lecturers holding a PhD and who are members of the department, as well as a representation of the remaining teaching and research staff not holding a PhD. Both pupils and administrative and service personnel must be represented.

In order to protect the rights of university lecturers, pupils and administrative and service staff, in connection with the actions performed by the different university bodies and services, the 2001 *Ley Orgánica de Universidades, LOU* (Act on Universities) establishes, within the university organisational structure, the post of the **university ombudsperson**. His/her actions, aimed at the improvement of university quality in all academic realms, does not depend on any other university body. The ombudsperson is totally independent and autonomous

Non-university higher education is provided by secondary or art educational institutions, and is therefore governed by the legislation corresponding to those institutions (see 2.6.4.1).

## 2.7. Internal and external consultation

Society's participation in education is essential to the Spanish education system. The institution of a decentralised system involves, in addition to the distribution of powers between the state, regional and local authorities, the encouragement of social participation, so that all social groups are sufficiently represented.

The Spanish Constitution of 1978 establishes that public powers must guarantee social participation as regards the general organisation of education. Social participation is one of the governing principles of the education system, considered both a democratising factor ensuring greater receptiveness to social needs and an essential instrument contributing to the quality of education.

The 2006 *Ley Orgánica de Educación, LOE* (Education Act) also views participation as a fundamental value for the education of autonomous, free, responsible and engaged citizens and, therefore, establishes that education authorities must guarantee the participation of the whole educational community in the organisation, governance, running and evaluation of educational institutions.

Mixed-membership bodies are to be found at the various levels of the education authority as well as in the centres themselves. These bodies ensure the social participation of all sectors of the education community.

At the national level this body takes the form of the State School Council, to which four more specific bodies of institutional participation may be added: the General Council for Vocational Training, the Supreme Council for Artistic Education, the General Assembly for University Policy and the Council of Universities.

At the regional level, the Autonomous Communities have established Regional School Councils. Furthermore, other Communities have set up additional bodies of this type, such as those of a territorial, provincial and/or municipal/local nature, Regional Councils for Vocational Training, Supreme Councils for Artistic Education and Councils of Universities.

Finally, each individual educational institution has its own School Council. Universities, in turn, have the University Social Council.

For information on participation and consultation involving agencies in society in general see sections 2.7.1 in the case of non-university education and 2.7.2 as regards higher education.

## 2.7.1. Internal Consultation

Having a decentralised and participatory system demands, on the one hand, the distribution of powers among the different authorities (State, regional and local) and, on the other, the encouragement of the School Council to participate, both at State and regional level as well as at local and school level (see sections 2.7.1.1, 2.7.1.2 and 2.7.1.3 respectively).

### 2.7.1.1. National participatory bodies

The **State School Council** is the national mixed-membership body for the participation of the different sectors of the educational community in the master plan for education and for advising the Government on bills or regulations to be proposed or adopted. All the groups involved in education are represented in this body. The State School Council membership consists of:

- The chairman, nominated by the Minister of Education, after hearing the Council, from among persons of acknowledged prestige in education.
- The vice-chairman, elected by the Council itself from among its members, through an election approved by simple majority and at the suggestion of the chairman. The vice-chairman is appointed by the Ministry of Education.
- The secretary general, appointed by the Minister of Education, at the suggestion of the chairman of the Council, from among officials pertaining to bodies and scales requiring a Doctorate, Licenciado, Architect, Engineer degree or equivalent. The secretary general is entitled to speak but not to vote.
- The councillors (a total of 105): 20 teachers; 12 parents of students; eight student representatives; four members of the administrative and service personnel of the school; four owners of private educational institutions; four members of trade union organisations; four members of employers' organisations; eight representatives of the State education authorities; four university representatives; four representatives of local organisations; 12 individuals of recognised prestige in the fields of education, pedagogical reform as well as from religious and secular institutions and organisations that have traditionally been engaged in education (one of them being a member of the representative organisations of people with disabilities); one representative of well-established national women's organisations; one representative of the Women's Institute; two prominent personalities in the campaign against violence between the sexes; and the 17 chairmen of the regional school councils.

Councillors are appointed by the Minister of Education (with the exception of the chairmen of the Regional School Councils) at the suggestion of the correspondent organisations, associations, confederations or institutions.

The State School Council must be consulted as regards the following issues: the general organisation of education; the basic standards for expanding on article 27 of the Spanish Constitution or the organisation of the education system; Government bills developing basic legislation on education; the core curricula and the regulation of the rest of conditions for the awarding, issuing and recognition of qualifications; regulations on the implementation of equal rights and opportunities and the promotion of real and effective equality between men and women in education; the monitoring of the measures established by the education authorities as regards the prevention of violence and the promotion of equality between men and women; the preparation of reports on performance and quality standards; the establishment of the minimum requirements which educational institutions must meet; the annual drafting and publishing of a report on the state and situation of the education system, which includes and evaluates its different aspects; and other

issues which the Ministry of Education deems are of sufficient importance to be considered. It can also, on its own initiative, formulate proposals to the Ministry of Education regarding any other issue concerning the quality of education.

Another relevant body is the **General Council for Vocational Training**, which is administratively attached to the Ministry of Labour and Immigration. This consultative body is for institutional participation by the public authorities and for advising the Government on affairs concerning vocational training. The General Council for Vocational Training is composed of a chairman (the chair being held in alternate years by the Minister of Education, Social Policy and Sport and the Minister of Labour and Immigration), four vice-presidents, a secretary general and the 72 council members: 17 representatives of the State General Administration, 17 representatives of the Autonomous Communities, 19 members of the most representative business and trade union organisations each.

The powers of the General Council for Vocational Training include: drawing up and proposing, for approval by the Government, the National Plan for Vocational Training as well as its execution of the plan and proposing its reform as necessary; informing with regard to any affairs related to vocational training which may be submitted by public authorities.

The **Supreme Council for Artistic Education** is another state participatory body which was recently set up by the 2006 *Ley Orgánica de Educación, LOE* (Education Act). It is a state advisory and participatory body regarding artistic education. This Council consists of a chairman (the Minister of Education), three vice-chairmen, a secretary and 70 councillors.

The powers of the Supreme Council for Artistic Education include the following objectives: to make proposals to the Ministry of Education regarding education, research, information and social projection of the artistic education as well as the promotion of professions related to it; to inform compulsorily about the rules which define the structure and basic content of the different studies of advanced artistic education, its evaluation and regulation of the conditions of the provision for postgraduate studies at advanced artistic educational institutions; to inform about other dispositions required by the Ministry of Education; to provide reports on their own initiative or at the Ministry of Education's request; to provide advice on subjects related to artistic education; and to pass and announce an annual report on the situation of the artistic education.

### 2.7.1.2. Participatory bodies at regional, provincial and local level

**Regional School Councils**, whether regional, territorial, provincial or municipal/local are the highest advisory, consultative and social participation bodies regarding non-university education in their relevant geographical areas. The type of school council and its sphere of influence vary in each Autonomous Community.

At present, all Autonomous Communities have regulated their own Regional School Council. However, not all of them have set up Municipal/Local Councils and only some have Territorial or Provincial Councils.

Regional School Councils guarantee the participation of all sectors involved in education. The Autonomous Community in question establishes by law the council's composition and functions. They mainly advise on the following issues: education bills and drafts, the organisation of education, educational changes and innovation, the quality of education and the financing of educational institutions.

Regional School Councils may, on their own initiative, present proposals to the corresponding departments of the Autonomous Communities with respect to matters related to education in their geographical area. In order to guarantee the participation of the various social sectors, Regional School Councils may be called in plenary session, committee, and either standing, specific, temporary or working committee, depending on the Autonomous Community and the matters to be considered. They annually draw up a written document describing their activities and a report on the situation of non-university education in their corresponding

Autonomous Community. Both documents take into account the reports by the School Councils of the different geographical areas of each Autonomous Community.

The term of office for members of regional school councils is generally four years (with the exception of the Valencian Community, where it is three years) and half of the members are re-appointed every two years. Their structure and functions are laid down by the specific regulations of the different Autonomous Communities. The number of members comprising regional school councils ranges from 30 to 72, depending on the Autonomous Community.

The different Autonomous Communities have also established their own **Councils for Vocational Training** as consultative, coordination and social and institutional participation bodies. Such bodies perform functions regarding the planning, coordination and evaluation of vocational training of the education system and vocational training for employment.

The basic composition of **Regional Councils for Vocational Training** is similar. The total number of members ranges between 15 and 38. All Councils have a president, a vice-president and a secretary. The social sectors mostly represented are, in this order, regional administration (27.31%), trade union organisations (26.86%) and business organisations (26.86%), followed by local entities and experts of acknowledged prestige, with a 1.80% and a 0.90% respectively.

In general, the duties of these Councils are to inform about the different aspects of vocational training and propose actions to improve the quality of this type of provision. In most Autonomous Communities, they are in charge of drawing up, proposing or, where appropriate, informing about the Regional Plan for Vocational Training. They also inform, propose and make recommendations on any issue regarding vocational training, except for Catalonia and Madrid. In addition, they evaluate and monitor the carrying out of actions developed regarding vocational training, with the exceptions of the Balearic Islands, Catalonia, Extremadura and Madrid. Finally, in most Autonomous Communities, they are also expected to promote relations with social agents and training providers in order to favour professional integration and promotion and the guidance of vocational training students.

Some Autonomous Communities have recently established their own **Councils for Advanced Artistic Education** as consultative and advisory bodies regarding this type of education. The total number of members of Regional Councils for Advanced Artistic Education ranges between 15 and 34.

The duties of these Councils are the drawing up of reports, proposals, recommendations or studies regarding advanced Artistic education.

### **2.7.1.3. Participatory bodies in educational institutions**

#### **A) The School Council of the educational institution**

The School Council is the governing body through which the educational community participates in the school's affairs. In public schools, this body comprises: the headteacher, who chairs it; the head of studies; one Municipal Council member or representative; a number of representatives of teachers, elected by the Teachers' Assembly, which cannot be less than a third of the total number of members of the Council; a number of pupils and pupils' parents, elected by and among themselves, which cannot be less than a third of the total number of members of the Council; a representative of the administrative and service staff and the secretary, who is entitled to speak but not to vote, and who acts as secretary. The Autonomous Communities may also pass regulations governing the participation of one representative from vocational training or Plastic Arts and Design institutions. This representative, who is entitled to speak, but not to vote, is nominated by the business or labour organisations involved in the school's activities. Education authorities also establish the total number of members of the School Council and regulate the election process of the representatives of the different groups comprising the Council.

Pupils can become members of the School Council starting from the first year of compulsory secondary education (*ESO*). However, pupils of the first two years of *ESO* cannot participate in the process of selection or dismissal of the headteacher. Primary education pupils can take part in the School Council of the educational institution in accordance with the terms established by education authorities.

In specific special educational institutions or those with special education units, a member of the specific educational care staff must be represented in the School Council.

The School Council has the following functions:

- To approve and assess the *proyecto educativo*, the management project and the rules of organisation and procedure.
- To approve and assess the *programación general anual* of the school without detriment to the powers of the Teachers' Assembly, as regards teaching planning and organisation.
- To be informed of the list of candidates for the post of headteacher and the projects they submit.
- To participate in the process of selection of the headteacher of the school, subsequent to agreement of its members adopted by majority of two thirds, and propose the revocation of his/her appointment.
- To be notified of the appointment and dismissal of other members of the management team.
- To decide upon pupils' admission in accordance with the corresponding regulations.
- To formulate proposals and reports, on its own initiative or at the request of the relevant education authority, on the running of the institution and the improvement of the quality of its administration.
- To be informed of the resolution of disciplinary conflicts and guarantee that they comply with the current regulations.
- To propose measures and initiatives favouring coexistence in the school, equality between men and women and the peaceful resolution of conflicts in all areas of personal, family and social life.
- To appoint one person in charge of encouraging educational measures promoting real and effective equality between men and women.
- To promote the conservation and renovation of both school facilities and equipment, and approve the acquisition of additional resources.
- To determine the guidelines for the collaboration, for educational and cultural purposes, with local authorities, other schools, institutions and bodies.
- To analyse and assess the general running of the school, the evolution of academic performance and the results of the internal and external evaluations.
- Any other function as established by the education authority.

In the *centros concertados*, the School Council consists of the headteacher, three representatives of the owner of the school, a town/city councillor or representative of the town/city hall, four teachers' representatives, four parents' or guardians' representatives, two pupils' representatives elected by and among them, from the first year of *ESO*, and one administrative and service staff representative.

The School Council functions in *centros concertados* are similar to those in public schools, although this body is also involved in appointing and dismissing teachers and is empowered to apply to the education authority for permission to establish complementary payments from parents to run extracurricular educational activities.

One half of the members of the School Council of public schools and centros concertados must be alternatively re-elected every two years.

The Autonomous Communities may use different names when referring to the School Council of the educational institution.

### **B) Other channels for participation**

In order to fully implement the principle of active participation in democratic school administration, in addition to the School Council in which parents and pupils are represented, other channels have been developed through which these two groups, the main users of educational services, can exercise collegiate control and management of the education system.

#### **Pupils**

Pupil participation is channelled through class delegates, the council of delegates and pupils' associations.

The delegate is directly elected among the students of the group and is the representative before the teachers or academic authorities.

The council of delegates, which only exists in secondary educational institutions, is made up of student representatives from the different groups and student representatives in the School Council. This council is responsible for informing pupils of school problems and formulating proposals to amend the reglamento de régimen interior, as well as timetables for curricular and extracurricular activities.

Both the 1985 *Ley Orgánica Reguladora del Derecho a la Educación, LODE* (Act on the Right to Education) and the 2006 *Ley Orgánica de Educación, LOE* (Education Act) include pupils' freedom of assembly. In accordance with these regulations, pupils' associations have, among others, the following functions:

- To express pupils' opinion on all issues involving them.
- To cooperate in curricular, extracurricular and complementary activities.
- To promote pupils' participation in the mixed-membership bodies of the school.
- To organise cultural and sports activities, as well as activities promoting cooperation and teamwork.

Pupils of both public and private schools have freedom of assembly, starting from the last years of primary education.

The Autonomous Communities have approved regulations governing pupils' associations, federations and confederations. They all foster the creation and maintenance of pupils' associations by offering specific assistance on the basis of public tender.

#### **Pupils' parents**

The Acts recognise parents' freedom of association and the right to intervene in the control and management of schools. Parents cooperate and participate in the educational tasks of the school through parents' associations. The functions of these associations, among others, are: to assist parents or form teachers in all matters concerning their children's or pupils' education; to collaborate in the educational activities of the school; and to facilitate parent representation and participation in the School Council as well as in other mixed-membership bodies.

Parents' associations, federations and confederations may receive funding from education authorities. The purpose of such funding is essentially to encourage them to undertake activities as well as to contribute to their infrastructure expenses.

## 2.7.2. Consultation involving Players in Society at large

Nation-wide advisory and participatory bodies for the State level are the General Assembly for University Policy and the Council of Universities (see 2.7.2.1). In addition, each university has its own Social Council (see section 2.7.2.2) as well as other channels for participation.

### 2.7.2.1. National participatory bodies

The 2007 *Ley Orgánica de modificación de la Ley Orgánica de Universidades, LOMLOU* (Act modifying the Act on Universities) establishes the **General Assembly for University Policy** and the Council of Universities to strengthen both the role and the responsibility of all the players involved in university issues as well as to organise the relationship between the State, the Autonomous Communities and universities. These two bodies have replaced the University Coordination Council, which was the highest university consultative and co-ordinating body.

The General Assembly for University Policy is the body of agreement, coordination and cooperation of the university general policy. It is presided by the Ministry of Education, and it is made up of those in charge of university education in the Governing Councils of the different Autonomous Communities and of five members appointed by the president of the Assembly. This body has the following functions:

- To establish and assess the general guidelines of university policy, its organisation in the European Higher Education Area and its interrelationship with scientific and technological research policies.
- To draw up, inform, advise on the general organisation and long-term programme of the university education which covers necessary human, material and financial resources for the public university services.
- To approve coordination criteria regarding tasks for assessment, certification and accreditation.
- To suggest and assess measures in order to promote the collaboration between universities and companies.
- To coordinate the drawing up and monitoring of reports on the application of the principle of gender equality at university.

In addition, the **Council of Universities** is the body for university academic coordination, cooperation and advise. It is chaired by the Minister of Education and it is comprised of the rectors of universities and five members appointed by the chair of the Council. This body has the following functions:

- To be the channel for collaboration, cooperation and coordination in the academic area.
- To provide information on regulation and legal requirements governing the entire university system.
- To provide university advice required by the Ministry of Education, the General Assembly for University Policy or the Autonomous Communities.
- To make proposals on the university system to the Government and to the General Assembly for University Policy.
- To verify the syllabuses' suitability to the guidelines and conditions established by the Government for the official degrees.

### 2.7.2.2. Participatory bodies in universities

#### **A) The Social Council**

The Social Council is the mechanism by which society participates in the university and must act as an element of interrelationship between society and university. It has the following functions: to approve both the budget and long-term planning of the university, supervise its financial activities and performance of services, as well as to promote the collaboration of society in the financing of university. It must annually pass an action plan aimed at promoting relationships between university and its cultural, professional, economical and social environment working for the quality of university education. The social councils could have the information and counselling of the evaluation bodies of the Autonomous Communities and of the National Agency for Quality Evaluation and Accreditation (ANECA) at their disposal.

Therefore, one of its main tasks is the search for funding, either through the creation of foundations, by offering different types of courses (postgraduate, by agreement with companies or with the collaboration of European organisations) or by means of donations.

The Autonomous Communities regulate both the composition and functions of the Social Council and the appointment of its members. The members are important figures related to cultural, professional, economical, labour and social life, who cannot be members of the university community itself. Its president is appointed by the corresponding Autonomous Community. Nevertheless, the rector, the secretary general and the manager, as well as a university lecturer, a student and a representative of the administrative and personnel services appointed by the Governing Council from among its members, are included among the Social Council's members.

### **B) Other channels for participation**

The 2007 *Ley Orgánica de modificación de la Ley Orgánica de Universidades, LOMLOU* (Act modifying the Act on Universities) envisages the drawing up of a statute and the creation of a council for university students, with the aim of coordinating the necessary participation of students in the university system.

The University Student Statute establishes several mechanisms in order to increase students' involvement in university life as well as their participation and management in university services as an added mechanism for practical training. The Statute also acknowledges and assesses cultural, sports and solidarity activities as part of university life and establishes a commitment to modify the legal framework regulating coexistence at university.

The Council for University Students, envisaged in the draft for the University Student Statute,, will constitute the highest body for deliberation, consultation and representation of university students before the Ministry of Education.

The draft suggests the following membership:

- Two student representatives of each Spanish university (public and private), one being an official Bachelor or equivalent student and the other an official Master or Doctorate student, elected by and among the student representatives in the University Senate, in accordance with the procedure established by the statutes of each university. One of them will be the second vice-president.
- Representation of the most important associations territorially well-established.
- Five members appointed by the president.
- Three members of the Ministry of Education with powers regarding university, who will act as president, vice-president and secretary.

A year and three months after presenting the draft, the Government, the rectors of universities and the Autonomous Communities approved, at the end of April 2010, the final document, which will have to be revised now by the Council of State and the Cabinet.



## 2.8. Methods of financing education

The total budget allocated to education in Spain has its source in: public funds, which are provided by the State, regional and local authorities; private funds, which are provided by families, and, to a lesser extent, from private institutions. The public or private nature of the ultimate funding agent, rather than the recipient of the services, is what determines whether spending on education is to be considered as public or private. Public funds earmarked to finance Spanish education are provided mainly by the Ministry of Education, Social Policy and Sport, the Ministry of Education and the education authorities of the Autonomous Communities.

Other ministries as well as other regional and local authorities also provide funding. Regardless of the authority providing funding, public spending is not earmarked only for public education, but it is also allocated to subsidise centros concertados and finance student scholarships and grants. On the other hand, public investment on education is intended for educational programmes, general and complementary services, school and university sports, teaching and non-teaching staff training and educational research, *inter alia*.

In public schools, schooling is cost-free at all non-university mainstream education levels, except for the first cycle of pre-primary education. However, at all levels both in public and private institutions, families usually pay for school materials, textbooks for personal use, as well as for the use of complementary services of transport and a canteen. Families can contribute to improve school materials and the organisation of out-of-school activities by means of voluntary fees to the parents association. The education authorities provide financial assistance to pupils every year for complementary services such as boarding, school meals and transportation.

Therefore, in public schools and in centros concertados, private spending on education by families may be considered to be complementary to public spending, and is allocated to those aspects which are not covered by public funds.

### 2.8.1. Non-university education financing and budgeting

The principal source of funding for non-university public institutions is to be found in the annual budgets for education allocated by the education authorities. Schools have autonomy in the management of their resources, but in order to guarantee the efficiency of their economic management, they have to prepare an annual budget showing the income and expenditure for the school year. The secretary or administrator of the school, as appropriate, is in charge of preparing the budget, which is assessed by the economic commission set up within the Pedagogical Coordination Commission or similar body, and subsequently approved by the School Council of the educational institution.

Funding for public pre-primary schools is similar to that provided for public primary schools, discussed below. Financing for some of them comes from both public funds and tuition fees paid by families, which are established on the basis of income and other factors.

Concerning primary and secondary education, public schools are created and financed by the Autonomous Communities, which also grant subsidies to private schools by means of the system of the so-called 'educational agreements'. As regards private schools, the 1985 *Ley Orgánica Reguladora del Derecho a la Educación, LODE* (Act on the Right to Education) and the 2006 *Ley Orgánica de Educación, LOE* (Education Act) establish a system of subsidy arrangements as a way of using public funds to finance schools meeting certain conditions, essentially those providing compulsory level education. Educational agreements have a dual purpose: they aim at achieving free compulsory education where there are not enough public schools places and at facilitating parents' choice, by enabling them to choose a school other than those centres set up by public authorities. The amount of public funds earmarked for educational subsidy arrangements is

determined in each year's national budget, which also specifies the sum designated for the economic amount applicable to each class unit on the various educational levels. This amount includes the salaries of teaching and non-teaching staff and the maintenance of facilities.

There are two types of subsidy arrangements: general and singular. Schools that accept the general arrangements are wholly subsidised with public funds and must provide education free of charge. In schools with singular arrangements, public funds defray only part of their costs, so they may charge pupils tuition as complementary revenue. Such fees can under no circumstances exceed the limit established by the Ministry of Education for each educational level. Schools with singular arrangements are, generally speaking, those that provide non-compulsory level education. The agreements are renewed for four-year periods at the request of the school, provided that it continues to meet the requirements which were in place when the agreement was approved. The agreements may likewise be annulled for various reasons.

In order to receive public financing, centros concertados must comply with certain requirements: providing free education; constituting a School Council as the major body for administration and control; applying the same admission criteria as public schools; using procedures for hiring teachers that are subject to control; having an average pupil/teacher ratio not below the one fixed by the education authorities; and complying with the minimum standards that ensure the quality of education.

In accessing such arrangements, priority is granted to schools which, in addition to complying with the requirements mentioned, meet the necessities of economically disadvantaged pupils, cover schooling needs in the areas in which they are located or carry out trials of pedagogical interest. Preference is also given to cooperative schools.

Centros concertados are entitled to define their own distinguishing characteristics, provided that the education they provide respects freedom of worship. Participation in religious services must be voluntary. Such schools may also organise complementary extracurricular activities and services as long as they do not discriminate against any member of the school community. Likewise, they should be non-profitable and conducted outside the school timetable. Any revenue deriving from such activities is subject to education authority approval.

Private funding for education is the part of the total spending on education that comes exclusively from private funds, either families or private institutions. Private funding complements public spending in public schools as well as in centros concertados. Such financing is usually earmarked to cover those costs which are not publicly funded (books, school material, transportation, etc.) and for extracurricular activities. Enrolment and tuition costs in private schools having no agreement with the education authority are paid by pupils or their parents. These fees are freely set by each centre.

In order to guarantee the right to education, socio-economically disadvantaged students can be awarded grants and financial assistance for studies. For that purpose, the State has established a general system of grants and financial assistance for studies charged to the state budget.

Education authorities allocate part of their budget to grants and financial assistance for studies. At the compulsory levels, despite the cost-free nature of education in public schools as well as in centros concertados, assistance is granted annually to pupils for complementary services (such as boarding, school meals and transportation) and for buying textbooks and complementary school material. Assistance is also granted to pupils who participate in initial vocational qualification programmes (see section 5.20.1) or who have special educational needs. Eligibility for this assistance is subject to means testing, as established by law.

Grants and financial assistance are awarded to pupils at non-compulsory education levels (pre-primary education, Bachillerato, vocational training and university) are granted by the State in all the Autonomous Communities, with the exception of the Basque Country, which has competencies in this area. Assistance at

this level is currently broken down into two categories, general and special. The former includes assistance for commuting to school, urban transport, board, school material and fee exemption. Likewise, general assistance aims to compensate for families' low income. Eligibility for this assistance is subject to academic and economic requirements in each case, and pupils should not be in possession of an educational certificate enabling them to carry out a professional activity. On the other hand, special grants and assistance comprise the assistance for pre-primary education and special education pupils as well as for pupils with extraordinary academic performance, collaboration grants for university students, assistance towards transport costs for university students studying outside their Autonomous Community and grants for language courses abroad.

### 2.8.2. University education financing and budgeting

Public universities have economic and financial autonomy. So as to meet that objective, they must have enough resources to enable them to carry out their functions. As far as the formulation and implementation of their budgets are concerned, each university may use the resources assigned to it at its own discretion when formulating and administering its budget, although its programme must include an annual budget. This budget must be adopted by the university Social Council, which is the body in charge of supervising all economic activity and of encouraging society's collaboration in financing the university.

In public universities, pupils must pay part of the cost of their education through tuition fees. University tuition fees for studies leading to official university diplomas are established by the corresponding Autonomous Community, subject to the limits set by the General Assembly for University Policy. Registration fees corresponding to all other kinds of studies are determined by each university Social Council. In public universities, students' registration fees represent a small percentage of the cost of their education.

Universities also have other sources of income:

- Transfers for operating costs fixed annually by the Autonomous Communities.
- Subsidies or donations from public or private institutions.
- Treasury surpluses and any other type of income.
- Credit operations.
- Returns on their assets or other financial activities.
- Specialist courses and scientific, technical or artistic work commissioned from them by private or public entities.

Universities may also receive revenues from university property, returns on stocks and bonds, and from rentals and concessions (bookstores, cafeterias, etc.).

The universities' major expenses are those of staffing (three quarters of the total) and running and service expenses for utilities, maintenance and repairs.

Economic and financial resources are administered by the university administrator.

## 2.9. Statistics

For further information see the following sections.

### 2.9.1. Expenditure on education

**Table 2.6: Expenditure on education in Spain. 2007.**

	Amount (millions of EUR)	% GDP <sup>3</sup>
<b>Public expenditure</b> <sup>1</sup>	46,452.6	4.4
<b>Family expenditure</b> <sup>2</sup>	8,615.0	0.8

<sup>1</sup> *Estadística del Gasto Público en Educación*. Office of Statistics, Ministry of Education. Expenditure on education (liquidated budgets) of all public authorities, including universities.

<sup>2</sup> Only family payments for education services to schools, academies and private lessons. Expenses not included.

<sup>3</sup> GDP of 2000. National Statistics Institute (INE).

Source: *Estadística del gasto público en Educación*. Office of Statistics, Ministry of Education. National accounts of the National Statistics Institute (INE).

**Table 2.7: Distribution of public expenditure on education according to educational activity (thousands of EUR). 2007**

	Amount (thousands of EUR)	% with respect to total public expenditure
<b>Total public expenditure</b>	46,452,604.0	100.0
Expenditure of public authorities	44,393,883.1	95.6
Non-university education (total)	32,246,496.7	69.4
Pre-primary and primary education	13,504,565.3	29.1
Secondary education and vocational training	13,154,760.0	28.3
'Enseñanzas de régimen especial'	927,516.6	2.0
Special education	1,013,759.6	2.2
Adult education	366,285.4	0.8
Education abroad	121,552.8	0.3
Complementary services	806,172.1	1.7

Compensatory education	329,123.7	0.7
Extracurricular activities	551,197.3	1.2
Teacher training	266,775.6	0.6
Educational research	143,561.3	0.3
General administration	1,015,114.0	2.2
Other types of higher education	46,113.0	0.1
University education <sup>1</sup>	9,335,987.7	20.1
Occupational training	1,549,070.8	3.3
Total grants and assistance	1,465,268.9	3.1
Grants for university fees exemption	-202,941.0	-0.4
Non-allocated expenditure	3,492,504.0	7.5
Adjusting entry	-1,433,783.1	-3.1

<sup>1</sup> Including EUR 202,941,000 grants for university fees exemption and 1,433,783,000 private funding for universities.

Source: *Estadística del Gasto Público en Educación. Año 2007*. Office of Statistics, Ministry of Education.

**Table 2.8: Average expenditure per pupil according to educational level<sup>1</sup>. 2007**

	<b>Amount (EUR)</b>	<b>% with respect to GDP per inhabitant</b>
<b>Total expenditure</b>	6,073	25.9
Pre-primary education	4,576	19.5
Primary education	4,870	20.8
Secondary education	6,508	27.7
Non-university higher education	7,939	33.8
University higher education	9,647	41.1

<sup>1</sup> Calculated using OECD/EUROSTAT methodology

Source: Office of Statistics, Ministry of Education.

## 2.9.2. Grants and assistance

**Table 2.9: Distribution of the number and amount (thousands of EUR) of grants and assistance awarded by all education authorities, according to educational level. Academic year 2007/08.**

	Number of grants and assistance	Amount (thousands of EUR)
<b>Total</b>	3,146,249	1,333,158.98
Pre-primary education	335,176	78,334.18
Primary education	1,643,198	244,610.76
Special education	8,728	2,955.31
'Bachillerato'	183,090	96,616.09
Intermediate and advanced vocational training 'ciclos formativos'	191,720	128,152.90
Social guarantee programmes	3,947	1231.24
Other types of provision/non-specified	30,134	26,654.33
University education	750,256	754,604.17

Source: *Estadística de becas y ayudas al estudio*. Office of Statistics, Ministry of Education.

**Table 2.10: Distribution of the number and amount (thousands of EUR) of assistance regarding the programmes for the loan/cost-free nature of books, according to educational level. Academic year 2007/08.**

	Number of assistance	Amount (thousand of EUR)
<b>Total</b>	1,649,131	153,152,05
Primary and compulsory secondary education	1,642,406	..
Special education	6,725	..

Source: *Estadística de becas y ayudas al estudio*. Office of Statistics, Ministry of Education.

**Table 2.11: Distribution of the number and amount (thousands of EUR) of grants and assistance awarded by all education authorities, according to type of grant and assistance. Academic year 2007/08.**

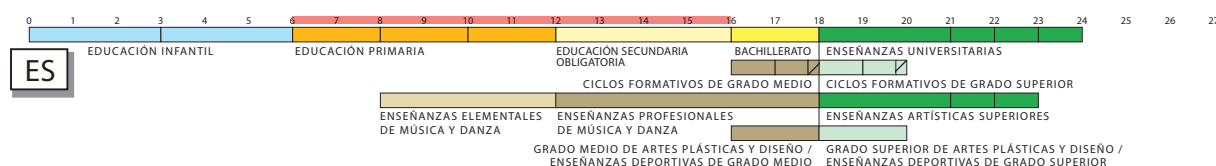
	<b>Number of grants and assistance</b>	<b>Amount (thousands of EUR)</b>
<b>Total</b>	2,973,900	1,230,386.1
Education	49,823	38,162.4
Compensatory education	117,560	207,241.6
Transport services	204,108	86,411.7
School meals	393,353	121,284.0
Boarding services	75,921	174,623.7
Textbooks and materials	1,537,747	171,279.6
Foreign language courses	61,098	90,137.4
Academic price exemption	207,420	151,137.4
Others	326,870	190,108.3
Cost-free programmes	1,649,131	153,152.05

Source: *Estadística de becas y ayudas al estudio*. Statistics Office, Ministry of Education.



### 3. Pre-Primary Education

#### Organisation of the education system in Spain, 2009/10



Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels:  ISCED 0     ISCED 1     ISCED 2	
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
Compulsory work experience + its duration	Study abroad

Source: Eurydice.

Pre-primary education (called Infant education in Spain) represents the first level of the Spanish education system. It is an educational stage in its own right that caters for children from birth to the age of 6. Despite being a non-compulsory stage, it has an educational nature, with a structural and curricular development of its own. It is non-compulsory and its aim is to contribute to the physical, emotional, social and intellectual development of boys and girls. It is organised into two cycles of three years each: the first one, up to 3 years of age; and the second one, from 3 to 6 years of age. The second cycle is free of charge both in public schools and in centros concertados, whereas the education authorities are promoting a gradual increase in the number of public places in the first cycle, which are not free of charge.

In Spain, infant education is offered either in specific pre-primary education institutions (called infant schools) or in schools providing also primary education. It can also be offered at schools providing all non-university stages – in this last case, they would be centros concertados. In addition, there are other types of schools, privately funded, for children of this age: day care centres. Almost every institution which provides Infant Education is dependent upon the education administrations. Only in some Autonomous Communities there are schools for 0 to 3 years-old pupils which depend upon the social area.

#### 3.1. Historical overview

The historical precedents of pre-primary education can be traced back to the second half of the 19<sup>th</sup> century, when a series of infant schools were founded under the influence of the teaching principles of Friedrich Fröbel, a German pedagogue considered to be the founder of nursery schools. During the first third of the

20<sup>th</sup> century, pre-primary education grew considerably as a result of promotion on the part of public as well as private institutions. During this period, many such schools were built all over Spain.

Between 1936 and 1970, the governing idea was that pre-primary education was simply a matter of attending the school and, at its most, a preparatory course for Primary Education. The underestimation of this educational stage as an entity on its own and intrinsic justification implies an altogether underestimation of it, both regarding the development of official programs and the training of teachers of this level.

Pre-primary education was first established as a stage within the education system in the 1970 *Ley General de Educación y Financiamiento de la Reforma Educativa, LGE* (General Act on Education and Financing of Educational Reform). This law pointed out that pre-primary education should contribute to the harmonious development of boys' and girls' personality. Pre-school education, which was not compulsory, covered until 5 years of age and it was divided into two stages: on the one hand, the Kindergarten, for 2 and 3-year-old-children, where education was of a similar nature than life at home; on the other hand, the school for young children, where education aimed at developing the child's potentialities. Despite being recognised as one of the stages of the education system, it still had a welfare nature. Nevertheless, during the 80's in Spain, this stage undergoes a wide development, both as regards schooling rates and regarding its structure and psycho-pedagogical counselling. Thus, in 1985, the 'Experimental Pre-primary Education Programme' started, with the purpose of solving some of the problems detected in this stage.

In 1990, the Spanish education system reform carried out through the *Ley Orgánica de Ordenación General del Sistema Educativo, LOGSE* (Act on the General Organisation of the Education System) definitely gave impetus to the educational and autonomous nature of the pre-primary stage. This stage, definitely named as Infant Education by the *LOGSE*, was organised in two cycles, from 0 to 3 years, and from 3 up to 6, so that the teaching-learning process could be adjusted to pupils' development pace. Moreover, though not considered a compulsory level, the *LOGSE* recognises its educational nature, in contrast to the merely welfare role it had had up to then, and urges public authorities to guarantee the availability of sufficient places to ensure the schooling of those who may request it.

The 2002 *Ley Orgánica de Calidad de la Educación, LOCE* (Act on the Quality of Education) regulated again the education system and it organised pre-primary education establishing two different levels: on the one hand, pre-school education, for pupils from 0 to 3 years of age, the aim of which was the educational and welfare attention to children in early infancy and, on the other hand, the infant education, a cycle from 3 to 6 years of age, whose aim was the physical, intellectual, emotional, social and moral development of pupils.

In May 2006, the *Ley Orgánica de Educación, LOE* (Act on Education) was passed, the law currently in force which repeals the last ones. This law regains the educational nature that the *LOGSE* conferred pre-primary education, being thus considered as an educational stage on its own again (Infant Education) organised into two cycles of three years each (from 0 to 3 and 3 to 6 years old). Both cycles of this stage must cover emotional development, movement and physical control habits, language and communication, coexistence and the basic guidelines of social relationships, as well as the discovery of the physical and social characteristics of the environment.

### **3.2. Ongoing debates and future developments**

As a consequence for the increasing importance given to early schooling, both from the education field and from society, schooling for children less than 6 years of age is part of the most significant national plans and laws. The improvement of quality and access to education for the first years has become a political priority.

The National Strategic Plan on Childhood and Adolescence 2006-2009 set, among its strategic objectives, the advance of support policies to families in the exercise of their responsibilities regarding the raising, care and enhancement of children' personal development, and to facilitate reconciling family and professional life.

In turn, one of the objectives of the Action Plan for Social Inclusion in Spain 2008-2010, is the increase of schooling rate in Infant Education of children aged 2 up to 45% and of 3 years old children up to 99% by 2010.

Within the framework of the Lisbon Strategy (Lisbon European Council, 2000), Spain firmly committed to take part in the improvement process of education and education policies. The 2007 report '2010 Education Objectives and Indicators of the Ministry of Education' establishes four Spanish indicators, the first one being the increase of schooling rate in Infant Education, as schooling at an early age is considered as one of the most determining factors to make students achieve better results, especially those coming from families with low socio-economic and cultural level. This report emerges from the need to offer enough places, but it adds as well that it is necessary to go beyond, stimulating the said demand and establishing an effective schooling.

In its commitment to enhance early schooling, the Spanish Government has launched the Plan Educa3, approved by the Council of Ministries on August 29<sup>th</sup> 2008. Its aim is to offer quality education from the first years of life and to respond to the families' need of reconciling family, personal and professional life.

To achieve the objectives of Plan Educa3, a total investment of EUR 1,087 million between 2008 and 2012 have been previewed. 50% will be financed by the Ministry of Education and the other 50 % by the Autonomous Communities.

The objectives of Plan Educa3 are the following ones:

- To increase the education offer for 0 to 3 years-old children, with a network of schools which will guarantee an adequate educational and quality environment, establishing collaboration agreements with the Autonomous Communities.
- To create infant schools which will favour that all boys and girls will learn, enjoy well-being and have the opportunity to develop their potential.
- To make all infant schools offer enriching and stimulating educational experiences and that they do it in suitable spaces, with material means and with a number of well-trained professionals.
- To achieve a network of schools that meet families' needs derived from the parents' adequate integration in the labour market.
- To enhance the participation of City Councils in the creation and adaptation of schools which provide the first cycle of Infant Education.
- To carry out studies about valid ways for the educational attention of children who live in rural areas with a very dispersed population.

Besides, to favour schooling and access at this stage in equal conditions, the May 3<sup>rd</sup> 2006 *Ley Orgánica de Educación, LOE* (Act on Education) entrusts public administrations the promotion of the progressive increase of the public places offer in the first cycle of Infant Education, coordinating the cooperative policies between them in order to ensure the education offer in this cycle. Moreover, it has guaranteed the free access to the second cycle of Infant Education and, through its economical report, this measure has received the necessary budgetary support to be carried out.

In parallel to the development of policies which are fostering early schooling, there are a series of aspects on which the debate about the pre-primary education stage is focused. The LOE establishes continuity in the stage from 0 to 6, but it organises it into two cycles and the regulation for the first cycle is left to the Autonomous Communities. This implies differences in the schooling model. For instance, throughout the country, the second cycle depends on the Education Departments, while the first cycle (0 to 3 years old) varies depending on the Communities; although an increasing number of schools depend on the education

administrations, in certain Communities they still depend on the social area. In turn, the schools which offer the whole Infant Education stage are disappearing in Spain.

There is a curriculum established at State level in which the core curriculum for the second cycle of Infant Education is determined. Notwithstanding, the curriculum framework for first cycle education is much more varied, given the fact that each Autonomous Community has established the contents for this cycle that must be taught in their regional area. Some of them have specified very concretely and step by step the said contents, while others have traced the general outline as the basis upon which the schools must build up their pedagogical plans. In any case, there is an ongoing debate about the objectives and the functions that the schooling of 0 to 3 year olds schooling must accomplish. The debate extends to the second cycle as, depending on the kind of school that Infant Education pupils attend, the objectives for the stage may vary; it may be to prepare for Primary Education (which normally happens in schools providing Infant and Primary Education) or to focus on fostering the holistic development of boys and girls (model used more often by schools which provide Infant Education only).

Finally, although Infant Education is one of the stages in which the family-school relation is closer, it is yet an important issue which demands strategies to be improved and consolidated. At the same time, attention to the educational needs of pupils from an early age is understood as the central axis to prevent greater difficulties in the future. Hence, Infant Education has a marked preventive and compensating nature.

### 3.3. Specific legislative framework

Currently, the 2006 *Ley Orgánica de Educación, LOE* (Act on Education) establishes the principles, objectives and general ordination of Infant Education. The said act organizes Infant Education as the first stage of the Spanish Education System. It consists of two cycles: a first cycle comprising until 3 years of age and a second cycle which comprises from 3 to 6 years of age.

With regard to the ordination of the stage, the LOE gives education administrations autonomy to regulate the contents, organization and requirements that schools offering the first cycle must fulfill. The second cycle, however, is regulated in all aspects (objectives, contents, assessment, organization requirements of schools) at State level by means of a national regulation. Based on it, the Autonomous Communities specify organizational aspects and curriculum to adapt national regulation to the special characteristics of each region.

### 3.4. General objectives

The **aim** of infant education is to contribute to the physical, emotional, social and intellectual development of children in close cooperation with families. The two cycles of the stage should progressively pay attention to emotional development, body movement and control, communication and verbal expression, basic guidelines of coexistence and social relations, as well as discovery of the physical and social characteristics of the environment. The development of a positive and balanced image of themselves and the acquisition of personal autonomy should also be encouraged.

The general **objectives**, expressed in terms of abilities, that this stage contributes to develop in pupils are the following:

- Know their own and others' bodies, its capacities, and learn to respect differences.
- Observe and explore their family, natural and social environment.
- Acquire progressive autonomy in their regular activities.
- Develop their emotional abilities.

- Socialise with others and progressively acquire the basic guidelines for coexistence and social relationships, as well as practise the peaceful resolution of conflicts.
- Develop communicative skills in different languages and types of expression.
- Begin developing logical-mathematical abilities, reading and writing, as well as movement, gesture and rhythm.

### 3.5. Geographical accessibility

The effectiveness of the right to education must be guaranteed by an appropriate planning of school places provision. In urban areas, the increasing birth rate entails planning educational services to organise the most rational use of resources. Moreover, the school population is growing year after year, due essentially to the increase in the number of immigrant pupils in recent years and to the new settlements in industrial or residential belts in some cities, necessitating the creation of new schools. Aspects regarding the planning for school places and the resources to guarantee the proper schooling of inhabitants in scarcely populated areas, for both infant and primary education, will be discussed in section 4.5.

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) establishes that, during infant education, the education authorities should put preventive and compensatory measures in place, guaranteeing the most favourable conditions for the schooling of initially disadvantaged children in order to access basic education and progress to the subsequent levels. Special measures should also be taken in those schools or geographical areas where a compensatory educational intervention is required.

Likewise, the State promotes different actions aimed at facilitating every pupil's choice of their preferred educational option, regardless of where they live. Education authorities are in charge of facilitating pupils' access to less commonly offered provision and to those schools located in neighbouring areas in cases where this provision is not available in schools nearby or in their own Autonomous Communities.

The Autonomous Communities may approve the establishment or closure of infant education units, if considered necessary, in order to cater for areas with special socio-demographic or school characteristics.

### 3.6. Admission requirements and choice of institution/centre

Both the 1985 *Ley Orgánica del Derecho a la Educación, LODE* (Act on the Right to Education) and the 2006 *Ley Orgánica de Educación, LOE* (Act on Education) establish that the right to free choice of school must be guaranteed to parents or guardians, in accordance with the legal requirements. The *LOE* stipulates that Autonomous Communities must regulate pupil's admission to public schools and centros concertados in order to guarantee the right to education, equal access, and parents' or guardians' freedom of choice of school.

The only admission requirement to access publicly financed infant education schools is the age (year of birth). If there are not enough places in the public school or in the centro concertado chosen by the parents, pupil admission is subject to priority admission criteria for the entire State (see section 4.6.). The Autonomous Communities and the corresponding school may establish their own additional criteria.

It is also established that under no circumstances will there be discrimination in pupil admission on ideological, religious, moral, social or racial grounds or due to conditions of birth (for further information, see section 4.6.).

For further information regarding the admission of pupils with special educational needs in public mainstream and specific special education schools see section 10.6.4.

### 3.7. Financial support for pupils' families

The 2006 *Ley Orgánica de Educación, LOE*, (Act on Education) establishes that the State must carry out a general system of grants and study aids, so that everybody can benefit from the same conditions as regards the right to education. The expenses of these grants are included in the National Budget. The Government, through the December 21<sup>st</sup> 2007 Royal Decree, regulates the precise basic parameters to ensure equality on access to the said grants and economic aids, respecting the regulatory and execution competences of the Autonomous Communities.

In the first cycle of Infant Education families may receive economic aids to cover the expenses related to pupils' enrolment and attendance to a private school or to a centro concertado. Regarding public schools, the schooling expenses of the first cycle are established according to the family income. The second cycle of pre-primary education is free in public schools and centros concertados; therefore there are no economic aids for schooling.

Besides, the Autonomous Communities give economic aids, in both cycles, for canteen, transport and school material to those families with lower income or special social characteristics.

On the other hand, a May 28<sup>th</sup> 2009 Royal Decree, establishes the threshold of family income and assets and the Ministry of Education's grants and study aids amounts for the school year 2009-2010. This regulation also establishes the aids for pupils with specific needs of educational support either because of giftedness or because of some kind of disability or behaviour disorder.

For pupils with specific needs of educational support in Infant Education, there is also the possibility of having aids for pedagogical and language re-education when pupils' needs of this type of treatments in order to complement the provision offered by the school they are attending is proved. These aids are addressed, among others, to pupils who are already 2 years old. As an exception, pupils who are under 2 may also receive these aids, provided that the relevant educational guidance teams certify their need to be schooled. More specifically, pupils with special educational needs can get the aids for the following items and representing the following amounts:

- Education: up to EUR 853.
- School transport: up to EUR 611.
- School canteen: up to EUR 568.
- Student residence: up to EUR 1,777.
- Transport for weekends travelling expenses of pupils boarding at special education institutions: up to EUR 438.
- Urban transport: up to EUR 305.
- Pedagogical re-education: up to EUR 904.
- Language re-education: up to EUR 904

### 3.8. Age levels and grouping of children

Pre-primary education covers six school years, usually between the ages of 0 and 6. This stage is divided into two cycles, from 0 to 3 and from 3 to 6 years of age respectively.

The class group is normally created according to the year of birth. Each group of pupils has a class teacher assigned and, given the nature of this stage, they try to keep the same class teacher throughout the whole

stage with the same group of pupils. Regarding the ratio, in the second cycle a maximum of 25 students per teacher is established, while in the first cycle, the ratio is lower. For children under one year of age, most of the Autonomous Communities establish a maximum of 8 children per unit; for children between 1 and 2 years of age, the number of pupils ranges between 12 and 14 per unit. The greater variability between Communities is for the period between 2 and 3 year olds, whose ratios vary between 16 and 20 children per unit.

### 3.9. Organisation of time

The organisation of time for the first cycle is established by each Autonomous Community, although it is similar in all of them.

In the second cycle of Infant Education, the school calendar and school hours are also established by each Autonomous Community, although certain minimum national standards must be observed in order to guarantee uniformity across schools. There are differences in the organization of school time depending on the type of school: public or private. Thus, private schools which offer both cycles of Infant Education or only one of them tend to adapt more their schedule to families' demands.

#### 3.9.1. Organisation of the year

In the first cycle of Infant Education (0 to 3 years of age), the school year normally starts the first week of September and ends the last week of July, excluding, in all cases, the corresponding holiday periods and public holidays. Holidays include a week at Christmas, another at Easter and the month of August.

The organisation of the school year for the second cycle of Infant Education (3-6 years of age), both in schools which only provide the pre-primary stage and in schools which provide pre-primary and primary education, is the same as in Primary Education (see section 4.8.).

Nursery schools or day care centres for children set their own timetables, as they are private schools which provide a non-compulsory education stage.

#### 3.9.2. Weekly and daily timetable

**Timetables** in Infant Education vary depending on the type of school (public or private) and on the education authority they are under. The timetable of public schools which provide the whole educational stage is usually 35 hours per week (7 hours per day, Monday to Friday). This includes lunch breaks, rest or nap periods and recreation.

This timetable can be extended as required by parents or legal guardians for work-related reasons. In many public and private Infant Education schools extended timetable and breakfast service are provided, thus schools can be opened from 7:30 in the morning. These services are mainly addressed to those pupils whose family requires so for work-related reasons. Children are not usually allowed to remain on the school premises for more than nine hours per day; concretely, in Canarias, Cantabria, Navarra and the Basque Country point out that children are not allowed to remain in the school for more than eight hours. Private schools which offer the two cycles of Infant Education or only the first one usually adapt their timetable to family demands.

In schools exclusively providing Infant Education, either the first or both cycles, the arrival and ending time may be delayed half an hour to facilitate the communication with the families and children's adaptation to the school day.

In general, **school hours** in Infant Education are 25 hours a week. The organization of school time is flexible and adapted to children's developing rhythm.

## 3.10. Curriculum, types of activity, number of hours

### 3.10.1. Curriculum Design

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) stipulates that the Government is responsible for establishing the national core curricula for the second cycle of infant education, whereas the education authorities of the Autonomous Communities are responsible for determining the educational contents of the first cycle of Infant Education. The education authorities should also establish the curriculum for the second cycle in accordance with the core curricula fixed by the Government. Schools play a very active role in determining the curriculum, since they must develop and complete, if necessary, the one established by the education authorities.

### 3.10.2. Subjects

The educational contents at this stage are organised around areas relating to children's experience and development. Such organisation does not imply a fragmented conception of reality and the subjects are therefore to be considered from a global and integrated perspective. They are developed by carrying out meaningful experiences for pupils.

Both cycles of Infant Education must cover emotional development, movement and physical control habits, language and communication, coexistence and the basic guidelines of social relationships, as well as the discovery of the physical and social characteristics of the environment. The development of a positive and balanced image of themselves and the acquisition of personal autonomy should also be encouraged.

The Royal Decree 1630/2006, on the core curricula for the second cycle of Infant Education regulated by the LOE, establishes that the areas of this cycle are the following: Self-Knowledge and Personal Autonomy; Knowledge of the Environment; and Languages: Communication and Representation.

Lastly, the *LOE* suggests for the second cycle an introduction to reading and writing and to a foreign language, as well as to basic numeracy, Information and Communication Technologies (ICT), and visual and musical expression.

The Agreement between the Spanish State and the Holy See on Education and Cultural Issues guarantees that infant education pupils who require so have the right to receive Catholic Religion provision and establishes that the ecclesiastical hierarchy is responsible for setting the specific contents of this subject. In accordance with this agreement, the *LOE* stipulates that Catholic Religion should be included as an area or subject of the corresponding educational levels, which is compulsorily offered by schools and voluntarily chosen by pupils. The Royal Decree 1630/2006 lays down that Religion is introduced into the second cycle of the stage.

There are differences among the Autonomous Communities as regards the development of the contents established in the national core curriculum for the second cycle and the establishment of the contents for the first cycle of the stage. Those Communities which have approved the same content areas for both cycles, as it is the case of Andalusia, Aragon, Balears, Cantabria, Castile and León, Valencia Community, Extremadura and Galicia, later adapt the said content areas differently for the first and second cycles.

Other Communities like Canarias, Navarra, the Basque Country, and the autonomous cities of Ceuta and Melilla, formulate different content areas for each cycle adapted to the needs and characteristics of each one of them. These Communities prioritize, for the first cycle, contents related to emotional ties, as well as emotional and communication development. Finally, the Communities of Asturias, Castilla-La Mancha, Catalonia, Madrid and La Rioja only specify blocs of contents for the second cycle, based on the core curriculum contents.



### 3.10.3. Number of hours

Due to the global nature of the methodology at this educational level (see section 3.9.2.) no specific number of hours has been established for the different areas. In general, the **school hours** in Infant Education are 25 hours a week. The organization of this time is flexible and it is adapted to children's rhythm.

## 3.11. Teaching methods and materials

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) establishes that the educational nature of the two cycles making up infant education must be included in the pedagogical plan of schools. To support schools in this pedagogical plan, the different Autonomous Communities, when it comes to defining the curriculum of the first cycle and completing the one of the second cycle, establish the methodological principles that frame the pedagogical action of this stage. The said principles point out the need to adopt a methodology based on experiences and playing activities, in the context of an atmosphere of affection and trust which promotes both the self-esteem and social integration of children. Specifically, the methodology of the stage is focused on:

- **Global perspective of learning:** It assumes that learning is the product of many associations, connections between what is new and what has already been learnt, in an attempt to bring individuals into contact with the reality they want to understand. That is, students must be able to link their previous experiences with the new ones. Therefore it is necessary that the activities and tasks that they carry out have a clear meaning for them.
- **Children's physical and mental activity:** it is one of their main learning and development sources. Playing stands out as the main activity of this stage, for it has a clear motivating nature and important possibilities for children to establish meaningful relations and for teaching staff to organise different contents based on learning through experience.
- **Prioritization of emotional and relationship aspects:** Although they are important in all stages, they have even more importance in Infant Education. In this stage, it is essential to create a warm, friendly and safe environment, where children can feel accepted in order to be able to face the challenges that their progressive discovering of environment will pose.
- **Peer to peer interaction:** Interaction among boys and girls constitutes both an education objective and a top methodological resource, as it facilitates pupils' intellectual, emotional and social progress.
- **Coordination with families:** the relationship between family and school is necessary both to guide and facilitate children's incorporation and adaptation to the school, and to give coherence to children's education. This communication and coordination relationship takes place through information exchange between educators and families.
- **Preventive and compensatory nature:** the Infant Education stage helps to detect and, consequently, to intervene promptly in any situation which may put children's normal development at risk.

On the other hand, attention to diversity becomes one of the main methodological principles that lead activity in the stage of Infant Education, which must be adapted to boys' and girls' characteristics, interests and cognitive style and, ultimately, to the different maturing processes.

To meet each boy and girl's needs and characteristics, the administrations establish procedures to identify aspects which could condition their normal development. In this sense, the educational response that best meets their needs is sought. Likewise, schools must facilitate the coordination of the services involved in the possible attention which pupils with specific needs of education support may demand.

The curricular materials and didactic resources which can be used include: activity books, printed material, self-produced materials, reference books from the school or classroom library, press, Internet and online or digital resources, audiovisual aids (video, slides, CDs, DVDs, etc.), didactic guides (didactic basis of the curricular material, guidelines for content sequencing and adaptation), tales, etcetera. Computers, printers, photocopiers, videos, overhead projectors and projectors, etc. are also used as resources. Finally, the use of resources related to plastic expression: painting, modelling, etcetera, should also be mentioned in the pre-primary education stage.

### 3.12. Evaluation of Children

In general, assessment has a global, continuous and training nature in Infant Education. The Royal Decree 1630/2006, on the core curricula for the second cycle of infant education, establishes direct and systematic observation as the main technique for the evaluation process. It also states that assessment in this cycle must be used to identify the learning acquired as well as the pace and characteristics of the development of children. To this end, the evaluation criteria for each area of the cycle fixed by the Royal Decree are taken as reference. Teachers' teams are responsible for setting the specific pupils' assessment criteria according to the proposed objectives and contents, the majority of which have been established in the rules developed by the Autonomous Communities regulating Infant Education.

Regarding the first cycle (0 to 3 years of age), the Education Authorities are in charge of stating the guidelines for pupils' assessment, which gives rise to slight differences between Communities in this matter. Thus, as a general rule, the evaluation of pupils in the first and the second cycle of Infant Education, shares a series of basic elements, as well as certain general criteria, in all Autonomous Communities. These elements are described below. The evaluation process has an initial evaluation which starts during the adaptation period of each child to the school, and which is demarcated by each school in its educational plan.

The continuous evaluation implies monitoring each child according to the objectives and assessment criteria stated for each curricular area. Apart from daily assessment, the different legal texts establish to carry out at least three formal evaluation sessions per school year. Lastly, the final assessment specifies to what degree the objectives stated in terms of abilities have been acquired. Apart from the initial, continuous and final assessment, the regulations of the Autonomous Communities recommend a good coordination between the first and second cycle and between Infant and Primary Education, using the assessment documents.

The most appropriate methodology to assess the progress of pupils as regards the objectives and abilities to be acquired in Infant Education is the direct observation, the systematic analysis of children outputs and the interviews with families. In general, the assessment results are expressed in qualitative terms and it judges the degree of acquisition of the basic competences and abilities as well as the objectives stated by the curriculum.

For each assessment moment, schools make use of different documents to assess pupils' development, to give information to families and to improve coordination between cycles and stages. Besides, all Communities consider the evaluation process in Infant Education as a means to review, assess and improve teaching processes, so that they are better adapted to pupils' needs.

In all cases, assessment is a class teacher's competence, supported by the professionals of the guidance services in the case of with specific needs of educational support.

Regarding the change of stage, progress to Primary Education is automatic. Exceptionally, staying another year or more at Infant Education stage can be authorized. Also, in the case of highly-gifted pupils, the duration of the second cycle can be reduced by authorizing the early commence of schooling in Primary Education.

### 3.13. Support facilities

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) includes the right to receive educational and vocational counselling. The Act establishes this right as one of the principles of the education system, since it is a necessary means in order to achieve a personalised education facilitating a comprehensive education as regards knowledge, skills and values. In addition, it is viewed as a way to improve the quality of education and the running of schools and is established as an integral part of in-service teacher training programmes.

During the pre-primary and primary education stages, class teachers are responsible for pupil counselling as a group through academic supervision, which is part of the teaching activity. In order to carry out their task, class teachers have the support of the specialised services which make up the counselling system.

The counselling system is structured into three levels: classroom or group of pupils, school or educational institution, and school system, which are specified in the drawing up of districts or sectors (see 4.15.). In the case of both pre-primary and primary education, counselling is entrusted to the Sector Counselling Teams or School Counselling Units.

Counselling is focused on the advisement and collaboration with schools, pupils and families. As regards schools, they advise educational teams on the drawing up of the school projects and, especially, the plans for attention to diversity. Concerning pupils, they collaborate on the definition of both global and individual needs and propose intervention measures, paying special attention to the prevention, detection and psychopedagogical evaluation of pupils with special educational needs (see 10.5.3.). As far as families are concerned, they give advice on prevention, detection and intervention in the possible pupils' difficulties.

All Guidance Teams have an interdisciplinary composition. Most of them are made up of pedagogues, psychologists or psycho-pedagogues and social workers. In Early Care Teams there can also be teachers specialised in Therapeutic and Language and Hearing Pedagogy. A specialised network, made up of the teams below, is established according to the specific needs of the school population concerned:

#### **Early Educational and Psycho-pedagogical Counselling Teams**

They are responsible for general counselling in pre-primary education. At this stage, most disabilities become evident, some of them from birth and others during the growth process. They can be detected at school or it may happen that the family is previously aware of the child's disability. In both cases, the Early Care Team provides the family with initial information on their child's disability and with counselling about the most suitable psycho-educational intervention. These teams are also responsible for monitoring the development of children during this stage of education.

Unlike other educational stages, a considerable number of children in this age group do not attend school, so Early Care Teams collaborate with hospital services, primary care health services and social services on specific early detection preventive measures.

#### **General Educational and Psycho-pedagogical Counselling Teams and/or School Counselling Units**

Most Autonomous Communities have General Educational Counselling Teams, although some Communities, such as Asturias, Castile-La Mancha, Cantabria, the Balearic Isles, Navarre and Galicia have Counselling Units within pre-primary and primary education schools.

Counselling services, in collaboration with class teachers, establish the measures which must be taken in the school in order to cater for pupils with specific educational needs and also carry out the relevant monitoring. Such measures may include aspects regarding the planning of curricular elements and teacher strategies, or

the intervention of support maestros, preferably within the classroom. To this end, Counselling Teams, as sector services, work in coordination with other institutions and services in the relevant sector.

### **Specific Educational and Psycho-pedagogical Counselling Teams**

These Teams cater for pupils with motor, visual and hearing disabilities or serious development disorders. They work at the provincial level and cover the educational stages of pre-primary, primary, compulsory secondary and post-compulsory education. Concerning pre-primary education, their functions complement those of General and Early Care Teams.

## **3.14. Private sector provision**

In the Spanish education system, schools may be public or private. Private schools financed with public funds by means of a system of educational agreements are known as centros concertados. These schools can provide any of the educational levels or stages of the system. Besides, private pre-primary education schools may be covered by special agreements for second cycle units (3 to 6 years of age), so that they are partially financed with public funds.

Private schools that do not make arrangements with the public system are financed mainly by the tuition fees paid by families, although they may also receive support from private institutions (cooperatives, foundations, religious orders, etc.). They are free to choose the name of the school, which may not correspond with the terminology used by public schools.

In order to open and operate, private schools require official authorisation, which is granted providing that the schools meet the minimum legal standards. These standards must be met by all schools in order to ensure the quality of education provided. These standards include the provisions laid down by law on hygiene, acoustics, capacity and safety, as well as conditions ensuring due access and mobility for pupils with physical disabilities.

Despite the difference in ownership and other aspects specific to each kind of school, the centros concertados have many features in common with public schools in terms of operation: teacher, parent and pupil participation in the control and management of the establishment via the School Council; the admission system; the non-profit nature of their extracurricular activities and services –which in the case of private institutions are subject to official authorisation–; the optional nature of religious education, as well as the respect for freedom of worship.

In sections 2.6.4.1. and 2.7.1.3. further information on management, administration, and participation in centros concertados, respectively, may be found.

Private schools are free to establish their own internal rules of procedure, select their teaching staff (provided they are duly qualified), set admission procedures, lay down their own rules and regulations and determine tuition fees. Moreover, their Reglamentos de Régimen Interior may provide bodies for channelling educational community participation in school affairs.

## **3.15. Organisational variations and alternative structures**

The section on support measures (see 3.13.) has outlined the measures which the education system previews in order to respond to the educational needs of pupils. This section discusses further organisational and structural measures which the system offers in order to adapt its educational provision to the needs of a given population or for language education.

One of these groups is the rural population which, due to their geographical dispersion, have more difficulties to attend school. In rural areas, a number of factors combine and often make it more difficult to

provide educational services. Therefore, pre-primary education has been included under the Colegios Rurales Agrupados model, an organisational structure that allows a small number of rural schools to group together as a single school for all intents and purposes, enabling them to organise a single Teachers' Assembly, include specialists in the staff and establish working groups. This type of school adapts to a great extent to the needs of areas with small concentrations of population, allowing pupils to attend school in their own village.

The agreement signed between the Ministry of Education and the *British Council* in relation to the bilingual sections in schools aimed at creating the integrated curriculum in pre-primary and primary education, was approved by Royal Decree 717/2005. Lessons are held both by teachers specifically engaged for the project and by English specialist teachers. The aim of the agreement is to teach some of the areas of the curriculum in English, so that pupils may become familiar with the language in different areas, the aim of which is not to teach the foreign language itself. The school sections in charge of teaching the subjects are called bilingual sections. The same type of agreement has also been made for other languages.

### 3.16. Statistics

This section offers statistical data on pupils, teachers and schools.

#### 3.16.1. Pupils

**Table 3.1: Evolution of the number of pupils enrolled in infant education and percentage in public schools**

	2004/05	2005/06	2006/07	2007/08
Number of pupils	1,427,519	1,487,548	1,557,257	1,643,016
% in public schools	64.8	64.5	64.2	63.9

Source: Estadísticas de las enseñanzas no universitarias. Resultados detallados. Curso 2007-2008. Oficina de Estadística, Ministerio de Educación.

**Table 3.2: Net rate of schooling in infant education according to age. 2007/08**

	Net rate of schooling
0 to 2 year-olds	20,0
2 year-olds	35,0
3 year-olds	97,6
4 year-olds	98,7

Source: Estadísticas de las enseñanzas no universitarias. Resultados detallados. Curso 2007-2008. Oficina de Estadística, Ministerio de Educación.

**Table 3.3: Evolution of the net rate of schooling in infant education according to age group<sup>1</sup>**

	1995-96	2000-01	2005-06	2006-07	2007-2008
Under 3 year-olds	5.8	8.9	16.6	18.2	20,0
3 year-olds	62.9	89.6	95.9	96.7	97,5
4 and 5 year-olds	100.0	100.0	98.0	98.0	

<sup>1</sup> Pupils enrolled in schools authorised by education authorities.

Source: *Las cifras de la educación en España. Edición 2010*. Oficina de Estadística. Ministerio de Educación.

**Table 3.4: Average number of pupils per unit in infant education according to school ownership. School year 2007/08.**

	Infant education
<b>Total</b>	19,5
Public schools	19,3
Private schools	20,0

Source: Estadísticas de las enseñanzas no universitarias. Resultados detallados. Curso 2007-2008. Oficina de Estadística, Ministerio de Educación.

### 3.16.2. Teachers

**Table 3.5: Number and percentage of Infant Education maestros<sup>1</sup> according to school ownership. 2006/07**

	Number of Maestros	% of Maestros
<b>Total</b>	120,312	100
Public schools	82,108	68.2
Private schools	38,204	31.8

<sup>1</sup> Teachers teaching in ISCED level 0 (pre-primary education), according to the teachers distribution estimate per educational level drawn up for the International Education Statistics UOE questionnaire. Source: Office of Statistics, Ministry of Education.

### 3.16.3. Schools

**Table 3.6: Number of schools offering infant education and percentage of public schools, by type of school. School year 2006/07**

	<b>Total</b>	<b>Public Schools</b>	<b>% of public schools</b>
<b>Total</b>	23,234	16,569	71.3
Pre-primary education schools	4,992	2,452	49.1
Primary education schools	10,019	9,544	95.3
Primary and compulsory secondary education ( <i>ESO</i> ) schools	2,364	730	30.9
Compulsory secondary education and/or 'Bachillerato' and/or vocational training ciclo formativo institutions	4,557	3,839	84.2
Primary education. compulsory secondary education and/or 'Bachillerato' and/or vocational training ciclo formativo institutions	1,302	4	0.3

Source: *Estadística de las enseñanzas no universitarias*. Oficina de Estadística, Ministerio de Educación.

**Table 3.7: Percentage of schools providing non-university mainstream education according to size of the institution (number of students) and ownership<sup>1</sup>. School year 2006/07<sup>7</sup>**

Number of students in the school	Total	Public schools	Private schools
25 or less	7.3	7.7	6.2
26-100	23.7	19.0	34.6
101-200	14.8	17.2	8.8
201-300	13.0	14.8	8.4
301-500	22.1	24.6	15.7
501-700	9.9	10.2	9.1
701-1.000	5.9	4.8	8.5
More than 1.000	3.4	1.6	7.5

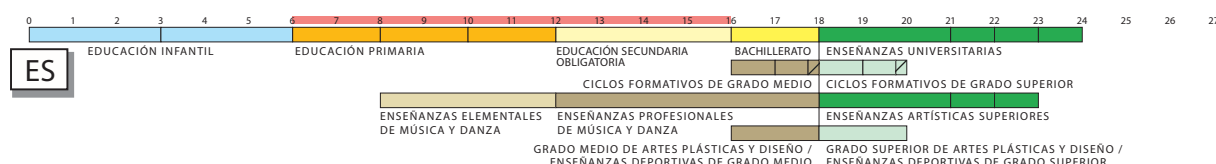
<sup>1</sup> Including information about specific distance education institutions.

Source: *Las cifras de la Educación en España. Estadísticas e indicadores. Edición 2010*. Office of Statistics. Ministry of Education.



## 4. Primary Education

### Organisation of the education system in Spain, 2009/10



Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels:  ISCED 0     ISCED 1     ISCED 2	
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	Study abroad

Source: Eurydice.

In the Spanish education system, primary education along with compulsory secondary education constitutes the basic education period. This compulsory and cost-free educational stage covers six academic years, organised in three two-year cycles (the first cycle is from 6 to 8 years, the second from 8 to 10 and the third from 10 to 12).

This chapter gives a general description of primary education in Spain. First, reference is made to the historical development of this stage at different times in Spanish society, from the 1812

This educational stage may be provided in public pre-primary and primary schools providing education to pupils from 3 to 12, or in centros concertados or private schools, which normally provide all basic education and, as a general rule, provide post-compulsory education as well.

### 4.1. Historical overview

The enactment in 1857 of the Public Education Act (the so-called Moyano Act) consolidated the liberal education system and was the beginning of more than a century of stability in public education development. It regulated initial education, which was divided into elementary education (compulsory and cost-free for people who could not afford it) and higher education. In addition, it consolidated private education, basically provided by Catholic schools.

Between 1874 and 1923 an alternation of political parties in power led to a period of changes and a series of educational reforms. In 1931 the Second Republic was proclaimed, and the single school unit together with compulsory and free primary education was established. Moreover, teaching in a mother tongue different from the Spanish language was allowed in primary schools. Religious Education was no longer compulsory as a subject and primary education inspection was regulated, later abolished in 1933.

After the Civil War and up until 1970, education became a means of transmitting ideology. It was a denominational Catholic education and the Government played a subsidiary role. It was in this period that the Primary Education Act of 1945, as well as the Educational Institution Act of 1953, was passed, the latter being decisive for the actual schooling of children. The education system was made up of two completely separate branches. On the one hand, primary education for pupils between 6 and 13 years who finished studying at this age; and, on the other hand, preparatory primary education for pupils from 6 to 9, followed by secondary education for pupils from 10 to 17, which gave access to higher education.

The passing in 1970 of the General Act on Education and Financing of Educational Reform) marked an important change. This act regulated, for the first time in that century, the entire Spanish education system and established a general education based on a non-discriminatory and full schooling system for pupils between 6 and 14, Educación General Básica (EGB), which comprised the present Primary and part of lower secondary education.

The *Ley de Ordenación General del Sistema Educativo*, LOGSE (Act on the General Organisation of the Education System) was passed in 1990. It established compulsory schooling up to the age of 16 and stipulated that primary education and compulsory secondary education (ESO) constituted basic education (compulsory and cost-free). Primary education was designed as a new educational level for pupils from 6 to 12 years of age.

The *Ley Orgánica de Calidad de la Educación*, LOCE (Act on the Quality of Education) was passed in 2002 and re-organised the education system, but retained the structure of primary education established by the LOGSE.

Finally, the *Ley Orgánica de Educación*, LOE (Act on Education) was passed on 3 May 2006. It repealed the former LOGSE, LOPEG and LOCE. However, it still keeps the same basic organisation as the previous legislation as far as primary education is concerned.

## 4.2. Ongoing debates and future developments

The most important aspects of primary education established by the Ministry of Education are:

- Development and evaluation of basic competences: basic competences are the competences students must have acquired at the end of compulsory education to fulfil themselves, exercise an active citizenship, take part in adult life satisfactorily and continue learning throughout their lives. The introduction of basic competences in the curriculum makes possible to focus on what is considered basic learning from a comprehensive approach, whose aim is to put the acquired knowledge into practice.
- Development of reinforcement and support plans to combat school dropout and promote academic success: the aim of the PROA Plan (Reinforcement, Guidance and Support Programmes), conceived as a territorial cooperation project between the Ministry of Education and the Autonomous Communities, is to tackle the needs associated with students' sociocultural environment by means of a set of support programmes for schools. This plan provides educational institutions with resources to work together with the rest of educational players in two different directions: to help reduce the factors that cause inequalities and to guarantee attention to the most vulnerable groups in order to improve their education and to prevent the risk of social exclusion. The three strategic aims to be achieved are: quality education for all, enrichment of the educational environment and involvement of the local community.

- Promotion of reading through the revitalisation of school libraries: the Government allocates a specific credit from the annual State budget so that the Ministry of Education may transfer funds to the Autonomous Communities to improve school libraries. These authorities should, in turn, contribute at least the same amount of money as that of the Ministry of Education. Both allocations may be used to finance actions which focus on: increasing the number of bibliographic items by means of books, magazines and audiovisual resources; classroom library equipment; library furniture, computer resources and multimedia material; renovation and suitability of facilities, including connections to the Internet; adaptation of areas to open the library during non-school hours; improvement of library services and teacher training programmes. Similarly, the Ministry of Education performs a series of actions aimed at the revitalisation of school libraries: financial aid for the production of materials; a national competition for school libraries; call for financial aid to improve school libraries and announcement of awards for their revitalisation.
- Improvement of school environment and coexistence: as regards the school environment, a plan of coexistence in schools is still in effect. One of the main aims of the project is to analyse the current situation in depth, in order to obtain the clearest picture as regards the real extent of the problem. The plan also aims to encourage and spread good practices. To this purpose, the Ministry of Education annually calls for a National Competition of Good Practices on Coexistence targeted at disseminating the good practices set up by teachers and educational institutions to foster coexistence.

As regards the curriculum, regulations developing the *LOE* enhance the number of hours devoted to the Mathematics and Language(s) areas, as well as they introduce, in one of the last years of primary education, the Citizenship Education and Human Rights area, with 50 teaching hours (see section 4.10.). The aim of this area is to provide pupils with a space for reflection, analysis and study of the fundamental nature and functioning of democracy, the principles and rights established in the Spanish Constitution, the Treaties and the Universal Declaration of Human Rights, as well as the common values which form the basis of democratic citizenship in a global context.

The *LOE* also establishes that a general diagnostic assessment must be carried out at this stage, with the aim of improving teaching-learning processes. This national-level assessment takes place at the end of the stage's second cycle (fourth grade).

### 4.3. Specific legislative framework

Both the 1985 *Ley Orgánica Reguladora del Derecho a la Educación, LODE* (Act on the Right to Education) and the 2006 *Ley Orgánica de Educación, LOE* (Act on Education) are the basic legislative framework for primary education at present.

In accordance with the schedule for the implementation of the re-organisation of the education system established by the *LOE*, primary education will be completely implemented during current school year 2009/10. The December 7 Royal Decree 1513/2006 establishes the minimum core curricula for primary education state-wide, that is, the specific objectives, contents, assessment criteria and methodology for the stage (see section [4.10.](#)).

### 4.4. General objectives

According to the 2006 *Ley Orgánica de Educación, LOE* (Act on Education), the aim of primary education is to provide pupils with education that enables them to consolidate their personal development and their own well being and to acquire the basic cultural skills (speaking, listening, reading, writing and basic mathematical operations) as well as to develop social skills, study and work habits, artistic sensibility, creativity and affectivity. Specifically, primary education should help pupils to develop the abilities which enable them:

- To know the values and rules for coexistence in order to prepare them to actively exercise citizenship.
- To develop individual initiative and teamwork, fostering self- confidence, pupil's initiative and critical awareness.
- To acquire abilities for the prevention and the peaceful resolution of conflict.
- To know and respect different cultures, individual differences and equal rights both for men and women.
- To know and use the Spanish language as well as the co-official language of the corresponding Autonomous Community (in the case of bilingual Communities) as well as fostering the habit of reading.
- To acquire basic communicative competences in at least one foreign language.
- To develop basic mathematic competences extending their application to everyday life situations.
- To know and value the natural, social and cultural environment.
- To take first steps in the use of information and communication technologies.
- To promote pupil's artistic creativity.
- To appreciate hygiene and health as well as the practice of sports to facilitate personal and social development
- To appreciate animals and to learn how to take care of them.
- To develop pupil's affective capacities so that they can adopt an attitude which is against violence, and against any kind of prejudice and sexist stereotypes.
- To foster road safety education, with the aim of preventing traffic accidents.

Subsequent to the minimum core curriculum being established by central authorities for primary education, the Autonomous Communities, according to their competences regarding education, have developed their own primary education curricula, where they maintain the general objectives set by the minimum core curriculum and add others related to the knowledge of a particular environment, as well as to fostering the sense of belonging to a given Autonomous Community. Moreover, some Autonomous Communities (Asturias, Baleares, Basque Country, Catalonia, Galicia and Valencian Community) include an objective regarding the acquisition of linguistic skills in the Autonomous Community's own language.

## 4.5. Geographical accessibility

The Spanish Constitution of 1978 recognises the right to education as one of the fundamental rights that education authorities must guarantee to all citizens. Likewise, the 1985 *Ley Orgánica Reguladora del Derecho a la Educación, LODE* (Act on the Right to Education), and the 2006 *Ley Orgánica de Educación, LOE* (Act on Education) stipulate the necessity of developing remedial actions in underprivileged regions. With this aim, education authorities provide such areas, particularly rural areas, with the necessary financial and material resources to guarantee pupils' cost-free education either in their own municipality or in any other area of schooling.

The Autonomous Communities may authorise the creation or closure of primary education units, as required, to provide for those areas with special sociodemographic and school characteristics. In the case of rural areas, two organisational models have been established. The first one refers to the daily transport of pupils to nearby municipalities with a higher population and primary education schools (in this case, education

authorities provide free school transport and, if necessary, free school lunch and boarding) (see section 4.7.), whereas the second one refers to the permanence of pupils in their municipalities, being the teachers the ones that travel to the location of the schools or specific educational units (see section 4.17.1.).

In urban areas, the declining birth rate in some areas and the increasing population in emerging areas mean that educational services need to be planned so as to ensure the most rentable use of resources.

## 4.6. Admission requirements and choice of school

Since primary education is a compulsory stage, all children between 6 and 12 years of age are entitled and obliged to be enrolled. The 1985 *Ley Orgánica Reguladora del Derecho a la Educación, LODE* (Act on the Right to Education) specifies that parents or guardians may apply to any school (public or not) for a place for their children.

In Spain, all pupils have the right to a free school place in an institution located near their home. Under no circumstances may pupils be discriminated against on the grounds of ideology, religion, moral, social or racial considerations or for reasons of birthplace. However, admission criteria in those publicly funded schools, which do not have enough places to enrol all the pupils, is determined by priority criteria such as: annual family income; proximity of parents' home or workplace; prior enrolment of other siblings in the school or parents or legal guardians working in the school; either the pupil or any of the parents or siblings having any type of disability; and legal status of large family.

## 4.7. Financial support for pupils' families

Education at all compulsory levels (primary education and compulsory secondary education) is totally cost-free in all schools financed by public funds. In order to guarantee conditions of equality when exercising the right to education, scholarships and study grants charged to the State Budget are established to compensate for unfavourable socio-economic conditions of those pupils enrolled in compulsory education.

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) confers on the Government the responsibility for regulating the types and financial value of scholarships and study grants, the academic and economic requirements to be met by applicants, as well as the cases for incompatibility, revocation and repayment and any other requirement necessary to ensure equality in the access to the abovementioned scholarships and grants, without detriment to the Autonomous Communities' legislative and executive powers.

In compliance with what is stated above, the Ministry of Education annually announces a general nationwide competition for scholarships and study grants. Likewise, it also announces competitions for special assistance for textbooks and additional teaching materials for pupils' families whose income does not exceed the maximum established in the announcement. Apart from that aid announced by the State, several Autonomous Communities organise their own competitions for study grants.

Assistance is also available to cover other educational services, such as lunch, school transport service and room and board. The only criterion for granting such aid is family income.

In addition, pupils may also be enrolled in municipalities near their own town of residence in those rural areas where it could be considered necessary. This measure may be exceptionally applied to pupils studying at primary and compulsory secondary education (*ESO*) (see section 4.5.). In such cases, education authorities should provide a transport service, lunch and, as appropriate, boarding school facilities free of charge. This assistance is specifically addressed to those pupils who must travel more than three kilometres from their homes to attend school. Regarding aids to cover boarding school expenses, they are awarded only when pupils are unable to attend school under normal conditions, either for family circumstances or accessibility reasons. In any case, pupils' presence at home at weekends and during holidays must be guaranteed.

Finally, pupils with special educational needs linked to disabilities or serious behaviour disorders may receive financial assistance on the grounds of the following reasons and up to the following maximum amounts:

- Education: up to EUR 853.00.
- School transportation: up to EUR 611.00.
- School cafeteria: up to EUR 568.00.
- Hall of residence: up to EUR 1,777.00.
- Weekend transportation for boarders in special education schools: up to EUR 438.00.
- Public transportation: up to EUR 305.00.
- Books and didactic materials: up to EUR 104.00.
- Pedagogical or language reeducation: up to EUR 904.00 for each of them.

## 4.8. Age levels and grouping of pupils

Primary education comprises three cycles, each consisting of two school years each and it is organised in areas of knowledge. The six years making up this stage are usually taken by pupils between 6 and 12 years of age. Each of these cycles constitutes a unit of time around which teaching and learning as well as assessment and re-examination activities are developed.

Each group of pupils should be assigned to a class teacher who, wherever possible, should be the same person throughout the cycle. He/she is in charge of teaching most areas of knowledge. Children also receive training from specialists in the areas of Physical Education, Music, Foreign Language and in any other subjects that may be offered. The teaching team in each cycle designs the teaching, learning and assessment activities, which should be consistent with previous and subsequent schooling.

Class groups are normally formed around age groups (on the basis of year of birth). Likewise, when providing for children with special socio-demographic or schooling characteristics, pupils in different levels or grades may be grouped together.

The number of pupils per group in primary education is established by law for the entire State (a maximum of 25 pupils per unit). Education authorities in the Autonomous Communities are in charge of establishing the maximum number of pupils for those units including pupils with specific needs for educational support.

## 4.9. Organisation of school time

The information referring to the organisation of the school year is available in the following sections.

### 4.9.1. Organisation of the school year

The school year is established by each Autonomous Community taking into account certain minimum criteria set by the central Government to guarantee homogeneity throughout the State. The school year 2009/10 comprises a minimum of 175 days distributed between the first fortnight of September and late June. Schools are open five days a week with the exception of bank holidays and holidays. The total number of teaching hours in primary education is approximately 875.

School holidays are allocated as follows: approximately 12 weeks correspond to summer holidays (usually from the end of June, although schools remain open until the end of July); around 15 days for Christmas; between 8 and 11 days at the end of March or beginning of April on the occasion of the Holy Week; and

around 7 bank holidays established by the central Government, the Autonomous Communities or the corresponding municipal council.

#### **4.9.2. Weekly and daily timetable**

The school weekly timetable as proposed by the school management team must be approved by the School Council of the educational institution. Then, it has to be ratified by the education authorities of the relevant Autonomous Community. They may reject the school proposal if it does not include the general teaching scheduled activities. If that is the case, the relevant education authorities return the school timetable to the school so that it can be revised and corrected.

The schedule adopted by the school must specify the times and the conditions under which it is to remain open, teaching hours as well as the times of day the school's facilities and services are open to pupils after school hours.

On the other hand, the weekly timetable in primary education comprises, at least, 25 teaching periods of 55 minutes each, i.e., 5 hours a day, Monday to Friday; 3 or 3.30 take place in the morning whereas 1.30 or 2 take place in the afternoon. Breaks may account for a weekly maximum of 2 and a half-hours placed mid-morning (30 minutes per day).

Although the timetable is divided into a morning session, usually beginning between 9:00 and 10:00 a.m. and ending between 12:00 noon and 1:00 p.m., and an afternoon session, beginning at 2:30-3:30 p.m. and ending at 4:00-5:00 p.m., some Autonomous Communities have implemented the morning-session-only school day.

The following timetable, offered as an example, may vary slightly from one Autonomous Community to the next and even from one school to another.

TABLE 4.1: Length of school day, every day of the week. School year 208/09

	LENGTH OF SCHOOL DAY				
	Out-of-hours provision (before lessons) <sup>1</sup>	Lessons (starting and finishing times in the morning)	Lunch break <sup>2</sup>	Lessons (starting and finishing times in the afternoon)	Out-of-hours provision (after lessons) <sup>3</sup>
Monday	-	9 a.m./10 a.m.-12 noon/13 p.m.	-	14:30 p.m./15:30 p.m.-16 p.m./17 p.m.	-
Tuesday	-	9 a.m./10 a.m.-12 noon/13 p.m.	-	14:30 p.m./15:30 p.m.-16 p.m./17 p.m.	-
Wednesday	-	9 a.m./10 a.m.-12 noon/13 p.m.	-	14:30 p.m./15:30 p.m.-16 p.m./17 p.m.	-
Thursday	-	9 a.m./10 a.m.-12 noon/13 p.m.	-	14:30 p.m./15:30 p.m.-16 p.m./17 p.m.	-
Friday	-	9 a.m./10 a.m.-12 noon/13 p.m.	-	14:30 p.m./15:30 p.m.-16 p.m./17 p.m.	-
Saturday	-	-	-	-	-

1 In some schools there are one to one and a half hour-nursery services before the starting of lessons and/or one hour after the end of the lessons.

2 Thirty-minute to one-hour lunch breaks depending on the school.

3 After lessons, and depending on the school, one hour is usually devoted to extracurricular activities.

Drawn up by the Spanish Eurydice Unit based on regulations.

Source: *June 29, 1994 Order*. Official State Gazette no. 160, July 6, 1994.

## 4.10. Curriculum, subjects, number of hours

### 4.10.1. Curriculum Design

In order to guarantee a common education for all pupils within the decentralised educational context existing in Spain, the central Government is responsible for establishing the minimum core curricula in terms of objectives, basic skills, contents and assessment criteria. The minimum core curricula in primary education represent 55% of the timetable in the Autonomous Communities with a second official language and 65% in the rest.

Building on these basic elements, the Autonomous Communities set their own curricula and add the appropriate methodological guidance for this stage. Schools must in turn adapt the curriculum to their own socio-economic and cultural contexts.



In the 2009/10 school year, the third cycle of primary education has started to be offered according to the minimum core curriculum implemented by the *Ley Orgánica de Educación, LOE* (Act on Education). Thus, the whole stage is already provided in accordance with the new organisation of the education system.

#### 4.10.2. Subjects

Teaching is organised around six compulsory areas of knowledge:

- Natural, Social and Cultural Environment;
- Arts Education; Physical Education
- Spanish Language and Literature and the co-official Language and the Literature of the corresponding Autonomous Community (in the case of bilingual Communities)
- Foreign Language
- Mathematics
- The *LOE* also includes the Citizenship Education and Human Rights area in one of the grades of the third cycle of primary education (see section 4.2.).

All areas work on reading comprehension, speaking and writing skills, audiovisual communication, information and communication technologies, and values education. The 2006 *LOE* also establishes that, in order to promote the habit of reading, some daily time must be devoted to reading in every school.

Although the area of Foreign Language is only compulsory from the second cycle of primary education onwards, it is also being implemented in the first cycle in most Autonomous Communities. Likewise, in some of them, the voluntary study of a second (foreign) language is also being implemented from the third cycle onwards. Foreign languages have also begun to be used as vehicular language for certain areas. Thus, some Autonomous Communities have implemented, in certain primary schools, the so-called specialised language sections or bilingual sections in which some non-language areas are provided in the chosen foreign language. The number of areas as well as their timetable allocation is determined by the regulations in each Autonomous Community.

As regards Religious education, the *LOE* acknowledges the right of parents to educate their children according to their religious and moral beliefs. Therefore, this Act establishes that Religious education is to be included as an area that all schools have to offer compulsorily and pupils are free to choose optionally. More precisely, the primary education curriculum for Catholic Religion was established in June 2007. For further information on Religious education see section 1.3..

#### 4.10.3. Number of hours

The central Government establishes the national core curricula. Taking into account the minimum timetables fixed by the State, the different Autonomous Communities have the power to establish the schedule for each cycle and area for their territories. This power to set up their own timetable has resulted in differences among the communities regarding the teaching hours devoted to each area of primary education.

**TABLE 4.2: Yearly hours for core curricula in primary education, by cycle. School year 2009/10**

Curriculum areas	1st cycle	2nd cycle	3rd cycle
Knowledge of the Natural, Social and Cultural Environment	175 h.	175 h.	140 h.
Arts Education	105 h.	105 h.	105 h.
Physical Education	105 h.	105 h.	105 h.
Spanish Language and Literature	315 h.	280 h.	280 h.
Foreign Language	105 h.	140 h.	140 h.
Mathematics	175 h.	210 h.	175 h.
Religion	105 h.	105 h.	105 h.
Citizenship Education	0 h.	0 h.	50 h.

Source: December 7 Royal Decree 1513/2006. Official State Gazette, no. 293, December 8, 2006.

## 4.11. Teaching methods and materials

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) sets the methodological principles which must guide the teaching practice. These principles establish that the teaching-learning processes must, on the one hand, aim at pupils' development through the integration of their experiences and learning and, on the other hand, adapt to the different learning paces. The *LOE* especially stresses the following methodological and/or pedagogical aspects:

- Attention to diversity, prevention of learning difficulties and development of adequate reinforcement tools to tackle such difficulties.
- Development of reading comprehension, speaking and writing skills, audiovisual communication, information and communication technologies and education on values.
- Devoting daily time to reading in the classroom as a means of encouraging pupils to develop this habit.

The educational authorities in the Autonomous Communities, in turn, expand and specifically set these principles, as well as they establish the general methodological principles with the aim of regulating the practice of their Community's primary education teachers. In general, these principles promote:

- A comprehensive perspective of teaching-learning processes, in order to include different experiences and learning.

- An active role for pupils when carrying out school learning, in order to build their own thoughts and learning themselves.
- A mediating role for teachers in teaching-learning activities, with the aim of contributing to the acquisition of basic skills.
- Establishing relationships among an area's contents, as well as among the contents of different areas.
- Contributing to the development of pupils' processes of self-regulating thoughts, with the aim of favouring learning-to-learn processes.
- Using ICTs as an everyday tool in classroom activities.
- Using group activities to favour learning and thinking.
- Using different learning procedures, adapted to different interests and motivations.

Schools have pedagogical autonomy to define and develop the curriculum established by the Autonomous Community.

Thus, schools define the most suitable methodology through the drawing up of the *proyectos curriculares* to cater for the specific characteristics and needs of their pupils. Within this context, the Teachers Assembly is the body in charge of planning, coordinating and adopting all decisions regarding pedagogical and educational matters. Following these guidelines, teachers are free to choose the teaching method deemed most suitable to guarantee their pupils' progression.

As regards ICT, one of the aims of this stage is the development of pupils' abilities to use the new technologies both in-and-out of the classroom. Thus, education authorities are responsible for providing schools with the necessary ICT infrastructure to ensure the implementation of ICT in the educational processes.

In the same way, most Autonomous Communities, aware of the importance of reading as the common core of all curricular areas, have gradually established a series of plans to encourage reading and the development of reading comprehension (see section 4.2). Likewise, the *LOE* also pays special attention to the organisation of school libraries. In this regard, the different authorities must provide school libraries with the necessary resources in order to encourage reading. Besides, they must also allow pupils and the rest of the educational community free access to information or to any other means for learning.

As regards textbooks and other curricular materials, they must reflect and encourage respect for the constitutional principles, values, liberties, rights and duties to which all educational activity is subject. Publishing companies are responsible for drawing up such books, taking into account the principles and curriculum established by law. The supervision of textbooks and curricular materials is part of the regular process of inspection carried out by the education authority of all the elements included in the teaching-learning process. However, textbooks do not need the approval of educational authorities. Schools are free to choose the textbooks and other materials they deem to be more appropriate. As a general rule, textbooks are chosen for a minimum four-year period, although, exceptionally, education authorities may modify this period if the educational planning so requires.

Textbooks and other curricular materials are not cost-free, although pupils' families with underprivileged socio-economic conditions may be granted some kind of state, regional or local financial assistance (see section 4.7). In some Autonomous Communities, a loan system for books and teaching materials has been established for those pupils with socio-economic difficulties. Its financing is the responsibility of the Education Councillorship or Department for Education of each Autonomous Community.

Finally, pupils' homework outside school hours is not regulated in any official document; it is the teacher who organises this.

## 4.12. Pupil assessment

The Ministry of Education stipulates the general guidelines on the assessment process for the entire State. Education authorities in the Autonomous Communities develop these guidelines to apply State regulations to their respective territories.

In primary education, the global and continuous nature of assessment at this stage should be noted. It is aimed at the overall progress of the pupil in every area of knowledge. The assessment is carried out taking into account the different elements of the curriculum (objectives, basic skills, contents and assessment criteria). The assessment criteria set down in the curriculum are the main referent to assess the degree of learning acquisition. The Teachers Assembly is responsible for specifying the assessment criteria and including them in the school's *proyecto educativo*. Teachers are ultimately responsible for adopting the assessment techniques and instruments they deem most appropriate to assess their pupils.

Assessment outcomes are expressed in the following terms: fail, pass, good, very good, and excellent. As a result of the process of continuous assessment, when the pupil's overall progress is below programme objectives, teachers must adopt the necessary measures so as to reinforce the learning process and adapt the curriculum as required.

Assessment outcomes are included in different official documents such as the *pupil's school record*, the *assessment certificates*, the *academic record* and the *pupil's transfer report*.

It is the responsibility of class teachers to periodically keep pupils' parents informed. This report has no official academic value and is carried out, at least, every three months.

Maestros assess pupils' learning as well as teaching processes and their own teaching practice.

Finally, the 2006 *Ley Orgánica de Educación, LOE* (Act on Education) establishes that general diagnostic assessments should be carried out in order to obtain representative data, both from pupils and schools from the different Autonomous Communities and the State in general (see section 9.3.). These evaluations deal with the basic competences of the curriculum and have begun to be implemented in primary and secondary education from the 2008/09 school year onward. More specifically, and concerning primary education, they are carried out at the end of the second cycle in primary education. Education authorities have complete power regarding the organisation and implementation of such evaluations, which are formative and advisory for schools and informative for families and for the educational community in general.

## 4.13. Progression of pupils

As a result of the assessment process, at the end of each primary education cycle teachers must take the relevant decisions on the progression of pupils. The teaching team of a given group of teachers makes decisions on the progression of every pupil, however paying special attention to the criteria and information provided by the class teacher.

In order to progress to the next cycle, it is necessary to have acquired the adequate development of the basic competences and a suitable degree of maturity. Promotion is also possible on condition that the learning attainments that have not been achieved by the pupils do not prevent them from successfully keeping up with the new cycle. In this case, pupils receive the necessary support to recover those learning attainments.

When the aforementioned conditions are not met, the pupil is held back for one more year within the same cycle. This measure can only be taken once during the stage and must be accompanied by a specific reinforcement or remedial plan, which is drawn up by the educational institution.

In order to move up to the next stage, compulsory secondary education, it is necessary to have acquired the adequate development of the basic competences and a suitable degree of maturity. Promotion is also possible on condition that the learning attainments that have not been achieved by the pupils do not prevent them from successfully keeping up with the new stage.

Finally, parents or legal guardians have to take part and support the evolution of the educational process of their children, be aware of the decisions regarding assessment and promotion. In addition, they must cooperate with the reinforcement and support measures adopted by the schools to facilitate pupil's educational progress.

#### **4.14. Certification**

No academic official certification is awarded at the end of this educational stage, since at this point pupils have not completed their basic compulsory education which comprises primary and compulsory secondary education (*ESO*), at the end of which pupils receive their first official certification in Spain.

However, the 2006 *Ley Orgánica de Educación, LOE* (Act on Education) establishes that once pupils have completed primary education, they are issued with a report specifying both their learning progress and the objectives which have been achieved within the stage. In addition, from the 2009/10 school year onwards, such report issued by the education authorities must also include information related to the basic competences pupils have acquired through the stage.

#### **4.15. Educational guidance**

The 1985 *Ley Orgánica del Derecho a la Educación (LODE)* (Act on the Right to Education) stipulates that educational and vocational guidance is one of the basic rights of every pupil. The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) stipulates the right to educational and professional guidance as one of the principles upon which the Spanish education system is based and highlights its significance for the integration of knowledge, skills and values as far as pupils are concerned.

The general framework in which educational guidance is to be carried out is built around the three following levels: the classroom, the school or educational institution and the sector. Regarding the first level, pupils' guidance as a group is the direct responsibility of the class teacher through guidance action, which is part of the teaching activity. The most significant guidance roles refer to the integration of the pupil into the group of classmates, the adaptation to school, the prevention of learning difficulties and the academic and professional guidance. In order to carry out their duties, class teachers have the support of a school counsellor.

Regarding the second level, and as far as schools are concerned, the school counsellor, either from within the school's guidance department or from an external guidance team, supports schools in drawing up, developing, assessing and revising the *proyecto educativo*. They also support schools in the personalised attention to pupils; the psycho-pedagogical assessment for the detection of learning difficulties; the adoption of measures for attention to diversity and curricular adjustment; and activities aimed at promoting closeness and cooperation between schools and families.

Within the sector under their responsibility, the guidance teams carry out functions such as the psycho-pedagogical assessment and preparation of the schooling report for those pupils who require it; the cooperation and collaboration with other institutions; and the drawing up and dissemination of psycho-

pedagogical materials as well as any useful guidance experience for the teaching staff or the teams themselves.

The sector guidance teams generally comprise psycho-pedagogues, psychologists or pedagogues and social workers. Regarding their functions, psycho-pedagogues, psychologists and pedagogues take part in the Commission of Pedagogical Coordination or the similar body of the assigned schools. They have responsibility for the psycho-pedagogical assessment and guidance of pupils, families and schools. Social workers are responsible for guaranteeing that the schools meet the social needs of the corresponding sector, as well as of ensuring the provision of those social services most closely linked to the education system.

Apart from the professionals mentioned above, the teams are sometimes coordinated with other additional services so as to assist pupils adequately. Likewise, most Autonomous Communities have set up specialised teams in guidance and educational care to respond specifically to the needs of specific disabled pupils.

## 4.16. Private education

Schools may be owned by private natural or legal persons, pursuant to legislation currently in effect under the Constitution of 1978, which recognises such persons' right to create and run schools as private concerns. The 1985 *Ley Orgánica Reguladora del Derecho a la Educación, LODE* (Act on the Right to Education) and the 2006 *Ley Orgánica de Educación, LOE* (Act on Education) constitutes the general legislative framework regulating education in Spain, both in the public and private sector.

Non university educational institutions which are not in private ownership may provide any of the established educational levels or stages of the education system as long as they meet the necessary requirements. Such institutions can be of two different types regarding their principal source of funding:

a) On the one hand, centros concertados, which are private institutions financed with public funds through the so-called educational agreements that are established with the corresponding education authority. In order to be included within this category, schools applying must meet the conditions set by the educational legislation (see section 2.8.1.). These schools have some features in common with public schools in terms of operation: cost-free education; teacher, parent and pupil participation in the control and management of the institution through the School Council; the admission system; the non-profit nature of their extracurricular activities and services –which in the case of private institutions are subject to official authorisation–; the optional nature of Religious Education and respect for freedom of worship. In sections 2.6.4.1. and 2.7.1.3. further information on management, administration, and participation in centros concertados, respectively, may be found.

b) On the other hand, private institutions are those which are financially independent. These institutions are financed mainly by the tuition fees paid by pupils' families, although they may also receive support from private institutions (cooperatives, foundations, religious orders, etc.). They are free to choose the name of the school, which may not match the names used by public schools.

The opening and management of private institutions must have the authorisation of the relevant education authority, which is granted only if these minimum requirements are met. These standards must be achieved by all schools, regardless of ownership and source of funding, in order to ensure the quality of education provided. The standards include the provisions laid down by legislation on hygiene, acoustics, capacity and safety, as well as conditions ensuring the access and mobility for pupils with physical disabilities.

Private schools are free to establish their own internal rules of procedure, select their teaching staff (provided they are duly qualified), set out admission procedures, lay down their own rules and regulations and determine tuition fees. Moreover, their reglamentos de régimen interior may set up bodies to act as a channel for the participation of the educational community in school affairs.

Finally, the owners of private schools have the right to decide the establishment's ethos, always respecting the constitutional principles and rights bestowed to teachers, parents and pupils, and they have an obligation to provide with this information to the different members of the school community. The choice of such a school by the families implies their acceptance of the institution's ethos.

## **4.17. Organisational variations and alternative structures**

Among the organisational variations and alternative structures that education authorities provide in primary education, reference is made to: the planning of schooling in rural areas; attention to pupils who cannot take part in the ordinary process of education; distance education and bilingual education. Elementary Music and Dance Arts Education, corresponding to primary education level and which falls under enseñanzas de régimen especial, is also included in this section.

### **4.17.1. Other organisational variations and alternative structures**

In this section different variations and alternative structures aimed at meeting every pupil's needs in primary education are analysed.

#### **4.17.1.1. Rural schools**

The colegios rurales agrupados constitute a way, which has gradually gained acceptance, of organising rural schools. This involves grouping several schools dispersed among several nearby villages into a single school. Thanks to this type of school the needs of areas with small centres of population are met, allowing pupils to stay in their home area.

Such schools have peripatetic maestros who cover the specialisations provided for in legislation. There is one single Management team and all maestros teaching in these schools are members of the Teacher Assembly. In addition, the programación anual and the proyecto educativo are the same for all the schools grouped together in the area.

Education authorities in the Autonomous Communities are responsible for providing the necessary organisational means and systems to meet the specific needs of rural areas and to ensure equal opportunities. Likewise, these education authorities are duty bound to provide free transport services, lunch and, as appropriate, boarding school facilities for those compulsory education students enrolled in a municipality close to their hometown.

#### **4.17.1.2. Peripatetic educational services**

Education authorities in the Autonomous Communities have put some measures in place to guarantee schooling for pupils who, due to the employment situation of their parents, cannot attend school on a regular basis (circus and fair workers, fruit harvesters or similar). Such measures include peripatetic support units, schooling and educational support programmes to pupils from seasonal workers' families and a permanent teacher who has been granted the basic didactic resources.

Schooling for pupils from seasonal workers' families is also provided either in existing educational institutions in the corresponding reception area together with additional teaching staff; or prefabricated classrooms where teachers from the compensatory education programme are located, and only during the time or period the agricultural activity is carried out.

#### **4.17.1.3. Distance education**

Regulations stipulate that, in order to guarantee the right to education to those who cannot attend school on a regular basis (owing to circumstances of a personal, geographic or social nature or to other exceptional reasons) the option of distance education must be available. Justifiable reasons to access this type of

education are taking part in special activities such as dance or sport, or belonging to itinerant families (circuses, etc.).

In order to be eligible to enrol in distance education, authorisation is necessary from the Education Inspection Service of the province of residence. For further information regarding distance education see sections 7.5.1.2., 7.6.and 7.11.1.

#### **4.17.1.4. Bilingual education**

Following the Cooperation Agreement signed in 1996 between the former Ministry of Education and Science (MEC) and the British Council some pre-primary, primary and secondary public schools have implemented an integrated Spanish-British curriculum (<http://www.britishcouncil.org/es/spain> (accessed 18 November 2009)). This integrated curriculum is being taught in those Spanish public schools that have opted for this Agreement, with the aim of providing an education that makes possible for the pupils to hold both certificates at the end of compulsory secondary education and therefore to continue their studies in any of the two countries.

In addition, some Autonomous Communities are carrying out, according to the recommendations established by the Council of Europe on the advisability of pupils learning two foreign languages, the implementation, on a experimental basis, of a second foreign language, particularly French or German, in the third cycle of primary education. All schools teaching this second foreign language can reorganise their weekly timetable so that a maximum of two hours per week can be devoted to the teaching and learning of this second foreign language.

Likewise, the Ministry of Education has established a Cultural Cooperation Agreement between Spain and the Kingdom of Morocco. This Agreement stipulates the bases of the Arabic Education and Moroccan Cultural Programme aimed mainly at pupils of this nationality enrolled in Spanish public schools.

In the same way, the Ministry of Education supports a Cultural Agreement between Spain and Portugal, the main aim of which is that the children of Portuguese workers and immigrants may retain their linguistic and cultural references. This also encourages Spanish pupils' interest and respect for the Portuguese culture.

#### **4.17.1.5. Special measures relating to Education outside the school institution**

There are specific circumstances which prevent pupils from attending an educational institution. For pupils subject to prolonged home stays prescribed by a doctor as well as for those pupils who are hospitalised for long periods of time, the Autonomous Communities have implemented different organisational alternatives. There are services, schools or units for the educational attention of pupils who cannot follow regular compulsory schooling processes.

### **4.17.2. Specialised education: Arts Education**

The aim of arts education is to provide pupils with quality artistic training and to guarantee the qualifications of future professionals in the fields of music, dance, drama, plastic arts, and design.

Arts education of Music and Dance comprises three levels: elementary, professional and advanced. This section deals only with elementary Music and Dance training corresponding to the academic level of those pupils enrolled in primary education level. The information regarding the rest of arts education is included in chapters 5 and 6.

#### **4.17.2.1. Schools**

Public sector schools responsible for teaching Music and Dance are given the generic name of conservatories. These schools must meet a series of minimum conditions referring to infrastructure and equipment (premises intended for education, multi-use rooms and staff rooms, suitable classrooms for the



lessons to be taught, etc.) as well as respecting the minimum number of school places (a minimum of 80 in elementary schools of Music and Dance).

In addition to conservatories, elementary Music and Dance education may be provided by integrated schools which allow their pupils to take such courses along with their general schooling. The conditions applying to these institutions are the same as those of the corresponding general plan schools, and their management is regulated by the corresponding Autonomous Community.

Music and Dance studies, which do not lead to the award of any official academic or professional qualification, may also be taken in specific schools. Such schools are regulated by the education authorities and their organisation and structure are different from that of the conservatories, and they have no age limits.

#### **4.17.2.2. Admission requirements**

The Autonomous Communities are responsible for establishing the criteria for admission to elementary Music and Dance courses, taking into account, amongst other aspects, the ideal age to begin such studies (around 8). It is not necessary for the pupil to have previous knowledge, although certain aptitudes are taken into account, such as rhythm and psychomotricity.

#### **4.17.2.3. Syllabus**

The Autonomous Communities are responsible for establishing the characteristics and organisation of Music and Dance education, as well as for setting their curricula. The curricular organisation of elementary level Music and Dance Education complies with the principles established for the other levels of mainstream education, that is, general objectives formulated in terms of aptitudes, content and assessment criteria. Likewise, all these elements are distributed in subjects to facilitate their organisation.

Music and Dance elementary education has a four-year duration, and pupils can only stay in that stage for five years in most Autonomous Communities. In Music elementary education, the subject 'Musical Instrument' matches the speciality chosen by the pupil. In Dance elementary education, however, there are no specialities.

Most Autonomous Communities have built the Music curriculum around the same musical instrument specialities set before the 2006 Act on Education (*LOE*), that is, Accordion, Harp, Clarinet, Harpsichord, Bass, Bassoon, Flute, Recorder, Guitar, Plectrum Instruments, Horn, Oboe, Percussion, Piano, Saxophone, Trombone, Trumpet, Tuba, Viola, Viola da Gamba, Violin and Violoncello. Other specialities have been added, which, given their historical value in musical culture and their strong roots in a specific area, require to be treated as a speciality.

Most Autonomous Communities maintain Classical Dance and Music as subjects in elementary Dance education.

#### **4.17.2.4. Pupil's assessment**

Assessment must be continuous and global in elementary Music and Dance Education, although different according to the various curricular subjects. The objectives and criteria established in the curriculum are the basis of assessment. As in mainstream education, assessment should take account of pupils' progress as well as of educational processes and teaching effectiveness.

## **4.18. Statistics**

The statistics below provide data regarding primary education schools, units, teachers and pupils.

#### 4.18.1. Pupils

**Table 4.3: Trends in the number of students enrolled in primary education and percentages in public-sector schools**

	2004/05	2005/06	2006/07	2007/08
<b>Number of pupils</b>	2,467,636	2,483,364	2,538,033	2,607,384
<b>% in public-sector schools</b>	66.7	66.8	67.1	67.2

Source: *Estadísticas de las enseñanzas no universitarias*. Detailed results. School years 2004/05, 2005/06, 2006/07 and 2007/08. Office of Statistics, Ministry of Education.

**Table 4.4: Net rate of schooling in primary education<sup>1</sup> according to age. School Year 2007/08**

	Net rate of schooling
<b>5 years</b>	0.3
<b>6 years</b>	97.1
<b>7 years</b>	99.7
<b>8 years</b>	99.7
<b>9 years</b>	99.5
<b>10 years</b>	99.6
<b>11 years</b>	99.1
<b>12 years</b>	16.4
<b>13 years</b>	0.5

<sup>1</sup>Special education pupils not included.

Source: *Las cifras de la educación en España. Estadísticas e indicadores. Edición 2010*. Office of statistics, Ministry of Education.

**Table 4.5: Average number of pupils per unit in primary education according to school ownership. school year 2007/08**

	Average number of pupils per unit
<b>Total</b>	21.0
Public-sector schools	19.7
Private schools	24.4

Source: Las cifras de la educación en España. Estadísticas e indicadores. Edición 2010. Office of Statistics, Ministry of Education.

**Table 4.6: Average number of pupils per teacher in primary schools. School year 2007/08**

	Average number of pupils per teacher
<b>Total</b>	12.1
Public-sector schools	12.1
Private schools	14.0

Source: Las cifras de la educación en España. Estadísticas e indicadores. Edición 2010. Office of Statistics, Ministry of Education.

**Table 4.7: Percentage of pupils in primary education who do not promote in the final year of each cycle according to school ownership. School Year 2007/08**

	2nd year, first cycle	4th year, second cycle	6th year, third cycle
<b>Total</b>	4.5	4.4	6.0
Public schools	5.5	5.2	6.5
'Centros concertados'	2.6	3.2	5.3
Private schools	0.7	0.9	1.7

Source: Las cifras de la educación en España. Estadísticas e indicadores. Edición 2010. Office of Statistics, Ministry of Education.

**Table 4.8: Evolution of the percentage of pupils aged 12 who have completed primary education according to gender. School year 2007/08**

	1997/98	2002/03	2007/08
<b>Total</b>	87.5	85.3	83.6
Boys	84.7	82.4	81.2
Girls	90.3	88.2	86.1

Source: Las cifras de la educación en España. Estadísticas e indicadores. Edición 2010. Office of Statistics, Ministry of Education.

**Table 4.9: Number of pupils enrolled in elementary enseñanzas de régimen especial, percentage in public-sector schools and percentage of women. School year 2007/08**

	Pupils enrolled in elementary Music education	Pupils enrolled in elementary Dance education
<b>Total</b>	43,417.	4,036.
% in public-sector schools	86.8	77.9
% of girls	56.2	94.0

Source: Estadísticas de las enseñanzas no universitarias. Resultados detallados. Curso 2007/08. Office of Statistics, Ministry of Education.

#### 4.18.2. Teachers

**Table 4.10: Number and percentage of maestros<sup>1</sup> according to school ownership. School year 2007/08**

	Number of maestros	% of maestros
<b>Total</b>	211,320	100
Public-sector schools	154,930	73.3
Private schools	56,390	26.7

<sup>1</sup>Teachers teaching ISCED level 1 (primary education), according to teachers distribution estimates by educational level, drawn up for the International Education Statistics UOE questionnaire.

Source: Office of Statistics, Ministry of Education.

**Table 4.11: Number of teachers of enseñanzas de régimen especial<sup>1</sup> of Music and Dance education and percentage in public-sector schools. Curso 2007/08**

	<b>Total</b>	<b>% public schools</b>	<b>% of women</b>
Music Education	11,875	83.6	40.0
Dance Education	992	76.3	72.0

<sup>1</sup>Including teachers of all levels of music and dance enseñanzas de régimen especial.

Source: *Estadísticas de las enseñanzas no universitarias. Resultados detallados*. School year 2007/08. Office of Statistics, Ministry of Education.

#### 4.18.3. Schools and units

**Table 4.12: Number of schools providing primary education, specific special education schools and percentage of public schools. Curso 2007/08**

<b>Type of school</b>	<b>Number of schools</b>	<b>Public schools</b>	<b>% of public schools</b>
<b>TOTAL</b>	13,685	10,278	75.1
Primary education schools <sup>1</sup>	10,019	9,544	95.3
Primary education and ESO schools <sup>1</sup>	2,364	730	30.9
Primary education, ESO and 'Bachillerato' and/or vocational training schools <sup>1</sup>	1,302	4	0.3
Specific special education schools	481	191	39.7

<sup>1</sup>These schools may also provide pre-primary education.

Source: *Estadísticas de las enseñanzas no universitarias. Resultados detallados*. School year 2007/08. Office of Statistics, Ministry of Education.

**Table 4.13: Number of schools providing elementary Music and Dance enseñanzas de régimen especial and percentage of public-sector schools. School year 2007/08**

	Number of schools	Public schools	% of public schools
Elementary Music Education	332	217	65.4
Elementary Dance Education	58	23	39.7

Source: *Estadísticas de las enseñanzas no universitarias*. Detailed results. School year 2007/08. Office of Statistics, Ministry of Education.

**Table 4.14: Percentage of schools providing non-university mainstream education<sup>1</sup> according to school size (number of pupils) and ownership. School year 2007/08**

Number of pupils in the school	Total	Public schools	Private schools
25 or less	7.3	7.7	6.2
26-100	23.7	19.0	35
101-200	14.8	17.2	8.9
201-300	13.0	14.8	8.5
301-500	22.1	24.6	15.9
501-700	9.9	10.2	9.2
701-1.000	5.9	4.8	8.6
More than 1.000	3.4	1.6	7.6

<sup>1</sup> Specific Distance Education Schools are included.

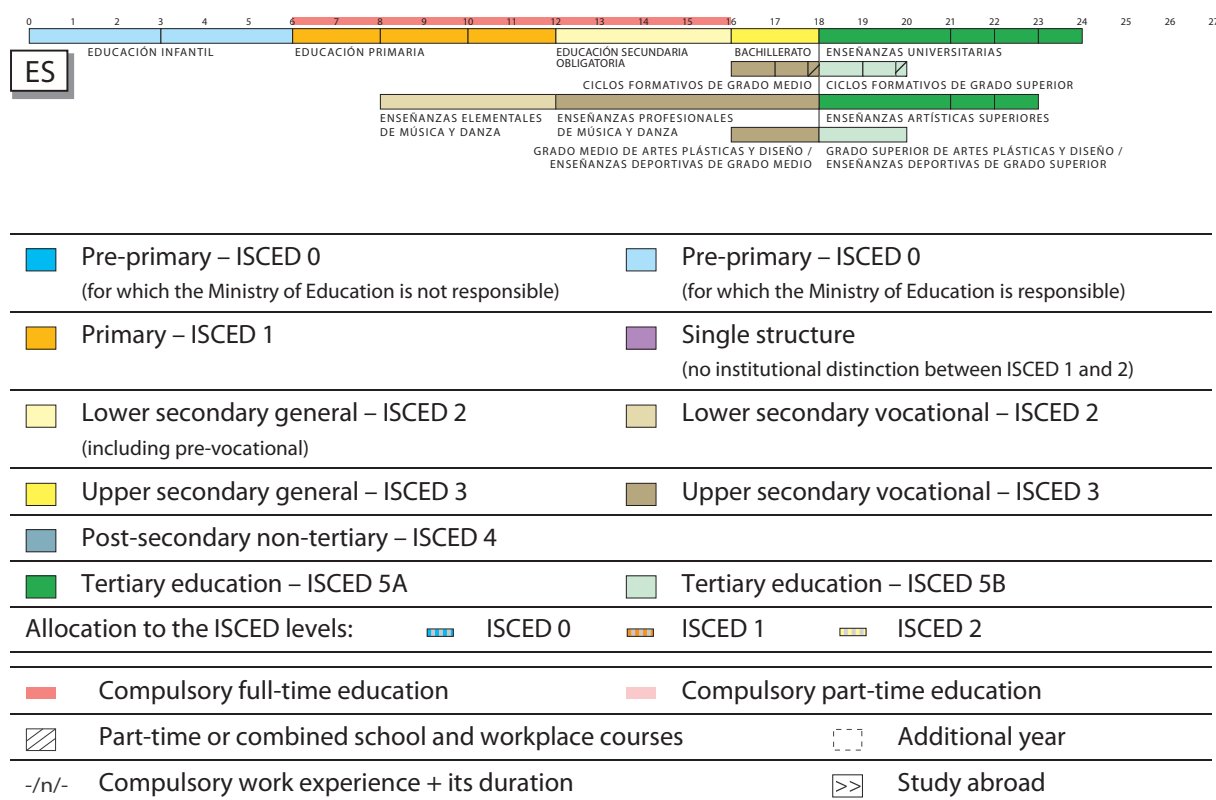
Source: *Las cifras de la educación en España. Estadísticas e indicadores. Edición 2010*. Office of Statistics, Ministry of Education.

**Table 4.15: Percentage of primary education schools providing complementary services, broken down by type of school. School year 2007/08.**

	School cafeteria		School transportation	
	Public schools	Private schools	Public schools	Private schools
Percentage	65.5	72.2	36.4	20.8

## 5. Secondary and Post-Secondary Non-Tertiary Education

### Organisation of the education system in Spain, 2009/10



Source: Eurydice.

In the Spanish education system, secondary education is comprised of compulsory secondary and post-compulsory secondary. The first, compulsory secondary education (*ESO*), covers four school years and must be completed after finishing primary education. Post-compulsory secondary education includes two options: the two-year *Bachillerato*, and intermediate vocational training *ciclos formativos*, the duration of which varies between one and a half or two years.

Secondary education also includes artistic professional Music and Dance education, intermediate professional Sports and Plastic Arts and Design education, which belong to *enseñanzas de régimen especial*.

This chapter also covers language education. This provision, although not regarded as part of secondary education, belongs to *enseñanzas de régimen especial*, which may be started at the age of 16 or 14 if the language to be studied is different from the one studied during *ESO*.

*Enseñanzas de Régimen Especial* are non-compulsory and structured into different levels and degrees leading to different qualifications and certificates.

### 5.1. Historical overview

In Spain, secondary education was first regulated in 1857 by means of the *Ley de Instrucción Pública* (Act on Public Instruction, also known as *Moyano's Act* after the minister –Claudio Moyano– who signed it), and



received the name of *Segunda Enseñanza* (Second Education). It comprised six years of general studies and studies applied to industrial professions. Secondary education acted as a preparatory stage for further higher education studies.

During the six-year revolutionary period (1868-1874), education freedom increased and secondary education was organised as a complement or an extension of primary education, designed to educate enlightened citizens providing them with broad education.

Between 1874 and 1923 there was a period of constant change caused by a political system where the liberals and conservatives alternated in power. This turned education into an instrument of political struggle, adapting educational legislation to the leanings of the ruling party. In secondary education, changes affected several aspects such as teacher training and qualifications and the reorganisation of the Bachillerato.

In 1934, during Spain's Second Republic, the Syllabus for the Bachillerato was approved. This was an important contribution to the reforms of Second Education, whereby this level would be developed into seven academic years (divided into two cycles).

The political regime (1939-1975) resulting from the Spanish Civil War (1936-39) did not develop a school system different from the existing one. Education, at this time, was a vehicle transmitting ideology, defined as denominationally Catholic provision and by the principle of subsidiarity of the State in the educational field (which meant that the State left the Catholic Church in charge of education). The education system had two entirely separate branches: on the one hand, primary education, from 6 to 13 years of age, aimed at those students who were not going to continue their studies; and, on the other, a preparatory primary education, from 6 to 9, which was followed by secondary education from 10 to 17 leading to higher studies.

During this period of time, three significant acts on secondary education were passed. The 1938 *Ley de Reforma de la Enseñanza Media* (Act on the Reform of Intermediate Studies, was aimed at regulating the educational level of the country's elites. The 1949 *Ley de Formación Profesional Industrial* (Act on Industrial Vocational Training), and the 1953 *Ley sobre Ordenación de la Enseñanza Media* (Act on the Organisation of Intermediate Studies), was a first step towards the generalisation of schooling up to the age of 14, although it still maintained the two abovementioned branches.

In 1970 the *Ley General de Educación y Financiamiento de la Reforma Educativa*, LGE (General Act on Education and Financing of the Educational Reform) was passed. It regulated and structured the entire Spanish education system for the first time in the 20th century. This Act organised (post-compulsory) upper secondary education into two branches (academic and vocational), which could be taken by students from 14 to 18 years of age, after the Educación General Básica (the single structure which comprised primary and compulsory secondary education). The academic branch included the Bachillerato Unificado y Polivalente (BUP), lasting three years, and the Curso de Orientación Universitaria (COU). The vocational branch included three degrees of vocational training: first degree vocational training (FP I), compulsory for those who had not obtained the compulsory education certificate, second degree vocational training (FP II), studied on completion of BUP studies, and third degree vocational training (FP III), which was not finally implemented.

In 1983, after the restoration of democracy by means of the 1978 Spanish Constitution, the experimental reform of intermediate education, prior to the passing of the 1990 *Ley Orgánica de Ordenación General del Sistema Educativo*, LOGSE (Act on the General Organisation of the Education System), was implemented. This experimental reform proposed that secondary education be reorganised academically into two cycles: the first one, from 14 to 16 years of age, provided an education common to all students; the second offered two possibilities: an academic one, (the Bachillerato) and a vocational one (organised into ciclos formativos). This process of experimental reform laid the foundations for definitive reform at this educational level.

In 1990, the *LOGSE*, extending compulsory and free secondary education up to the age of 16, was passed. It divided secondary education into the following stages: compulsory secondary education (*ESO*), *Bachillerato* and intermediate vocational training.

The *LOGSE* initiated a profound reform of vocational training revising its contents; the Ministry of Education, the Autonomous Communities and several experts from the world of employment took part in this process. The first step was to approve general basic guidelines to define the common structure of the academic organisation of vocational education. Subsequently, the different qualifications and their corresponding core curricula were approved for the whole of the nation.

The *Ley Orgánica Reguladora del Derecho a la Educación, LODE* (Act on the Right to Education) passed in 1985 and currently in force, states education as a public service and the *Ley Orgánica para la Participación, la Evaluación y el Gobierno de los Centros Docentes, LOPEG* (Act on Participation, Evaluation and Administration of Educational Institutions) passed in 1995, completed certain aspects developed by the *LODE* such as students' admission procedures.

The *Ley Orgánica de la Cualificaciones y de la Formación Profesional, LOCFP* (Act on Qualifications and Vocational Training), passed in 2002, established a comprehensive system of vocational training with the aim of promoting lifelong learning, incorporating the different types of provision and organising the recognition and accreditation of vocational qualifications at the national and European levels. The Act has been subsequently developed by two Royal Decrees establishing two subsystems of vocational training: initial vocational training or vocational training of the education system, for which the Ministry of Education is responsible and which is the one covered by this report, and vocational training for employment, which is the responsibility of the Ministry of Labour and Immigration and includes the former occupational training and continuing training.

This Act set up the National System of Qualifications and Vocational Training, which is based on the National Catalogue of Vocational Qualifications (*CNCP*). The aim of the Catalogue is to identify the most significant vocational qualifications of the Spanish productive system and describe them according to the skills required to practice the profession in order to organise them into occupational families and levels. It therefore constitutes the basis for the drawing up of provision leading to the awarding of the so-called certificates of professionalism and vocational training certificates, which are the responsibility of the labour and education administrations respectively.

The *Ley Orgánica de Calidad de la Educación, LOCE* (Act on the Quality of Education), passed in December 2002, despite maintaining the structure of secondary education established by the *LOGSE*, sets out a series of measures that affect provision at this level.

Finally, on May 3<sup>rd</sup>, 2006 the *Ley Orgánica de Educación, LOE* (Education Act) was passed, repealing, among others, the 1970 *LGE*, the 1990 *LOGSE*, the 1995 *LOPEG* and the 2002 *LOGE*, and modifying the *LODE*.

The *LOE*, despite maintaining the structure of secondary education, establishes several curricular changes in this educational level. According to the *LOE*, *ESO* must combine the principles of common education and pay attention to students' diversity. In order to achieve these objectives, the *LOE* introduces a more global concept of education in the first three years, with programmes reinforcing and supporting basic skills for those pupils requiring this, and a fourth year of a guidance nature, as regards post-compulsory studies and access to the labour market. In the first two years, it limits the maximum number of subjects to be studied and offers possibilities for decreasing the number of teachers teaching the same group of pupils (for instance, it is said that education authorities must establish the conditions that allow teachers in possession of the required qualifications to teach more than one subject to the same group of pupils).

Organisation of both core and optional subjects in the last year should be more flexible, in order to offer students choice, according to their interests and future prospects. In order to cater for pupils with special

learning difficulties, curricular diversification programmes are included from the third year of this stage. Furthermore, in order to prevent early drop out, to encourage further education and qualification and to promote access to the labour market, initial vocational qualification programmes are established, for students aged over 16 who have not obtained the Graduado en Educación Secundaria Obligatoria certificate.

As far as the Bachillerato is concerned, it is worth highlighting that the *LOE* modifies its structure to be organised into three branches: Arts, Humanities and Social Sciences, and Sciences and Technology. The Arts branch is, in turn, subdivided into two paths: Plastic Arts, Image and Design, and Performing Arts, Music and Dance.

With regard to vocational training, the *LOE* determines a greater flexibility as to access and relationships among the different subsystems of vocational training. In order to increase the flexibility of the education system and to encourage lifelong learning, some links between mainstream education and vocational training have been established.

In December 2006, the Royal Decree 1538/2006, establishing the general organisation of vocational training of the education system in accordance with what is established by both the *LOCFP* and the *LOE*, is passed.

The *LOE* pays special attention to artistic education, whose organisation had not been revised since 1990. This Act regulates, on the one hand, professional artistic education, comprising intermediate Music and Dance education, as well as intermediate and advanced Plastic Arts and Design education. On the other, it establishes the so-called advanced artistic education, including advanced Music and Dance, Dramatic Arts, Preservation and Restoration of Cultural Assets and advanced Plastic Arts and Design education. The latter are considered as higher education, so both their organisation and development are covered by chapter 6.

In addition to defining artistic education, the *LOE* establishes the setting-up of the Supreme Council for Artistic Studies as consultative body of the State and participatory institution as regards these studies.

Finally, for the first time, the *LOE* explicitly grants Sports education a similar treatment to the rest of the provisions offered by the education system so as to facilitate their connection, university education included. It establishes the possibility that they refer to the National Catalogue of Vocational Qualifications; it determines the sequential nature of Sports education and it links this provision to active sports practice by providing the possibility of having to pass an exam of a technical nature or by accrediting sports merits.

## 5.2. Ongoing debates and future developments

The 2006 *Ley Orgánica de Educación, LOE* (Education Act) gives prominence to some issues central to the debate on the future development of education. Regarding secondary education, some of these issues are: measures taken to foster coexistence in schools and prevent absenteeism and school failure, the necessity for simple and clear legislation, subsequent to a series of reforms like those included in section 5.1. the necessary coordination between national basic legislation and regional regulations. This section deals briefly with some of these issues.

As far as measures to **foster coexistence in schools** are concerned, they reflect a growing social need and are based on the aims for education, in particular to provide for the exercise of tolerance and freedom within the democratic principles of coexistence, conflict prevention and the peaceful resolution of conflict. In this respect, the Action Plan for the Promotion and Improvement of School Coexistence should be mentioned. It was signed in 2006 by the then Ministry of Education and Science and several educational organisations. Through this Plan, among other things, agreement is reached to set up the State Observatory of School Coexistence in Schools or to include in initial teacher training plans aimed at facilitating a better coexistence in educational institutions.

Another considerable challenge the Spanish education system is facing is the **prevention and treatment of school failure**. The *LOE* aims to improve results in general and to reduce the rates of students who complete basic education without obtaining a qualification and also early dropout rates, thus balancing quality and equity in education. In order to achieve these aims, education should develop measures to reinforce the basic skills of pupils who need so, measures regarding guidance and the flexible organisation of education, measures to cater for pupils with special learning difficulties or measures to combat school dropout, such as the initial vocational qualification programmes.

On the other hand, among the key issues to be tackled in the future development of secondary education, the Ministry of Education also bears in mind a set of measures to promote a new type of vocational training. These measures are aimed, among other things, at the promotion of lifelong learning or the acquisition of qualifications that guarantee that students are well trained to respond to the demands of the information and knowledge society, facilitating and encouraging, at the same time, the international mobility of students and workers. It is hoped that these measures will speed up the preparation of new intermediate vocational training certificates (see section [5.10.3.](#)), especially those related to the emerging and innovative sectors of the economy.

In November 2008, the ministers of Education, Social Policy and Sport and Labour and Immigration presented a **plan to promote vocational training**, which is based on four key points:

- Excellence of vocational training through the development of the national reference institutions network (see section 5.5.3.)
- Recognition of experience through the adoption of a royal decree regulating the assessment and validation of professional experience.
- Increase of provision with the implementation of a virtual platform to take distance [módulos formativos](#) and the establishment of a vocational information and guidance system through a portal with the necessary tools to guarantee the population the best choice as regards their educational and professional careers.
- European nature of the new vocational training. In this case, special attention will be paid to students' mobility and work placements in different European countries.

In September 2009, the minister of Education, the Bank of Spain and the National Stock Market Commission (*CNMV*) signed a collaboration agreement for the development of a Financial Education Plan. The aim of this project, promoted by the Bank of Spain and the *CNMV*, is to provide the students of compulsory secondary education (*ESO*) with financial training during school hours. Students will thus get familiar with issues such as mortgages, interest rates or current accounts and will have resources to face all kind of economic situations. The agreement establishes the setting-up of a working group with representatives of the three bodies whose first objective will be to identify students' training needs. The three institutions will then develop the necessary actions in order to implement the programme through teacher training and the preparation of school materials in different formats (videogames, simulators, etc.).

### 5.3. Specific legislative framework

Legislation on secondary education currently in force comprises the following:

- The 1985 *Ley Orgánica Reguladora del Derecho a la Educación, LODE* (Act on the Right to Education), which regulates the aspects related to the organisation and management of educational institutions.
- The 2006 *Ley Orgánica de Educación, LOE* (Education Act), which introduces some changes in secondary education, but its organisational structure remains intact (see section 5.1.). The *LOE* repeals the 1970 *Ley General de Educación y Financiamiento de la Reforma Educativa, LGE* (General Act on Education and

Finance of the Educational Reform); the 1990 *Ley Orgánica de Ordenación General del Sistema Educativo, LOGSE* (Act on the General Organisation of the Education System); the 1995 *Ley Orgánica de la Participación, la Evaluación y el Gobierno de los Centros Docentes, LOPEG* (Act on Participation, Evaluation and Administration of Educational Institutions) and the 2002 *Ley Orgánica de Calidad de la Educación, LOCE* (Act on the Quality of Education). It also modifies certain articles of the *LODE*.

- The 2002 *Ley Orgánica de las Cualificaciones y de la Formación Profesional, LOCFP* (Act on Qualifications and Vocational Training) aims to organise a comprehensive system of vocational training, qualifications and accreditation that provides a solution to social and economic demands through different types of training (see section 5.1.).

In June 2006, the Royal Decree 806/2006, establishing the implementation schedule for the re-organisation of the education system established by the *LOE*, was passed. This schedule, to be implemented within 5 years from the passing of this act, establishes the implementation of the curricula according to the *LOE*. Therefore, it also includes the gradual disappearance of the previous syllabuses and the equivalence of academic certificates.

Likewise, the royal decrees establishing the general organisation of vocational training, the basic elements of the documents assessing basic education; the minimum core curriculum for compulsory secondary education (*ESO*); the structure and the minimum core curriculum for *Bachillerato*; the basic aspects of the curricula for Language and professional Dance and Music education, the organisation of Plastic Arts and Design and specialised Sports education and validations of professional Music and Dance education and compulsory secondary education (*ESO*) and *Bachillerato* have also been passed.

In compliance with this general framework, the different Autonomous Communities pass their own legislation regarding aspects such as the official curricula, rules for evaluation and promotion or the organisation and functioning of educational institutions, among other issues.

Vocational training, professional Music and Dance, intermediate professional Plastic Arts and Design and intermediate Sports education regulated by the *LOE* are currently being developed and implemented. Until this process is finished, they coexist with the former studies regulated by the *LOGSE*.

## 5.4. General objectives

The following subsections provide information on the general objectives of the different levels and types of provision secondary education comprises:

### 5.4.1. Lower Secondary Education

Compulsory secondary education (*ESO*) constitutes the first tier of secondary education and the final stage of basic education. It is compulsory and free of charge.

According to the 2006 *Ley Orgánica de Educación, LOE* (Education Act), *ESO* aims at getting students to acquire basic cultural elements, especially humanistic, artistic, scientific and technological aspects; at developing and strengthening their study and work habits; at preparing students for further studies as well as for access to the labour market; and training them to exercise their rights and duties in life as citizens.

This Act also establishes some general principles, such as paying special attention to students' educational and career guidance or organising *ESO* in accordance with the principles of common education and attention to students' diversity.

In addition, these principles establish that measures regarding attention to diversity adopted by the educational institutions must seek that all students achieve the goals of *ESO*. In no case whatsoever shall they cause discrimination to prevent them from achieving those objectives and the relevant qualification.

The objectives of *ESO* are defined for the whole of the stage. Hence, the *LOE* stipulates that *ESO* must help students develop the following abilities to:

- a) Assume their duties on a responsible basis and know and exercise their rights respecting others, practice tolerance and solidarity among people and groups, practice dialogue, strengthening human rights as the values of a multicultural society, and prepare for the exercise of democratic citizenship.
- b) Develop and consolidate discipline, study and individual and team work habits as a necessary condition for performing successfully in learning tasks and as a means of personal development.
- c) Appreciate and respect gender difference and equality of rights and opportunities, and reject stereotypes that can lead to discrimination between men and women.
- d) Reinforce their emotional abilities in all the areas of personality and in their relationships with others, reject violence, prejudices of any kind and sexist behaviour, and solve conflicts peacefully.
- e) Develop basic skills regarding the use of information sources in order to acquire new knowledge critically. Obtain basic competence in the field of technologies and especially in information and communication technologies.
- f) Conceive of scientific knowledge as comprehensive, structured into various disciplines, and know and apply methods to identify problems in the different areas of knowledge and experience.
- g) Develop an entrepreneurial spirit and self-confidence, participation, critical ability, personal initiative and an ability to develop learning techniques, plan, take decisions and take on responsibilities.
- h) Understand and correctly produce complex texts and messages, both orally and written, in the Spanish language and, if applicable, in the co-official language of their Autonomous Community, and take first steps towards an awareness, study and reading of literature.
- i) Understand and express themselves in one or more foreign languages correctly.
- j) Know, appreciate and respect the basic aspects of their own and others' culture and history, as well as artistic and cultural heritage.
- k) Know and accept how their own and others' body works, respect differences, consolidate hygiene and health habits and include physical education and sport in order to enhance both personal and social development. Know and value the human dimension of sexuality in all its dimensions, appraise critically social habits regarding health, consumption and the environment, contributing to its conservation and improvement.
- l) Value artistic creation and understand the language of the different artistic forms, employing different means of expression and representation.

These abilities are set in the core curricula legislated by the State for all the Autonomous Communities. Education authorities must, hence, include them in the curriculum established for the area they manage.

Just as in primary education, apart from the general objectives of the stage and the objectives of the area, *ESO* must contribute to the acquisition of the eight **basic skills** established by the *LOE*: linguistic communication, mathematical, knowledge and interaction with the physical world, treatment of information and digital, social and citizen, cultural and artistic, learning to learn and autonomy and personal initiative. The introduction of basic skills in the curriculum enables to focus on what is considered basic learning from a comprehensive approach, whose aim is to put the acquired knowledge into practice; hence their basic nature. They are the skills students must have acquired at the end of compulsory education to fulfil themselves, exercise an active citizenship, take part in adult life satisfactorily and continue learning throughout their lives.

### 5.4.2. Upper Secondary Education: Academic or General Branch

The Bachillerato constitutes the general branch in post-compulsory secondary education. Students access this educational level from the age of 16 years after completing compulsory secondary education (ESO).

As established by the 2006 *Ley Orgánica de Educación, LOE* (Education Act), Bachillerato is aimed at providing students with intellectual and humane education, as well as the knowledge and skills through which they may progress in their social development and actively participate in life with responsibility and competence. It also qualifies students to access higher education. In order to meet these objectives, the stage is structured into different branches and paths, which allow to organise this type of provision in a flexible manner in order to offer specialised education in accordance with students' educational perspectives and interests. Bachillerato comprises two academic years, normally between the ages of 16 and 18. Students may stay a maximum of four years, consecutively or not, in mainstream Bachillerato.

Furthermore, the *LOE* determines that the Bachillerato will help students develop the following abilities in order to:

- a) Exercise democratic citizenship from a global perspective, and acquire responsible civic awareness, inspired by the values of the Spanish Constitution and human rights, which promotes joint responsibility as to the creation of a fairer society favouring sustainability.
- b) Consolidate personal and social maturity so that they may act in a responsible and autonomous manner and develop their critical spirit; foresee, predict and solve family, personal and social conflicts peacefully.
- c) Promote effective equal rights and opportunities for men and women; analyse and appreciate critically existing inequalities; foster real equality and prevent discrimination of disabled people.
- d) Reinforce reading, study and discipline habits, as necessary conditions to succeed in learning and as a means of personal development.
- e) Master the Spanish language, both orally and written, and, if applicable, the co-official language of their Autonomous Community.
- f) Express themselves fluently and correctly in one or more foreign languages.
- g) Use information and communication technologies reliably and responsibly.
- h) Know and appreciate critically the realities of the contemporary world, its historical background and the main factors influencing its evolution; and participate in the development and improvement of the social environment in a caring way.
- i) Have access to basic scientific and technological knowledge and master the basic abilities of the chosen type of the Bachillerato.
- j) Understand the basic elements and procedures of research and scientific methods; know and appreciate, on a critical basis, how science and technology have contributed to change life conditions; and consolidate sensitiveness and respect towards the environment.
- k) Consolidate the entrepreneurial spirit with attitudes based on creativity, flexibility, initiative, teamwork, self-confidence and critical sense.
- l) Develop artistic and literary sensitivity as well as aesthetic criteria as sources for training and cultural enrichment.
- m) Use physical education and sport in order to increase personal and social development.
- n) Consolidate attitudes based on respect and prevention in the field of road safety.

### 5.4.3. Upper Secondary Education: Vocational Branch

The Royal Decree 1538/2006 establishes the general organisation of vocational training in accordance with the 2002 *Ley Orgánica de las Cualificaciones y de la Formación Profesional, LOCFP* (Act on Qualifications and Vocational Training) and the 2006 *Ley Orgánica de Educación, LOE* (Education Act). This decree establishes the structure of the new vocational training certificates, based on the National Catalogue of Vocational Qualifications, the guidelines of the European Union and other aspects of general interest. Vocational provision aims at preparing students to work in a professional field and facilitating their adaptation to possible future changes in the labour market, as well as contributing to their personal development, the exercise of democratic citizenship and lifelong learning.

Therefore, the decree establishes that the aim of vocational training is to enable students to acquire skills that allow them to:

- a) Develop general competence relevant to the qualifications for the studies undertaken.
- b) Understand the organisation and the characteristics of the relevant social-productive sector, as well as the mechanisms to access the labour market; be familiar with employment legislation and the rights and duties deriving from labour relations.
- c) Learn independently and through teamwork, as well as to be trained in conflict prevention and the peaceful resolution of conflict in all areas of personal, family and social life.
- d) Work in safe and healthy conditions, as well as to predict possible work-related risks.
- e) Develop a professional identity that encourages future learning and adaptation to the evolution of productive processes and social change.
- f) Consolidate an entrepreneurial spirit to carry out professional activities and initiatives.
- g) Acquire competence regarding the information and communication technologies, languages of Member States of the European Union, teamwork, Health and Safety, as well as those included in the European Union guidelines.
- h) Make lifelong learning a reality and use learning opportunities through the different training pathways to keep updated in the different fields: social, personal, cultural and professional, according to expectations, needs and interests.

Likewise, vocational training must foster real equality of opportunities among men and women so that they can access training which gives a range of professional options and the possibility to exercise them.

The objectives of the work placement módulo profesional, which, in accordance with the *LOE*, must include the curricula of the ciclos formativos (see section 5.13.3.), should also be mentioned. The objectives of this módulo are the following:

- a) Enable students to acquire the professional competences relevant to each level of study achieved at the educational institution.
- b) Acquire professional identity and maturity to encourage lifelong learning and to adapt to changes in qualification requirements.
- c) Accomplish knowledge related to the production, marketing, management and the system of social-labour relations of companies, aiming at facilitating access to employment.



d) Assess the most relevant aspects of professionalism achieved by the student at the educational institution and accredit those aspects required by the job which cannot be evidenced since they demand real working conditions.

#### 5.4.4. Specialised education

The following subsections provide information on the general objectives of the different enseñanzas de régimen especial, that is, Artistic, Language and Sports education.

##### 5.4.4.1. Artistic Education

Artistic education, which is part of secondary education, comprises professional Music and Dance education and intermediate professional Plastic Arts and Design education.

Artistic education aims at providing students with a quality artistic training and ensuring the qualification of future professionals in Music, Dance, Drama (see chapter 6.), Plastic Arts and Design.

**Professional Music education** has three basic functions: to train, guide and prepare for future studies. The objective of professional Music education is to contribute to the development of students' general skills and civic values specific to the education system. Additionally, other skills to be developed are: to become accustomed to listening to music, to establish an aesthetic concept to support and develop their own interpretative criteria, to develop artistic sensitivity and aesthetic criteria as a source of education and personal enrichment, or to take part in musical activities in order to be able to experience communicating the enjoyment of music. Some specific objectives are: the acquisition of skills to develop a critical attitude and successfully pass the contents and objectives set in the specialist subjects; the knowledge of the basic elements of musical languages, their characteristics, functions and changes in the different historical contexts; the acquisition of self-control, memory and communicative skills in order to perform in front of an audience.

**Professional Dance education** has four basic functions: to train, guide and develop professionals, and to prepare for future studies. The general objective of professional Dance education is to contribute to the development of students' general skills and civic values specific to the education system. Additionally, other skills to develop are, among others, to become accustomed to observing dance by attending artistic performances relating to dance, to establish an aesthetic concept to support and develop students' own interpretative criteria, to know the values of dance and to choose those of its aspects best suiting personal development, and to know and accurately use specific vocabulary regarding concepts of dance. Regarding the specific objectives of this provision, it must contribute to the development of the following skills: to prove the required technical command and artistic development to access employment, to have the necessary aptitude to know how to become a member of a group or the person in charge of it, to apply historical, stylistic and choreographic knowledge for quality artistic performance or to deepen emotional knowledge and knowledge of the body in order to keep balance between psychological and physical well-being.

**Professional Plastic Arts and Design education** comprises a range of training provision that furnishes students with the necessary skills to undertake any one of various trades regarding design, applied arts and artistic trades, have access to the labour market and actively participate in the social, cultural and economic life, as well as update and increase the professional and personal skills throughout their lives. The aim of Professional Plastic Arts and Design education is:

a) Provide artistic, technical and technological education suitable for the qualified exercise of the professional competences relevant to each certificate.

b) Facilitate information concerning organisational, economic, legal and security aspects influencing the professional practice as regards the labour relations and the entrepreneurial sphere of the relevant professional sector.

c) Qualify for employment either as a professional freelance or as a wage-paid worker, and to foster entrepreneurship and lifelong learning.

The objective of professional Plastic Arts and Design education is enabling students to:

a) Develop the relevant competences for each certificate and start professional practice assuring quality, efficiency and reliability.

b) Value the importance of Plastic Arts as a universal creative language and as a means for cultural expression, as well as the richness of traditional and current artistic trades and procedures.

c) Favour the renewal of cultural arts and industries through aesthetic thinking and the command of the artistic procedures.

d) Develop entrepreneurship, self-learning and adaptation to the evolution of artistic conceptions and technical processes; and to use the adequate means of information and continuing training related to the professional activity and the implementation of personal and professional initiatives.

e) Understand the organisation and characteristics of their professional field, the legal aspects influencing labour relations in the relevant professional sector, as well as the basic and specific mechanisms for professional integration.

f) Develop abilities and skills in the priority areas within the guidelines stated by the European Union, specially those related to information and communication technologies, languages, teamwork and prevention of risks at work.

#### **5.4.4.2. Language Education**

Language education is enseñanzas de régimen especial for those who, once they have acquired the basic skills in one or more foreign languages in generalised education, need, throughout their adult lives, to acquire or improve these skills, for either general or specific purposes, and obtain a specific certificate proving the use of such languages.

Its aim is to qualify students to adequately use the different languages, outside the ordinary stages of the education system. It is organised into three levels: basic, intermediate and advanced. The skills of the different levels correspond to levels A2, B1 and B2 respectively, as defined by the Common European Framework of Reference for Languages of the Council of Europe.

In the case of the basic level, the Autonomous Communities must regulate its characteristics and basic organisation, using as reference the skills corresponding to level A2 of the Common European Framework of Reference for Languages. This level is reached when students are able to:

- Understand frequently used phrases and expressions related to areas of experience which are especially relevant to them (basic information on themselves and their families, shopping, places of interest, occupations, etc.).
- Communicate when carrying out simple and daily tasks which require simple and direct exchanges of information on issues which are familiar and regular.
- Describe in simple terms aspects of their past and environment, as well as issues related to their immediate needs.

Regarding the intermediate and advanced levels, core curricula are regulated at the national level and the Autonomous Communities are responsible for establishing the specific curriculum, which must observe these core curricula, which, in turn, must comply with the skills of levels B1 and B2 of the Common European Framework of Reference for Languages.

The intermediate level implies using the language with a degree of confidence and flexibility, receptively and productively, both orally and written, to mediate between speakers of different languages, both in everyday situations and in less common ones requiring comprehension and production of texts in a standard variety of the language, with common structures and a range of common vocabulary, covering general and everyday topics or those in which the student has a personal interest. According to this definition, general objectives of the intermediate level of Language education correspond to the following skills:

- **Listening:** understanding the general sense, essential information, main points and most relevant details in oral texts, clearly structured in standard language, articulated at slow or moderate speed, transmitted in person or by technical means provided that acoustic conditions are good and the message can be listened to repeatedly.
- **Speaking:** producing well organised oral texts adapted to the interlocutor and communicative purpose, performing with correction, fluidity and spontaneity allowing for interaction.
- **Reading:** understanding the general sense, essential information, main points and most relevant details in written texts, clearly structured in standard language, regarding general, current or specific topics.
- **Writing:** writing simple and cohesive texts regarding everyday topics or topics of personal interest which ask for or provide information, tell stories, describe experiences or events (real or imaginary), feelings, reactions, wishes, ambitions, briefly justify opinions and explain plans.

The advanced level implies being fluent and effective in the target language both in everyday situations and more specific ones requiring understanding, production and dealing with oral and written texts which are conceptually and linguistically complex, in standard language using a wide range of common vocabulary, regarding general, current or specialist topics in which the student has a particular interest. According to this definition, the general objectives for the advanced level of Language education correspond to the following skills:

- **Listening:** understanding long, well organised and linguistically complex texts on both concrete and abstract issues including those of a technical nature as long as they are related to the field of specialisation in question, in standard language, articulated at normal speed, also under inadequate acoustic conditions.
- **Speaking:** producing clear, detailed and well organised texts appropriate for the interlocutor and communicative purpose, regarding varied topics; defending a point of view on general issues or topics relevant to the specialisation, indicating the advantages and disadvantages of the different options; actively participating in long conversations, even in noisy environments, correctly, fluently and naturally enough so that communication takes place effortlessly between the speaker and other interlocutors, even if the speaker makes occasional mistakes.
- **Reading:** reading with a considerable degree of independence long and complex texts, adapting style and speed to the different texts and aims, using adequate reference points selectively, and a wide range of vocabulary, even if the speaker has some difficulties with some expressions which are not very frequent.
- **Writing:** writing clear and detailed texts regarding a wide range of topics on personal interests and the specialist area, or other topics, as well as to defend a point of view on general topics, indicating the advantages and disadvantages of the different options, or summarising and evaluating information and arguments coming from several sources.

### 5.4.4.3. Sports Education

With the enactment of the 2006 *Ley Orgánica de Educación, LOE* (Education Act), for the first time, Sports education is regulated by an education act and this type of provision may refer to the National Catalogue of Vocational Qualifications (see 5.1.), provided the latter includes the specific needs and competence profiles of the sports system and caters for the needs of the sports and professional context of the relevant specialisation. A specific Sports provision is thus established, differentiated from vocational training, and, more specifically, from the Physical and Sports Activities occupational family.

October 24 Royal Decree 1363/2007 establishes the organisation of specialised Sports education according to the 2006 *Ley Orgánica de Educación, LOE* (Education Act). This new organisation will be progressively implemented, substituting the previous one. The *LOE* establishes that Sports education aims at preparing the pupil for professional activity relating to a sports modality or specialist sport, as well as facilitating their adaptation to developments in sports and the world of employment and to active citizenship. This provision must adjust to the following principles, among others, it must answer the demands of the sports system and the development of social and personal competences necessary for active participation in society; the organisation and design must take into account the cross-curricular nature of knowledge and skills; the design must facilitate the acknowledgement and capitalisation of the training acquired during the practice of the sports modality or specialisation, work experience or other non-formal training pathways, and training leading to certification on Sports education has a sequential nature.

Hence, Sports education contributes to pupils acquiring skills which allow them to:

- a) Develop general competence corresponding to the professional profile defined in the relevant certificate.
- b) Obtain professional qualifications in initiating, leading, basic training, perfection of technical skill, training and managing high performance sportspeople in the relevant sports modality or specialist sport within the sports system.
- c) Understand the characteristics and organisation of the corresponding modality and sports system, and know the rights and obligations deriving from it.
- d) Acquire knowledge and skills necessary to carry out their activity safely, improving quality and safety and taking care of the environment and people's health, as well as facilitating integration and normalisation of disabled people in the sports practice.
- e) Develop professional identity and maturity which will foster future learning (lifelong learning and continuing training) and adaptations to changes in the initiation and improvement of the sports modality and in high performance sports
- f) Develop and transmit the importance of individual responsibility and personal effort in sports practice and teaching.
- g) Develop and transmit ethical values relating to fair play, respect, healthy sports practice and respect and care for the body.
- h) Qualify to carry out entrepreneurial initiatives and activities.

Apart from the abovementioned general aims, there are other objectives defined for the practical training módulo –as part of the specific block of this provision- (see section 5.13.4.3.). Among these aims, they are the following: to acquire professional and sports maturity and thus fostering life long learning and adaptations to changes for qualification requirements; to gain a better understanding of the sports organisation, its financial management as well as its sports and labour relations in order to facilitate students' integration.

## 5.5. Types of institution

The following subsections provide information on the types of institutions in the different levels and types of provision secondary education comprises. In addition, section [5.21.3.](#) provides information on the relative percentage of institutions according to the type of secondary provision offered, as well as on the distribution in percentage terms of institutions according to size.

### 5.5.1. Lower Secondary Education

Secondary educational institutions providing compulsory secondary education (*ESO*) may also teach Bachillerato and vocational training courses. Secondary education schools may be publicly or privately funded. Public-sector schools are known as *institutos de educación secundaria*, *IES* (secondary education schools).

In general, schools providing *ESO* must teach both cycles (the four academic years) and have at least one class unit per grade and facilities such as a workshop, a laboratory, a library and a gym, as well as music, computer and plastic art classrooms, and all other facilities necessary for educational, managerial or administrative activities, etc. Furthermore, no more than 30 students may be assigned to one teacher. All institutions, regardless of ownership and their source of funding, must meet such minimum requirements, which are compulsory nationwide.

Moreover, premises used for teaching must have natural light and good ventilation. Education authorities must put plans in place to facilitate the adaptation of the physical and technological conditions of schools, including school transport, as well as to provide resources and access to the curricula appropriate to the needs of students, in particular disabled students, to avoid discrimination and guarantee the necessary attention to all pupils.

### 5.5.2. Upper Secondary Education: General Branch

The Bachillerato is provided in secondary educational institutions, which may be privately or publicly funded. Public sector schools providing secondary education of any kind are called *institutos de educación secundaria*, *IES* (secondary education schools).

In addition to complying with a series of basic requirements (see section 5.5.1.) secondary education schools must offer at least two types of the Bachillerato and have a minimum of four classrooms. The facilities must include a computer room, a gym and a library. They must also be properly fitted out and have enough space to accommodate the types of the Bachillerato offered. The maximum class size is 35 students.

### 5.5.3. Upper Secondary Education: Vocational Branch

Intermediate vocational training may be provided in institutions exclusively devoted to teaching vocational training, or in institutions providing other stages. The most frequent case is that this provision is offered along with the compulsory secondary education (*ESO*) and the Bachillerato, in institutions known as *institutos de educación secundaria*, *IES* (secondary education schools). In these cases, vocational training is organised independently of the other types of provision, but they may share personnel and material resources.

The Royal Decree 1538/2006 establishing the general organisation of vocational training establishes that it may be provided at the following institutions:

- Public and private institutions authorised by the relevant education authority.
- National reference institutions, specialised in the different productive sectors, which are responsible for innovation and experimentation in vocational training.

- Vocational training integrated institutions, which are those institutions offering all types of vocational training provision included in the National Catalogue on Vocational Qualifications.

All these institutions must meet a series of requirements which apply throughout the whole of Spain, such as offering at least two ciclos formativos. In addition, these institutions must comply with the safety, hygiene, acoustic and habitability conditions as established by regulations in force, ensuring that natural light and ventilation are provided; provide conditions facilitating access, circulation and communication for disabled people complying with the legislation promoting accessibility and the removal of barriers, without detriment to reasonable adjustments which can be made; provide premises and equipment as established by the relevant royal decrees regulating each educational level; and provide at least a specific set of facilities (headteacher's office, office to carry out coordination and guidance activities, secretary's office, library and staffroom adapted to the number of students, as well as toilets and hygiene services according to the number of students and toilets and other facilities for the safety and hygiene of disabled people according to number, proportion and usage conditions as established by current legislation on accessibility conditions).

In addition, the Royal Decrees establishing intermediate vocational training certificates describe the minimum space and equipments required to carry out each of these ciclos formativos.

#### **5.5.4. Specialised Education**

The following subsections provide information on the different types of institutions of the different enseñanzas de régimen especial.

##### **5.5.4.1. Artistic Education**

As stated by the 2006 *Ley Orgánica de Educación, LOE* (Education Act), the public institutions providing professional Music and Dance education are known by the generic term conservatory. This type of studies, though not leading to the awarding of professionally valid certificates, can also be taken, with no age limit, in specific schools regulated by the education authorities with an organisation and structure different from conservatories. Public institutions providing professional Plastic Arts and Design education generally receive the name of Art Schools. Regardless of ownership, authorisation to run such institutions is subject to compliance with certain minimum requirements, including some related to facilities and services and those of providing at least two ciclos formativos and offering at least 60 enrolment places. In addition, the Royal Decree 596/2007, which establishes the general organisation of professional Plastic Arts and Design education, states that legislation establishing the different certificates of Plastic Arts and Design -as stated by the *LOE*-should specify, among other aspects, the teacher/student ratio.

##### **5.5.4.2. Language Education**

Intermediate and advanced Language education is taught in official language schools, which, as established by the regulations, must promote the study of the official languages of the Member States of the European Union, the co-official languages of Spain and Spanish as a foreign language, as well as facilitate the study of other languages which may be of special interest due to cultural, social or economic reasons. The education authorities may offer distance Language education (see 5.20.3.) in these schools and organise courses for the updating of language skills as well as for the training of teachers and other professional groups.

The education authorities of the Autonomous Communities are responsible for determining the characteristics and organisation of the basic level of Language education, whose provision is also distance in public educational institutions authorised in accordance with the guidelines, coordination and advice of the *Centro para la Innovación y Desarrollo de la Educación a Distancia, CIDEAD* (Centre for the Innovation and Development of Distance Education), considered as an official language school and which is in charge of the preparation, monitoring and evaluation of the didactic means and materials to be used. These educational institutions are considered as tutorial support institutions attached to official language schools.

Finally, in the private sector, education authorities may authorise the opening of institutions that offer this kind of provision, even though they are not allowed to award official academic or professional certificates.

### 5.5.4.3. Sports Education

Sports education can be provided in the following institutions;

- Public or private institutions, authorised by the relevant education authority.
- Vocational training integrated institutions, which must meet the requirements established by legislation regarding certificates and core curriculum of the corresponding branch or specialisation.
- National reference institutions specialised in sports.
- Institutions of the military education system by virtue of the agreements signed by the Ministries of Education and Defence.

In exceptional circumstances, the education authorities may authorise institutions run by the Spanish sports federation to offer a specific block of a specific cycle, as long as full training provision is guaranteed by an agreement with another institution. Within the framework of these agreements, public sports facilities may be used, always subject to the needs which might arise due to the planning of activities of such institutions.

The maximum number of students per school unit is 30. In addition, Royal Decree 1363/2007, which establishes specialised Sports education, states that legislation regulating each certificate and minimum core curriculum must establish the pupil/teacher ratio in those Sports education módulos of a procedural nature, corresponding to sports practice, according to the teaching needs, specificities and safety guarantees.

## 5.6. Geographical accessibility

Education authorities have to carry out appropriate planning regarding the provision of free school places so that the right to education and the right to choose a school are guaranteed. In all cases, this planning must take into account the satisfactory and balanced allocation of students with special needs to the different institutions.

In order to plan at this educational level, several aspects must be taken into account: compulsory education until the age of 16, the increase in the schooling rate in post-compulsory education and the decrease in the student/teacher ratio in every educational stage and level. The aim is to geographically distribute the schools in such a way that students do not have to travel more than 30 minutes. Student residences are provided only when this is not possible and they must be located in such a way as to allow students to return home during the weekends.

Planning is also reviewed in order to take into account the needs and characteristics of every province. Thus, as high a number of students as possible is grouped together in a school according to proximity criteria and to avoid the necessity for transport whenever possible. At the same time, new educational institutions are built in the most densely populated areas or those with better means of communication.

In addition, for those post-compulsory students with difficulties as regards geographical accessibility to educational institutions, grants and assistance for transport and/residences are planned. For further information about the grants, see section 5.9.

The 2006 *Ley Orgánica de Educación, LOE* (Education Act), in order to guarantee the principle of equality regarding the right to education, establishes that public authorities must develop solutions for those people, groups and areas which are at a disadvantage and provide the necessary economic resources and support. These remedial education policies strengthen the activity of the education system with the aim of avoiding inequality on social, economic, cultural, geographical and ethnic grounds.

Education authorities must likewise consider the particular characteristics of the rural schools with the aim of offering the necessary means to meet their specific needs and to guarantee equality of opportunity. In basic education, in those rural areas where it is deemed suitable, children may enrol in the school of a municipality close to their place of residence, in order to ensure quality of education. In this case, education authorities must provide transport facilities, and, if necessary, dining rooms and boarding schools, free of charge.

## 5.7. Admission requirements and choice of school

Education authorities have to carry out suitable planning regarding free school places in order to guarantee the right to education and the right to choice of school. Both the 1985 *Ley Orgánica Reguladora del Derecho a la Educación, LODE* (Act on the Right to Education) and the 2006 *Ley Orgánica de Educación, LOE* (Education Act) acknowledge the right of parents or guardians, regarding the education of their children or wards, to choose either a state school or an institution other than those set up by public authorities (see section 2.3.).

Students' admission requirements in publicly funded institutions, when there are not enough places, are governed by the same criteria mentioned in the above section devoted to primary education (see section 4.6.). Likewise, other criteria will be added, where appropriate, to refer to high level or high performance sportspeople.

Those public-funded secondary schools with no vocational training provision may be assigned to institutions offering this provision, in order to enrol students who want to take intermediate *ciclos formativos*. On the other hand, those pupils who are simultaneously enrolled in Music or Dance education and also in general education have priority in those institutions determined by education authorities among the ones providing such secondary education. The same applies to students enrolled on high performance or high level sports programmes.

In addition, in order to gain access to the different levels and types of secondary education, other academic requirements must be met. Further information on these requirements is available in the following subsections.

### 5.7.1. Lower Secondary Education

As this is a compulsory educational level, pupils finishing primary education are automatically eligible for direct access to compulsory secondary education (*ESO*) (usually at the age of 12). Every public primary educational institution – in the case of *centros concertados*, only if the owners so desire – is assigned to a secondary educational institution providing *ESO*, so that students coming from a primary school may gain access to the secondary school without a new admission process. In this way, those students coming from the assigned primary school will have priority to enrol in the secondary school when there are not enough places.

Education authorities make sufficient provision to ensure that students with special educational needs enrolled in mainstream primary educational institutions are able to continue their schooling in *ESO*.

### 5.7.2. Upper Secondary Education: General Branch

In order to enter the *Bachillerato*, students must hold the *Grduado en Educación Secundaria Obligatoria* certificate. Besides the criteria established in general terms (see section 4.6.), students' academic records are also taken into account for enrolment purposes.

Direct access to all branches of *Bachillerato* is granted to students holding a *técnico* certificate, awarded after having completed intermediate vocational training, or a *Técnico Deportivo* certificate, after having completed intermediate Sports education. In addition, the *Técnico* certificate of Plastic Arts and Design may grant direct access to the Arts branch of *Bachillerato*.



### 5.7.3. Upper Secondary Education: Vocational Branch

The Graduado en Educación Secundaria Obligatoria certificate or an equivalent certificate is required in order to enter intermediate vocational training.

Students who do not meet the established academic requirements may also access these studies, provided they pass a test specifically designed by education authorities, valid nationwide. Students must have a minimum age of 17 at the time the test is taken. These tests must accredit the knowledge and skills required to successfully pursue these studies. Education authorities regulate the appropriate exemptions from those parts of the tests for candidates who have completed an initial vocational qualification programme (*PCPI*), who hold a certificate of professionalism regarding the ciclo formativo pursued or who are accredited with a specific qualification or one-year full-time professional experience in a professional field regarding the studies in question. Those who have passed the university entrance examination for people aged over 25 are also exempt from taking the vocational training entrance examination.

Education authorities may also plan and offer studies which prepare students to sit tests to access intermediate vocational training for candidates who have passed a *PCPI*. The results obtained are taken into account in the final result of the entrance examination.

The Royal Decree 1538/2006, on the general organisation of vocational training, establishes that education authorities must organise entrance examinations for intermediate ciclos formativos at least once a year. Each part of these tests is marked on a scale of 0 to 10; a minimum of 4 in each part is necessary to calculate the final mark, which is the arithmetic mean expressed to two decimal points; a 5 or over is considered a pass. For those having taken the preparatory course for the entrance examination mentioned above, the final mark is obtained by multiplying the mark obtained in the course by 0.15 and adding it to the arithmetic mean.

In the admission procedures for students in intermediate and advanced training cycles, attention must be paid –when there are not enough school places– to students' academic record regardless the educational institution they come from (whether it is the same or not), or to the final result of the ciclo formativo entrance test.

### 5.7.4. Specialised Education

The following subsections provide information on the academic requirements in order to gain access to each of the different enseñanzas de régimen especial.

#### 5.7.4.1. Artistic Education

Those students who wish to enrol in **professional Music and Dance education** must pass a specific entrance examination regulated and organised by education authorities. This examination assesses the maturity, aptitudes and skills in order to successfully complete these studies. Applicants may enter any year of this provision without having passed the previous ones as long as they evidence in a test organised by the education authorities that they have the knowledge required to perform successfully on these courses. Final marks of the entrance examinations for professional Music and Dance education range from 0 to 10, 5 being a pass. Those who pass the entrance examination can only register for the academic year the test is organised.

In order to enrol in intermediate **professional Plastic Art and Design education**, students must hold the Graduado en Educación Secundaria Obligatoria certificate or an equivalent certificate and evidence the necessary ability and artistic knowledge by passing a specific entrance test. The following candidates are exempt from taking this test:

- Holders of a Plastic Arts and Design Técnico or Técnico Superior certificate of an occupational family linked to the provision to be studied and those who have passed the core courses on Applied Arts and Artistic Crafts education corresponding to the study programmes established by Decree 2127/1963 and those experimentally established by other Royal Decrees.
- Holders of a Bachiller certificate, Arts branch, or holders of the experimental Arts Bachillerato certificate.
- Holders of the advanced Plastic Arts certificate and the advanced Design certificate, in their different specialisations, or the equivalent certificates.
- Holders of the advanced Preservation and Restoration of Cultural Assets certificate, in their different specialisations.
- Holders of a Fine Arts, Architecture or Industrial Design Technical Engineering degree.

Education authorities, in turn, regulate the specific entrance examination for those complying with the academic requirements mentioned above, accrediting at least a year of work experience directly linked to the professional competences of the relevant intermediate ciclo formativo.

Applicants who do not meet the academic requirements, may also access intermediate vocational training by passing an entrance exam. These examinations, regulated by education authorities, must accredit the necessary knowledge and skills to successfully perform in the relevant provision as well as accrediting the abovementioned academic requirements. In order to be eligible for intermediate ciclos formativos, candidates must have a minimum age of 17 at the time the test is taken. The examination consists of two parts: a general one based on the basic skills of compulsory secondary education (*ESO*) and a specific part, which will assess the artistic aptitudes and knowledge to successfully study the relevant provision. Those accrediting at least a year of work experience, directly linked to the professional competences of the relevant intermediate ciclo formativo, are exempt from the test. Those who have passed the university entrance examination for over 25 are also exempt from taking the general part of the test.

Marks corresponding to the entrance examinations for professional Plastic Arts and Design education are expressed in numerical terms on a scale of 0 to 10 to two decimals, 5 being a pass.

#### **5.7.4.2. Language Education**

In order to access Language education, students must be 16 in the year in which studies begin. Those over 14 can also access this type of provision in order to continue the study of a language other than the one studied during compulsory secondary education (*ESO*). The Bachiller certificate provides direct access to intermediate Language education of the first foreign language studied in Bachillerato.

The Royal Decree 1629/2006, establishing the basic aspects of the curriculum for Language education regulated by the *LOE*, states that the certificate corresponding to the intermediate level allows access to the advanced level of the language in question.

In addition, education authorities, in turn, must regulate the conditions to join any course of intermediate or advanced level for those accrediting sufficient competence in the relevant language.

#### **5.7.4.3. Sports Education**

In order to gain access to the initial cycle of intermediate Sports education, candidates must hold the Graduado en Educación Secundaria Obligatoria certificate or an equivalent certificate. Students must accredit having passed the initial cycle of the corresponding Sports modality or specialisation of intermediate studies in order to access its final cycle.

Besides general requirements, passing a specific entrance examination, regulated by education authorities, may be required to access any of the cycles of Sports education. Additional requirements can be accrediting a sports merit proving the necessary conditions to successfully and safely pursue this provision.

Those who do not hold the Graduado en Educación Secundaria Obligatoria certificate, may also access intermediate Sports education by passing an entrance examination regulated by education authorities. This examination must accredit the required knowledge and skills to successfully pursue this provision. Content of the examination must be related to the content specified in the curriculum of compulsory secondary education (*ESO*) of the relevant Autonomous Community. Candidates must have a minimum age of 17 at the time the test is taken. The structure, the teaching load and the content of the specific examinations, as well as the requirements relating to sport, are established in the regulations governing the corresponding core curricula.

Education authorities may offer and schedule preparatory courses for entrance examinations addressed to those students who have a professional initiation programme related to the provision they want to access.

Grading of the preparatory courses and of the entrance examinations is as follows: a) preparatory courses for the entrance examination are assessed on a scale from 1 to 10 points, without decimals; b) the final mark to access the intermediate level, expressed in numerical terms on a scale from 1 to 10 to two decimals, is the arithmetic mean of the marks of the different parts as long as they are equal to 4 or over. On completion of the preparatory course for the entrance examination, the final mark of the test is the arithmetic mean adding the points resulting from multiplying by 0.15 the mark obtained in the preparatory course as long as it is equal to 5 or over. The final mark cannot be over 10. Marks from 5 onwards will be considered positive, the rest being negative.

It should be mentioned that certain sportspeople (high level or high performance sportspeople, sportspeople who have participated in competitions or have classified in certain competitions, etc.) are exempt from the specific entrance examinations.

## 5.8. Registration and/or tuition fees

Students attending public institutions providing compulsory secondary education (*ESO*) are exempted from registration and/or tuition fees. However, families have to pay for complementary services such as meals and transport as well as textbooks and personal school material (see section 5.9.).

In enseñanzas de régimen especial, Bachillerato and vocational training, certain fees must be paid, albeit they are much lower than the actual cost of the public service provided.

Similarly, enrolment in public secondary educational institutions usually implies the payment of a small fee as school insurance.

## 5.9. Financial support for pupils

According to the 2006 *Ley Orgánica de Educación, LOE* (Education Act), the State has to establish a general system of grants and financial support, charged to the State Budget, so that everyone, regardless of the place of residence, enjoys the same conditions in the exercise of the right to education. The Government regulates the grant types and amounts as well as the necessary requirements to guarantee equality in order to access grants and financial support, without detriment to the legislative and implementation powers of the Autonomous Communities.

The *LOE* also establishes that, in order to operate an efficient system to verify and control the grants and financial support provided, processes for information, coordination and cooperation between the different education authorities must be set up.

As free-of-charge education at compulsory levels is guaranteed through the public funding of the educational institutions, grants are of particular importance in non-compulsory education and for the complementary services in basic education.

Annually, students in compulsory secondary education (*ESO*) are awarded financial support for complementary education services as boarding, meals, transport, as well as for the purchase of textbooks and complementary didactic material. Likewise, students who prove that they are attending initial vocational qualification programmes (see section 5.20.1.) as well as those who have a specific need of educational support are also awarded this financial assistance. In order to obtain this financial support, family assets and income must not exceed the limits set by the relevant education authority.

In addition, the *LOE* establishes that on an exceptional basis in primary education and *ESO*, in certain rural areas, students may be educated in a municipality close to their place of residence in order to guarantee the quality of education. Education authorities must then provide free school services such as transport and meals, and, in some cases, boarding.

The Spanish State annually announces grants and financial support for economically underprivileged students in post-compulsory secondary education. There are two kinds of programmes for grants and financial support for studies:

- General grants and financial support. To obtain these, it is necessary to meet certain academic and economic requirements and not to be in possession of an academic degree which qualifies the applicant to exercise a profession. The economic requirements are aimed at guaranteeing that those who do not have sufficient family income to invest in the education of the family members receive assistance. The academic requirements are aimed at benefiting those students with a required minimum academic performance. This support includes travel and relocation assistance, boarding, academic material and fee exemption, as well as assistance aimed at supplementing the earnings that students who come from low income families cannot contribute.
- Special grants and financial support such as prizes and assistance awarded for special academic performance.

The Ministry of Education has established, for the 2009/10 academic year, a new type of grant called 'maintenance', aimed at encouraging students who have not been awarded the relevant compulsory secondary education certificate or who are taking the voluntary module of initial vocational qualifications programmes to stay in the education system (see section 5.20.1.).

## 5.10. Age levels and grouping of pupils

The following subsections provide information on age levels and grouping of students in the different stages and types of provision secondary education comprises.

### 5.10.1. Lower Secondary Education

Compulsory secondary education (*ESO*) covers four school years, usually between the ages of 12 and 16. Students, however, may continue their mainstream education until the academic year in which they turn 18. Class-groups are normally organised on the basis of age (year of birth) and the maximum student/teacher ratio is established as 30. A form teacher is assigned to each group of students, but specialist teachers are responsible for teaching different subjects or knowledge areas.

### 5.10.2. Upper Secondary Education: General Branch

Bachillerato lasts two academic years and there are different branches in order to provide students with specialised education in accordance with their educational perspectives and interests or for them to enter employment on its completion (see section [5.1.2.](#)).

Students usually take the first year when they are 16 or 17 and the second year when they are between 17 and 18 years old. Nevertheless, students may stay four years in mainstream Bachillerato

A form teacher is assigned to each group of students, but specialist teachers are responsible for teaching different subjects. The maximum class size is 35.

### 5.10.3. Upper Secondary Education: Vocational Branch

Vocational training is organised into two education levels: intermediate and advanced vocational training, also called, respectively, intermediate and advanced ciclos formativos, leading to the award of professional qualifications. The 2006 *Ley Orgánica de Educación, LOE* (Education Act) defines advanced vocational training as higher education provision, to be dealt with in chapter 6 (see section 6.4.2.1.).

Intermediate vocational training can be taken by students aged over 16, since being in possession of the Graduado en Educación Secundaria Obligatoria certificate is one of the requirements for entering this provision. The maximum class size is 30.

### 5.10.4. Specialised Education

The following subsections provide information on the organisation of the levels and age grouping of students in each of the different enseñanzas de régimen especial.

#### 5.10.4.1. Artistic Education

**Professional Music and Dance education** is organised in studies lasting six years.

**Intermediate professional Plastic Arts and Design education** is structured into ciclos formativos and organised into specific training módulos, grouped into artistic occupational families, with a variable duration. It must comprise practical training in companies, studios and workshops. .

#### 5.10.4.2. Language Education

Provision corresponding to the advanced and intermediate levels must have a minimum duration of three years and a maximum duration of four, in accordance with education authorities. The maximum length of four years may be extended by a further year for Arabic, Chinese and Japanese. Students have the right to classroom-based provision, both at the intermediate and advanced level, a maximum number of years equivalent to double those provided for the relevant language as established by the relevant education authorities.

The basic level has a duration of 240 hours, the intermediate level lasts 240 hours (360 in the case of Arabic, Chinese and Japanese) and the duration of the advanced level is also 240 hours.

#### 5.10.4.3. Sports Education

Intermediate Sports education is organised into two cycles with a minimum duration of 1,000 hours: the initial cycle (of at least 400 hours) and the final cycle. The cycles of Sports education are in turn organised in módulos with variable duration.

The maximum number of students per school unit is 30. The student-teacher ratio for those Sports education módulos of a procedural nature, corresponding to the sports practice, is established in the Royal Decree regulating the certificate and the corresponding minimum core curriculum according to the teaching needs, and characteristics and recommendations regarding guaranteed safety levels.

## 5.11. Specialisation of studies

The following subsections provide information on the specialisations of studies in the different levels and types of provision secondary education comprises.

### 5.11.1. Lower Secondary Education

Compulsory secondary education (*ESO*) is a comprehensive stage which is mainly organised into compulsory subjects, although the curriculum also comprises optional subjects (see section 5.13.1.). Its fourth and last year has a guidance nature and educational institutions can group the subjects into different options in order to guide students' choice.

### 5.11.2. Upper Secondary Education: General Branch

The Bachillerato comprises three branches: Arts; Humanities and Social Sciences; and Science and Technology. The Arts branch is in turn subdivided into two paths: Plastic Arts, Image and Design; and Performing Arts, Music and Dance.

### 5.11.3. Upper Secondary Education: Vocational Branch

In accordance with the schedule for implementation of the 2006 *Ley Orgánica de Educación, LOE* (Education Act), the new vocational training studies and their corresponding curricula began being implemented in the 2007/08 academic year. However, until the curricula of all ciclos formativos are updated, the studies regulated by the 1990 *Ley Orgánica de Ordenación General del Sistema Educativo, LOGSE* (Act on the General Organisation of the Education System) will still be in force. Therefore, as regards qualifications and curricula, the former vocational training studies regulated by the *LOGSE* and the new provision established by the *LOE* coexist at present.

The regulations previous to the *LOE* established 22 occupational families. This classification will be valid until the new qualifications and the corresponding curricula are implemented. However, a more up-to-date classification already exists in the National Catalogue of Vocational Qualifications, which establishes 26 occupational families.

Table 5.1 shows correspondence between the 22 occupational families established by the previous regulations and the 26 families corresponding to the present structure of vocational training. It is worth stressing that four occupational families which did not exist have been established (Safety and Environment; Energy and Water; Extractive Industries; and Arts and Crafts) and others have been restructured (Farming Activities; Maritime and Fishery Activities; Production Maintenance and Services; Maintenance of Motor Vehicles; Wood and Furniture; Communication, Imaging and Sound; Computing; and Administration). The rest of the occupational families have kept the previous structure.

**Table 5.1: Comparison of the classification of occupational families**

<b>22 Occupational families (RD 777/1998)</b>	<b>26 Occupational families (RD 1128/2003)</b>
Farming Activities	Farming
Maritime and Fishery Activities	Maritime and Fishery
Food Industry	Food Industry
Chemistry	Chemistry
Personal Image	Personal Image
Health	Health
-	Safety and Environment
Mechanical Production	Mechanical Production
Electricity and Electronics	Electricity and Electronics
-	Energy and Water
Production Maintenance and Services	Installation and Maintenance
-	Extractive Industries
Maintenance of Motor Vehicles	Transport and Maintenance of Vehicles
Building	Building
Glass and Ceramics	Glass and Ceramics
Wood and Furniture	Wood, Furniture and Cork
Textiles, Clothing and Leather/Fur	Textiles, Clothing and Leather/Fur
Graphic Arts	Graphic Arts
Communication, Imaging and Sound	Imaging and Sound

Computing	Computing and Communication
Administration	Administration and Management
Commerce and Marketing	Commerce and Marketing
Sociocultural and Community Services	Sociocultural and Community Services
Hotel and Tourist Industry	Hotel and Tourist Industry
Physical and Sports Activities	Physical and Sports Activities
-	Arts and Crafts

Source: Drawn up by the Spanish Eurydice Unit on the basis of regulations.

#### 5.11.4. Specialised Education

The following subsections provide information on the branches of studies and specialisations of the different enseñanzas de régimen especial.

##### 5.11.4.1. Artistic Education

For **professional Music education** the following instrument specialisations are provided: Accordion, Electric Bass, *Flamenco* singing, *Dulzaina*, Harp, Singing, Clarinet, Harpsichord, Bass, Bassoon, *Flabiol i Tamborí* (piccolo and tabor), Flute, Recorder, Bagpipe, Guitar, *Flamenco* Guitar, Electric Guitar, Renaissance and Baroque String Instruments, Plectrum Instruments, Horn, Oboe, Organ, Percussion, Piano, Saxophone, *Tenora*, *Tible*, Trombone, Trumpet, , Tuba, *Txistu*, Viola, Viola da Gamba, Violin and Violoncello.

Instrument specialisations may be widened by those Autonomous Communities that, owing to the following reasons, require a special treatment: tradition, ethnographic degree of interest and repertoire complexity; historic value within the European culture of music and degree of use in the relevant area, or the new demands of a plural society. **Professional Dance education** is structured into the specialisations of *Flamenco* Dance, Classical Dance, Contemporary Dance and Spanish Dance.

At present, the structure and basic aspects of **professional Plastic Arts and Design education** have been established at the national level, although the curricular developments and the occupational families fixed prior to the 2006 *Ley Orgánica de Educación, LOE* (Education Act) are still in force. Such occupational families are: Sculpture-related Applied Arts, Clothing-related Applied Arts, Book Art, Wall-related Applied Arts, Floral Art, Artistic Ceramics, Graphic Design, Industrial Design, Interior Design, Enamel Art, Jewellery of Art, Artistic Textiles and Artistic Glasswork.

##### 5.11.4.2. Language Education

In Spain, Language education is offered on an official basis for the following languages: Arabic, Chinese, Danish, Dutch, English, French, Finnish, German, Greek, Italian, Irish, Japanese, Portuguese, Romanian, Russian, Swedish, the co-official languages of the Autonomous Communities (Basque, Catalan, Galician and Valencian) and Spanish as a Foreign Language. However, not all official language schools offer the languages just mentioned; official language schools can also provide other languages.



### 5.11.4.3. Sports Education

The Government has regulated the core curriculum, the examinations and the access requirements for the following specialisations and modalities: Mountain and Climbing Sports; Winter Sports; Football and Indoor Football; Basketball, Athletics and Handball (see section 5.13.4.3.).

Although the general organisation of special Sports education has already been regulated according to the 2006 *Ley Orgánica de Educación, LOE* (Education Act), until the new certificates, modalities and specialisations are created, they will be offered as established in the royal decrees which created the relevant certificates and minimum core curricula.

## 5.12. Organisation of school time

The following subsections provide information on the organisation of school time at the different levels and types of provision secondary education comprises.

### 5.12.1. Organisation of the school year

During the school year 2009/10, secondary education has begun between the 9<sup>th</sup> and the 28<sup>th</sup> of September and finishes between the 11<sup>th</sup> and 25<sup>th</sup> of June. The minimum number of school days per year, which is annually established by education authorities, is 175, distributed over 35 weeks of five school days. These figures may vary depending on the Autonomous Community in question.

The distribution of school holidays is as follows: around 12 weeks of Summer holidays (this period begins at the end of June but schools are open until the end of July); about 15 days at Christmas time; three days in February, in some Autonomous Communities; around seven or ten days during Easter holidays (end of March or beginning of April); and approximately seven days for bank holidays established by the central Government, the Autonomous Communities or the relevant municipal council.

### 5.12.2. Weekly and daily timetable

The distribution of the school day and the general timetable in secondary education schools must meet the requirements set by the School Council and be authorised by the relevant education authorities. The school day must permit the carrying out of all teaching and complementary activities planned. This may differ according to the different types of provision, in order to facilitate better organisation of optional subjects and improve students' performance according to age, as well as allowing more efficient use of resources and facilities in the educational institution. Education authorities determine the procedures for municipal authorities to use, during non-school time, the educational institutions under their aegis in order to carry out educational, cultural, sports and social activities subject only to availability depending on the needs arising from the activities planned in the institutions.

The weekly timetable in secondary education comprises 30 lessons lasting 60 minutes each, i.e., 6 lessons a day from Monday to Friday. The timetable must specify the time and conditions in which the institution is open during non-school time available to the educational community. It also must set the time when ordinary school activities related to each type of provision will be carried out, and the time when facilities and services will be available for students' use.

Approximately four hours a week are devoted to specialised language lessons (daily sessions of 60 minutes each or 120 minutes on alternate days), either in the morning or in the afternoon.

Lastly, competent authorities may adjust the school calendar taking into account the special nature of Sports education and given the sports sites in which this education takes place, the teaching of certain modalities or specialisations (see section 5.11.4.3.) is subject to weather conditions.

## 5.13. Curriculum, subjects, number of hours

The following subsections provide information on the curriculum, subjects and number of hours in the different levels and types of provision secondary education comprises.

### 5.13.1. Lower Secondary Education

#### I) Drawing up of the curriculum

The Spanish Government establishes the common core curricula for compulsory secondary education (*ESO*) for the whole State. As in the case of primary education (see section 4.10.), core curricula are precisely defined by each Autonomous Community. Educational institutions, in turn, adapt these curricula to their own socio-economic and cultural context.

The common core curricula at this stage include the basic conditions to allow for curricular diversification from the third year of *ESO* for those students who so require, after they have been appropriately assessed. In such cases, in order to reach the objectives set for this stage, a specific methodology is followed through the organisation of contents, practical activities and, if appropriate, subjects different to the methodology established for general purposes (see section 5.20.1.).

#### II) Subject areas

The organisation of the first, second and third years of *ESO* is different from that of the fourth. The subjects to be taught in the first three years are: Natural Science; Physical Education; Social Studies; Geography and History; Spanish Language and Literature and, if applicable, the Co-official Language and its Literature; a Foreign Language; Mathematics; Plastic and Visual Education; Music; and Technology.

In one of the first three years, all students must take Citizenship and Human Rights Education, with special attention being paid to equality between men and women. In addition, in the third year, Natural Science may be split into two subjects: Biology and Geology, and Physics and Chemistry.

Throughout these three years, students study certain optional subjects. In any case, this optional offer must include a second Foreign Language and Classical Culture.

In addition, in the first and second academic years, students must take a maximum of two additional subjects to those studied in the final cycle of primary education, that is, a maximum of nine subjects (see section 4.10.).

Educational institutions may also organise, in accordance with the provisions established by education authorities, programmes to reinforce basic skills, aimed at those students who require this, in order that they may successfully continue education at this stage.

In the fourth academic year, all students have to take the following subjects: Physical Education; Ethic and Civic Education; Social Studies; Geography and History; Spanish Language and Literature, and, if applicable, the Co-Official Language and its Literature; Mathematics; and a first Foreign Language. They must also study three subjects from the following list: Biology and Geology; Plastic and Visual Educational; Physics and Chemistry; Computer Science; Latin; Music; a second Foreign Language; and Technology. In addition, students may take one or more optional subjects in accordance to the provisions established by education authorities. In Ethic and Civic Education, special attention will be paid to equality between men and women. The guiding nature of the fourth year, both for post-compulsory studies and to start working is also worth mentioning. In order to advise students on their choice, these subjects may be grouped into different options.

Educational institutions must offer all the subjects and options mentioned above. This subject choice will only be limited when the number of students is insufficient to provide an option or subject, always in accordance with the objective criteria previously established by education authorities.

Apart from the specific subjects of the stage, in the four academic years of *ESO* work on reading comprehension, oral and written expression, audiovisual communication, information and communication technologies and education in values must be included in all of the subjects, although these aspects may be treated more specifically in some of the subjects.

### **III) Number of hours**

The basic contents established in the core curriculum at State level account for a total of 55% of the school timetable in those Autonomous Communities with a co-official language and 65% in the others.

Using these basic criteria as a starting point, each Autonomous Community establishes its own curriculum, setting the weekly timetable for educational institutions.

The school timetable corresponding to the basic contents of the core curriculum for *ESO* is as follows:

**Table 5.2: School hours for the basic contents of the core curriculum for ESO (LOE).**

AREAS OF KNOWLEDGE	1 <sup>st</sup> , 2 <sup>nd</sup> & 3 <sup>rd</sup> years	4 <sup>th</sup> year
Biology and Geology	--	70*
Natural Science	230	--
Social Studies, Geography and History	210	70
Physical Education	105	35
Ethic and Civic Education	--	35
Citizenship and Human Rights Education	35	--
Plastic and Visual Education	105	70*
Physics and Chemistry	--	70*
Computer Science	--	70*
Latin	--	70*
Spanish Language and Literature	350	125
Foreign Language	315	--
First Foreign Language	--	105
Second Foreign Language	--	70*
Mathematics	280	105
Music	105	70*
Technology	140	70*
Religious Education	140	35
<b>TOTAL</b>	<b>2,015</b>	<b>1,070</b>

Note (\*): Students must choose three of the subjects signalled.

Source: Drawn up by the Institute for Teacher Training and Educational Research and Innovation (IFIIE) on the basis of regulations.

The Autonomous Communities with a co-official language may use 10% of the total amount of hours in order to organise provision of such language. The Autonomous Communities may not deduct more than 50 hours from an area in the first three years nor more than 20 hours in the fourth year.

### **5.13.2. Upper Secondary Education: General Branch**

#### **I) Drawing up of the curriculum**

A Royal Decree lays down the structure of Bachillerato, specifying the common core curriculum and the subjects to be covered in each branch. The core curriculum for all these subjects is subsequently established by the Government for the whole of the Spanish State. On that basis, each Autonomous Community develops its own curriculum. Finally, educational institutions adapt the curriculum to their own socio-economic and cultural context, setting methodological and assessment criteria as well as optional subject areas.

The 2006 *Ley Orgánica de Educación, LOE* (Education Act) establishes the following branches of Bachillerato: Arts; Science and Technology, and Humanities and Social Sciences.

The Spanish government, after consultation with the Autonomous Communities, has established the structure of the branches, the specific subjects in each branch and the number of subjects to be taken by the students. Each of the branches may be organised into pathways, as a result of students' free choice of subjects (both optional and those corresponding to the branch in question). These pathways will facilitate students' specialised education with a view to continuing further education or entering employment.

The Autonomous Communities are responsible for the arrangements regarding optional subjects. The *LOE* establishes that this must be done so that students may also choose as an optional subject at least one subject corresponding to the branch in question. Educational institutions state what is available in their respective proyecto educativo.

The government, after consultation with the Autonomous Communities, must regulate the reciprocal recognition of Bachillerato studies and intermediate ciclos formativos so that those studies successfully completed may be taken into account even if the relevant certification has not been obtained.

#### **II) Subjects and timetables**

The Bachillerato is organised into: common subjects, subject areas specific to each type of provision, and optional subjects.

The basic contents of the core curricula, which are laid down by the Government for the whole of the Spanish State, represent 55% of the school timetable for those Autonomous Communities that have an official language other than Spanish, and 65% for the others.

According to the *LOE*, the common subjects are: Science for the Contemporary World; Physical Education; Philosophy and Citizenship; History of Philosophy; Spanish History; Spanish Language and Literature, and, if applicable, the Co-official Language and its Literature, and a Foreign Language. These subjects aim at deepening students' knowledge, increasing their maturity and reinforcing those cross-curricular competences which favour learning. It is also established that in order to facilitate homogeneity of university entrance examinations (see section 6.6.) History of Philosophy, Spanish History, Spanish Language and Literature and a Foreign Language will be taught in the second year of Bachillerato.

Subject areas specific to each branch or type of provision aim at providing specific training related to the branch chosen offering a wide knowledge area, developing those competences closely related, preparing for a variety of further studies and favouring employment opportunities in a specific field. Students have to take, throughout the two years of Bachillerato, a minimum of six subject areas specific to each branch, among which five have to correspond to the modality chosen. In addition, education authorities distribute these subject areas specific to each branch between the first and the second year, guaranteeing that those subjects which require knowledge included in other subjects are offered in due course. That is, such subjects may only be studied subsequent to having taken those prior subjects they are linked to or having accredited the necessary knowledge. The following table presents the subject areas specific to each branch of the different modalities and paths of Bachillerato according to the *LOE*.

**Table 5.3: Core curricula for the Bachillerato and teaching load regulated by the LOE**

<b>Common Subjects</b>			
Science for the Contemporary World (70 hours)			
Physical Education (35 hours)			
Philosophy and Citizenship (70 hours)			
History of Philosophy (70 hours)			
Spanish History (70 hours)			
Spanish Language and Literature, and Co-official Language and Literature of the relevant Autonomous Community (210 hours)			
Foreign Language (210 hours)			
Religion/Study Hall (70 hours)			
<b>Subjects linked to each branch of the 'Bachillerato'</b>			
<b>(90 hours per subject)</b>			
<b>Arts</b>		<b>Humanities and Social Sciences</b>	<b>Sciences and Technology</b>
<b>Plastic Arts, Image and Design</b>	<b>Performing Arts, Music and Dance</b>		
<ul style="list-style-type: none"> <li>▪ Culture Audiovisual</li> <li>▪ Artistic Drawing I &amp; II</li> <li>▪ Technical Drawing I &amp; II</li> <li>▪ Design</li> <li>▪ History of Art</li> <li>▪ Graphic and Plastic Expression Techniques</li> <li>▪ Volume</li> </ul>	<ul style="list-style-type: none"> <li>▪ Musical Analysis I &amp; II</li> <li>▪ Applied Anatomy</li> <li>▪ Performing Arts</li> <li>▪ Audiovisual Culture</li> <li>▪ History of Music and Dance</li> <li>▪ Universal Literature</li> <li>▪ Musical Language and Practice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Economy</li> <li>▪ Business Economy</li> <li>▪ Geography</li> <li>▪ Greek I &amp; II</li> <li>▪ History of Art</li> <li>▪ Contemporary World History</li> <li>▪ Latin I &amp; II</li> <li>▪ Universal Literature</li> <li>▪ Mathematics Applied to Social Sciences I &amp; II</li> </ul>	<ul style="list-style-type: none"> <li>▪ Biology</li> <li>▪ Biology and Geology</li> <li>▪ Earth and Environmental Sciences</li> <li>▪ Technical Drawing I &amp; II</li> <li>▪ Electro-technology</li> <li>▪ Physics and Chemistry</li> <li>▪ Mathematics I &amp; II</li> <li>▪ Chemistry</li> <li>▪ Industrial Technology I &amp; II</li> </ul>

Source: Drawn up by the Institute for Teacher Training and Educational Research and Innovation (*IFIIE*) on the basis of regulations.

As regards optional subjects, intended to broaden and enhance the chosen branch of study as well as to widen the perspective of general education, must include at least a second Foreign Language and the Information and Communication Technologies. The education authorities of the Autonomous Communities are responsible for the organisation of the optional subject areas, whereas educational institutions must set out the provision of these subject areas in their *proyecto educativo*.

Throughout the whole of Spain, educational institutions are obliged to provide religious education, either Catholic or of other denominations. This subject is voluntary for students, and those who do not enrol in it participate in alternative study activities. The curriculum of Catholic religion and the different denominations with which the Spanish State has signed agreements on education is developed by the ecclesiastical hierarchy or the relevant religious authorities respectively. The grades obtained in religious education are not taken into account when calculating the average mark for university access (see section 6.6.1.) nor for the awarding of grants or financial assistance based on students' academic record. This type of provision consists of a minimum of 70 hours for the whole stage.

Optional subjects are regulated by the Autonomous Communities and educational institutions in accordance with the regulations established by the Ministry of Education, which stipulates that schools are to programme their optional subjects according to student demand and taking into account the teaching staff. Nevertheless, a second Foreign Language must be offered as an optional subject in all the Autonomous Communities.

Using the State regulations as a starting point, the Autonomous Communities develop the *Bachillerato* curriculum for their area, distributing subjects according to academic year, setting the weekly timetable and determining optional subjects. There are certain differences in educational pathways and timetables among the different Autonomous Communities, although the greatest differences are found in the treatment given to optional subjects, where a certain specificity can be observed.

### **5.13.3. Upper Secondary Education: Vocational Branch**

#### **I) Drawing up of the curriculum**

Regulations on education approve basic general guidelines with the aim of defining a common structure for the academic organisation of vocational training. Following this, different qualifications and their related core curricula for the whole Spanish State have been approved.

The various Autonomous Communities have added to these basic regulations, establishing, for their respective territories, the curricula of the *ciclos formativos* corresponding to the various qualifications available. Educational institutions develop such curricula by drawing up their *programación anual*. Their objectives, course content, assessment criteria, sequencing and methodology must respond to the characteristics of the student body as well as the training possibilities which are available in the surrounding area.

Periodically, the Spanish government (at its own initiative or at the request of education authorities, the General Council for Vocational Training (see 2.7.1.1.) or social agents and the corresponding productive sector) must act to revise or, when appropriate, update vocational qualifications or create new ones, in order to ensure continuing adaptation to changes in occupational circumstances and qualifications.

In addition, in 1999, the *Instituto Nacional de las Cualificaciones, INCUAL* (National Institute for Qualifications) was set up as an independent technical instrument to support the General Council for Vocational Training. The *INCUAL* is responsible for defining, drawing up and updating the National Catalogue of Vocational



Qualifications and the corresponding Modular Catalogue of Vocational Training. This Modular Catalogue constitutes the collection of módulos formativos related to the unidades de competencia of the different vocational qualifications. Thus, it provides a common reference for the full coordination of vocational training offers which allows the capitalisation and promotion of lifelong learning.

It is incumbent upon education authorities, within their area of authority and in conjunction with local corporations and social and economic agents, to plan vocational training provision.

## **II) Subject areas**

One of the defining characteristics of the ciclos formativos is that their contents are structured into módulos profesionales. The módulos profesionales are composed of theoretical-practical knowledge areas, according to the professional skills, which must include those defined in the unidades de competencia and the social and personal skills aimed to be achieved.

The módulos profesionales must include areas which are considered priority areas, such as information and communication technologies, the languages of the countries of the European Union, teamwork, health and safety, as well as those included in the European Union guidelines and, in particular, those related to the development and strengthening of basic skills. Where the professional profile of the ciclo formativo so requires, training must be included in specific módulos profesionales. In the rest of the ciclos formativos, it must be included as a cross-curricular subject or in accordance with other solutions the education authorities may provide as regards languages.

The curricula of the ciclos formativos must include a work placement módulo (*FCT*) of a non-employment nature. Students evidencing work experience relating to the respective professional studies may be exempt from this módulo. In general, this módulo must be taken once all the módulos profesionales studied in the educational institution have been successfully completed. Depending on the type of provision, the specific characteristics of each ciclo formativo and the availability of places in companies, however, the education authorities may fix another temporality for this módulo. In any case, the Royal Decrees establishing the different vocational training qualifications must establish the módulos profesionales which must be completed in order to take the *FCT*.

All ciclos formativos must also include training to provide information on employment opportunities, setting up and management of companies and self-employment; job organisation and relations at work; knowledge of basic legislation on labour regarding equal opportunities and non-discrimination of disabled people, as well as rights and duties derived from relations at work, in order to facilitate access to employment or reintegration into the labour market. This training is to be provided in one or several specific módulos profesionales, which may also be provided as a cross-curricular topic, according to the professional profile. Contents of these módulos must address the characteristics of each professional group or the relevant productive sector(s).

## **III) Number of hours**

Its duration ranges from 1,300 to 2,000 hours, divided into one and a half or two academic years, although its organisation into a year and a half is more frequent. In the following years, as vocational training qualifications in accordance with the 2006 *Ley Orgánica de Educación, LOE* (Education Act) get updated, the duration of all the ciclos formativos will be two years (2,000 hours).

The regulations on the core curricula established for each ciclo formativo leading to a vocational certificate specify the total length of the ciclo formativo as well as the minimum number of hours required under each módulo. This timetable, which is established for the whole of Spain, accounts for 55% (in the Autonomous Communities with a co-official language) and 65% (in the rest) of the total timetable established for the ciclo formativo in question.

### 5.13.4. Specialised Education

The following subsections provide information on the curriculum and subjects of the different enseñanzas de régimen especial.

#### 5.13.4.1. Artistic Education

In **professional Music education** the common subjects to all specialisations are Instrument or Voice, Musical Language and Harmony. There are also a series of subjects linked to each specialisation: Chamber Music, Orchestra, Band, Ensemble, Choir and Languages applied to Singing (see section 5.4).

**Table 5.4: Specific subjects which are part of the core curriculum of professional Music education according to specialisation**

Specialisations	Specific subjects of the specialisation					
	Chamber Music	Orchestra	Band	Ensemble	Choir	Languages Applied to Singing
Accordion	☒			☒	☒	
Harp	☒	☒		☒		
Electric bass				☒	☒	
Flamenco singing				☒	☒	
Singing	☒				☒	☒
Clarinet	☒	☒	☒			
Harpsichord	☒			☒	☒	
Bass	☒	☒	☒			
Dulzaina				☒	☒	
Bassoon	☒	☒	☒			
Flabiol i Tamborí				☒	☒	
Transverse flute	☒	☒	☒			

Specialisations	Specific subjects of the specialisation					
	Chamber Music	Orchestra	Band	Ensemble	Choir	Languages Applied to Singing
Recorder	☒			☒	☒	
Bagpipes				☒	☒	
Guitar	☒			☒	☒	
Electric guitar				☒	☒	
Flamenco guitar				☒	☒	
Renaissance and Baroque string instruments	☒			☒	☒	
Plectrum instruments	☒			☒	☒	
Oboe	☒	☒	☒			
Órgan	☒			☒	☒	
Percussion	☒	☒	☒	☒		
Piano	☒			☒	☒	
Saxophone	☒	☒	☒	☒		
Tenora				☒	☒	
Tible				☒	☒	
Trombone	☒	☒	☒			
Horn	☒	☒	☒			
Trumpet	☒	☒	☒			

Specialisations	Specific subjects of the specialisation					
	Chamber Music	Orchestra	Band	Ensemble	Choir	Languages Applied to Singing
<b>Tuba</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
<b>Txistu</b>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Viola</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
<b>Viola da gamba</b>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Violin</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
<b>Violoncello</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				

Source: Drawn up by the Institute for Teacher Training and Educational Research and Innovation (IFIIE) on the basis of regulations.

Regarding **professional Dance education**, all specialisations must include Music as a common subject as well as the specific subjects of each specialisation (see table 5.5).

**Table 5.5: Specific subjects which are part of the core curriculum of professional Dance education according to specialisation**

	<b>Flamenco Dance</b>	<b>Classical Dance</b>	<b>Contemporary Dance</b>	<b>Spanish Dance</b>
<b>Basic Dance Techniques</b>	☒			
<b>Spanish Dance</b>	☒			
<b>Flamenco Dance</b>	☒			
<b>Study of Flamenco Singing as Accompaniment</b>	☒			
<b>Study of the Guitar accompaniment</b>	☒			
<b>Classical Dance</b>		☒	☒	☒
<b>Contemporary Dance</b>		☒		
<b>Music and Repertory</b>		☒		
<b>Improvisation</b>			☒	
<b>Contemporary Dance Techniques</b>			☒	
<b>Bolera Dance</b>				☒
<b>Stylised Dance</b>				☒
<b>Flamenco</b>				☒
<b>Folklore and Music</b>				☒

Source: Drawn up by the Institute for Teacher Training and Educational Research and Innovation (IFIIE) on the basis of regulations.

Both in professional Music and Dance education, education authorities must establish the courses in which the abovementioned subjects have to be included. They may also add other subjects within the different specialisations of these studies (for further information see section 5.11.4.1.). They may also foster different

profiles in their curricula within each specialisation in the last two years of professional Music and Dance education.

The Ministry of Education, after consultation with the Autonomous Communities, has established the equivalence between certain subjects of professional Music and Dance education and the subject of Music in compulsory secondary education (*ESO*) and some subjects of Bachillerato. In addition, the students of professional Dance education can also apply for the exemption from the subject of Physical Education in both *ESO* and Bachillerato. Validations in the case of optional subjects of *ESO* and Bachillerato and the regulation of curricular adaptations facilitating simultaneity of studies are the responsibility of the Autonomous Communities.

Intermediate **professional Plastic Arts and Design education** is organised in ciclos formativos, which are grouped into occupational families (see 5.11.4.1.). These studies must include a módulo of an end-of-term project, practical training in companies, studios and workshops without a professional nature, and a specific módulo of training and occupational guidance. In addition, the Ministry of Education establishes a minimum of ciclos formativos for certain occupational families (see table 5.6). The education authorities establish the curriculum for each qualification and the educational institutions offering these studies develop and complete it by implementing the corresponding proyecto educativo and teaching plans in order to adapt it to the specific social and cultural context.

**Table 5.6: State outline provision of ciclos formativos of Plastic Arts and Design**

Occupational families	Intermediate 'ciclos formativos'
<b>Floral Art</b>	Florist's Art
<b>Sculpture-related Applied Arts</b>	Leather Crafts Artistic Gold and Polychrome Work Artistic Cabinetwork Artistic Forge Work Artistic Foundry and Electroplating Islamic Ornamentation Artistic Wood Sculpture Artistic Stone Sculpture Artistic Casting and Modeling

<b>Clothing-related Applied Arts</b>	Fan Art Leather Crafts and Complements Artistic Openwork
<b>Book Art</b>	Calcographic Engraving Artistic Silk Screen Printing
<b>Wall-related Applied Arts</b>	Wall Panelling
<b>Artistic Ceramics</b>	Pottery Ceramic Decoration
<b>Graphic Design</b>	Graphic Design Final Art Desktop Publishing
<b>Jewellery of Art</b>	Artistic Jewellery Procedures Gold and Silver Work Procedures Jewellery of Art
<b>Artistic Glasswork</b>	Glass Painting
<b>Artistic Textiles</b>	Tapestry and Carpet Design Embroidery
<b>Enamel Art</b>	Metal Enamelling

Source: Drawn up by the Institute for Teacher Training and Educational Research and Innovation (*IFII*) on the basis of regulations.

The Ministry of Education has established some criteria for the exemption and/or validation of ciclos formativos of intermediate professional Plastic Arts and Design education with vocational training and other enseñanzas de régimen especial as well as subjects of Bachillerato, which are specified in the regulations for each qualification.

#### 5.13.4.2. Language Education

Language education is structured into basic, intermediate and advanced levels (see section 5.10.4.2.).

The Royal Decree 1629/2006, which fixes the basic aspects of the curriculum regulated by the 2006 *Ley Orgánica de Educación, LOE* (Education Act) states that the education authorities are responsible for establishing the curriculum corresponding to basic Language education, using as a reference the skills for

level A2 as defined by the Common European Framework of Reference for Languages of the Council of Europe.

The core curricula for intermediate and advanced Language education are regulated at the national level and the education authorities are responsible for the establishment of the curriculum, which must follow such core curricula that, in turn, comply with the skills for levels B1 and B2 of the Common European Framework of Reference for Languages.

#### 5.13.4.3. Sports Education

The 2006 *Ley Orgánica de Educación, LOE* (Education Act) establishes the organisation of Sports education in different blocks and módulos of variable duration made up of theoretical-practical knowledge areas corresponding to the different professional fields. Hence, Sports education cycles must correspond to a specific professional profile defined in the regulations developing each certificate. Intermediate provision will correspond to the necessary competences to carry out the functions of the professional profile regarding initiation in sports, the use of technology in sports and managing the sports practice. These competences will be allocated in the initial and the final cycle according to the conditions of the sports-professional related context of the corresponding modality or specialisation.

Regulations regarding the minimum core curricula for this provision as established by the *LOE* have not been provided yet. It will determine the timetable arrangement corresponding to each of the cycles and módulos complying with the general criteria which states that intermediate provision must consist of a minimum of 1,000 hours, 400 of which have to correspond to the initial cycle (see section 5.10.4.3.).

Sports education cycles will be organised into módulos of variable duration, classified as follows:

- Specific Sports módulos: made up of training directly intended to cater for technical issues, organisational or methodological aspects of the corresponding modality or specialisation, among others.
- Common Sports módulos: made up of training linked to professional competences regarding sports initiation, sports technification and high performance processes regardless of the sports modality or specialisation, as well as those objectives corresponding to Sports education.
- Practical training módulos: made up of training linked to the competences that have to be acquired regarding the real professional sports field.

In addition, Sports education módulos will be grouped in blocks:

- A common block: made up of the Sports módulos, coinciding and compulsory for all the modalities and specialisations in each of the cycles.
- A specific block: made up of the specific módulos of Sports education and the practical training módulo.
- Experience as Técnico Deportivo in the sports field or the labour market may involve total or partial exemption from the practical training, provided the duration of the experience is over double the duration of such módulo. Similarly, students who have passed the módulos of the common block of a certain modality or specialisation are exempt from taking them if they study the same cycle in any other sports modality or specialisation.

### 5.14. Teaching methods and materials

The following subsections provide information on teaching methods and materials for the different levels and types of provision secondary education comprises.



The 2006 *Ley Orgánica de Educación, LOE* (Education Act) states that the authorisation of education authorities is not necessary in order to publish and adopt textbooks and other teaching materials. In any case, materials must adapt to the scientific criteria relevant to the age of students and to the curricula established by education authorities. They also must reflect and foster respect for constitutional principles, values, freedom, rights and duties as well as for those principles and values included in the *LOE* and in the Act on Comprehensive Protection Measures against Violence between the Sexes, to which all educational activity must adapt.

Supervision of textbooks and other curricular materials is part of the common process of inspection carried out by education authorities covering all elements of the teaching-learning process.

### **5.14.1. Lower Secondary Education**

The teaching methods used in compulsory secondary education (*ESO*) must be adapted to each student's needs, and foster their ability to learn independently as well as to work in teams, encouraging creativity and dynamism, and integrating information and communication technologies into learning. Students should also be introduced to the fundamentals of reality, pursuant to the basic principles of scientific method. The teaching process must be guided by the usefulness of learning, the latter being principally based on the principle of 'learning how to learn' and should ensure that what is learned may be used in the real situations as required by the students.

Education authorities must encourage the teaching and organisational autonomy of the educational institutions, encourage team work among teachers and support their research activities based on their teaching practice. The educational institutions must complete and develop the curriculum by drawing up curricular programmes and projects with objectives, content, assessment criteria and methodology in accordance with students' characteristics. Moreover, and in order to help students to achieve the goals set for this level, education authorities must establish educational remedial and revision measures aimed at students with general learning difficulties either in basic or instrumental aspects of the curriculum, at first and second level. These measures must provide for the reinforcement of basic knowledge as well as the development of study and work habits.

It is also important to mention that educational institutions have to draw up their teaching proposals for this stage on the basis of attention to diversity and the access of all students to a general education. Measures regarding attention to diversity, organisation and curriculum include: curricular adaptations, introduction of subjects in areas, flexible grouping, splitting groups of students, the offer of optional subjects, remedial programmes and individual programmes for students requiring specific educational support. In addition, educational institutions must ensure the implementation of methods that take into account the differences in students' learning pace, foster their ability to learn independently and promote teamwork.

Furthermore, special attention must be paid in this stage to the acquisition and development of basic skills, the promotion of reading, an accurate and appropriate oral and written expression, and numeracy.

### **5.14.2. Upper Secondary Education: General Branch**

Education authorities must encourage the teaching and organisational autonomy of the educational institutions, encourage team work among teachers and support their research activities based on their teaching practice.

The 2006 *Ley Orgánica de Educación, LOE* (Education Act) establishes that the teaching methods used in the Bachillerato are aimed at fostering students' abilities to learn independently, to work in teams and to apply appropriate research methods. They must also stress the relationship between the theoretical aspects of the subjects and their practical applications.

In their teaching practice, teachers are to heed the pedagogical principles underlying the core curriculum and the specific teaching methods that are most appropriate for their subjects. Under new technology programmes promoted by the different Autonomous Communities, audiovisual and computer media have been introduced in classrooms.

Likewise, the *LOE* establishes that education authorities must promote the necessary measures in the different subjects to encourage and develop students' reading, their ability to express themselves properly in public as well as the use of the information and communication technologies.

### **5.14.3. Upper Secondary Education: Vocational Branch**

Teaching methods in vocational training should integrate the relevant scientific, technological and organisational aspects in order to provide students with a global overview of the productive processes of the professional activity in question.

### **5.14.4. Specialised Education**

The following subsections provide information on teaching methods and materials in the different enseñanzas de régimen especial.

#### **5.14.4.1. Artistic Education**

In **professional Music and Dance education** the need to combine understanding and expression, knowledge and performance, right from the beginning of the teaching-learning process should be pointed out. The complex process in artistic education must take into account that the essential contents in the training of musicians (who express themselves through a musical instrument) or dancers (who express themselves through their own body) are virtually present from the beginning of this kind of education, and their development is carried out not by the acquisition of new elements but by the permanent strengthening of them.

Teaching methodology in **professional Plastic Arts and Design education** should include the relevant artistic, scientific, technical, technological and organisational aspects so that students acquire a global view of the processes and procedures of the corresponding professional activity.

#### **5.14.4.2. Language Education**

Language education is based on a methodological model whose main element is the use of the language, which involves the development and stimulation of both general and linguistic, sociolinguistic and pragmatic skills. As a result, the general objectives of the intermediate and advanced levels are established by skills (listening, speaking, reading and writing), in accordance with the reference levels developed by the Common European Framework of Reference for Languages.

In the teaching and learning process, contents must be integrated in a significant whole based on the objectives proposed for each skill, so that students acquire the necessary skills through the communicative activities and tasks being proposed.

#### **5.14.4.3. Sports Education**

Training for *Técnicos Deportivos* must promote the necessary interrelation between scientific, technical, practical, technological and organisational contents with a global view of the demands of the sport in question.

## 5.15. Pupil assessment

The following subsections provide information on students' assessment in the different levels and types of provision secondary education comprises.

### 5.15.1. Lower Secondary Education

In compulsory secondary education (*ESO*) assessment must be continuous, i.e., integrated in the teaching-learning process, and different for each curricular subject.

Teachers must assess students taking into account the different elements of the curriculum. Criteria for assessing subjects will be the main reference to assess both the degree of acquisition of the basic competences and the degree of the attainment of objectives.

When a student does not progress adequately, educational remedial and revision measures must be adopted within the continuous assessment process. In addition, all the actions and the decisions concerning the student's assessment must be taken jointly by the teaching team of the corresponding group and must be coordinated by the form teacher- within the framework established by education authorities. Teachers not only assess the students' learning processes, but also the teaching practice and processes.

Assessment is usually carried out at least every three months and it usually includes an initial assessment at the beginning of the school year in order to check pupils' starting level.

Families should receive information on a regular basis regarding the educational progress of their children by means of a written model report established by the school. This report is to be produced at least every quarter. Nevertheless, if necessary, form teachers are to hold meetings or individual interviews with families. Assessment is to be carried out by the teaching team of each students' group and coordinated by its form teacher under the supervision of the Counselling Board. All the information related to the evaluation process must be included in the academic record of each student.

Assessment results are expressed in terms of Unsatisfactory, Satisfactory, Good, Very good and Excellent. Obviously, unsatisfactory is considered negative whereas the rest are positive. These results must also be expressed with a figure from 0 to 10 (whole numbers only). The grades are as follows: unsatisfactory '0,1,2,3 or 4'; satisfactory '5'; good '6'; very good '7 or 8', and excellent '9 or 10'. In order to enable students to resit the subjects they have failed, education authorities will determine the conditions so that educational institutions may organise the corresponding supplementary examinations. Regarding the supplementary catch up exams (see section 5.16.1.), the student will be graded as absent if he/she does not sit the exam.

In addition, on completion of each year of *ESO* and of the non-compulsory *módulos* of initial vocational qualification programmes, the form teacher –in accordance with the decisions taken by the teaching team in the final assessment sessions (both regular and supplementary)-, draws up a final assessment report for each student assessing the student's attainment obtained in the different subjects and areas, the acquisition of the basic competences for the year and, if that's the case, the decision regarding promotion and qualification. The form teacher must specify in the report all the educational measures to cater for a student who has failed to attain the objectives. In addition, the form teacher has to record any appropriate remarks regarding the students' general progress. This final assessment report must guide the teachers' work the following year, facilitating the necessary continuity in the teaching-learning process of each student.

Finally, it should be mentioned that educational institutions will carry out a diagnostic assessment of the basic competences achieved by students on completion of the second year of *ESO*. This evaluation is incumbent upon education authorities, with the aim of providing formative and guidance outcomes to the institutions as well as information to families and the educational community as a whole.

### 5.15.2. Upper Secondary Education: General Branch

The essential characteristics of Bachillerato student assessment are applicable nationwide, although each Autonomous Community establishes its own assessment criteria as part of its curriculum, which are then further specified by each educational institution.

Assessment is continuous and differentiated depending on the subjects comprising the grade or level. It likewise takes into account how students' academic maturity compares to the Bachillerato objectives and appraises their ability to successfully undertake higher education. Students are assessed by the teaching team of their group and coordinated by the form teacher under the advice of the Counselling Board of the educational institution. Marks are given on a scale of 1 to 10 (whole numbers only), with 5 or over being considered a pass.

The 2006 *Ley Orgánica de Educación, LOE* (Education Act) establishes that each teacher will decide, at the end of the academic year, whether the student has achieved the relevant objectives taking as the main reference point the assessment criteria established in the Royal Decree 1467/2007 which specifies the minimum core curricula for Bachillerato. In addition, the teaching team, coordinated by the form teacher, has to assess the students' progress in all the subjects, the students' academic maturity compared to the Bachillerato objectives, and their ability to successfully undertake higher education. Besides the assessment of the students' learning processes, teachers also have to appraise the teaching-learning processes and their own teaching practice.

When students do not pass a subject in June, they may sit a special catch-up exam which is held in September in the majority of the Autonomous Communities.

### 5.15.3. Upper Secondary Education: Vocational Branch

The evaluation of students of ciclos formativos is carried out by módulos profesionales. Completion of a ciclo formativo thus requires a passed grade in all the módulos comprised in the ciclo formativo in question. In the case of disabled students, assessment procedures must be adjusted to the adaptations which might have been made, guaranteeing their access to evaluation tests.

It takes into account the objectives and evaluation criteria of each módulo profesional and the general objectives of the ciclo formativo. The person appointed by the company to supervise the work placement módulo participates, together with the form teacher of the educational institution, in assessing this módulo. It is expressed in terms of 'passed/failed', whereas the rest of the módulos profesionales are expressed in numbers from one to ten (whole numbers only).

Each módulo profesional modulo prpo may be subject to assessment in four sessions, and only in two sessions for the work placement módulo. In exceptional circumstances, on grounds of illness, disability, or other circumstances conditioning or preventing the normal course of studies education authorities may organise additional sessions for those students who have exhausted all opportunities for re-assessment.

At present, there is the possibility of validating módulos profesionales by accrediting the professional skills acquired through work experience or non-formal training.

### 5.15.4. Specialised Education

The following subsections provide information on students' assessment in the different enseñanzas de régimen especial.

#### 5.15.4.1. Artistic Education

In **professional Music and Dance education**, assessment, which is continuous and global, although differentiated depending on the different subjects of the curriculum, is carried out by all the teachers of each student under the coordination of the form teacher. These teachers will act in a coordinated manner throughout the assessment process and in the resulting decisions taken. The documents to be used are as follows: the personal academic record; the school assessment reports; the mark book and the personalised assessment reports. For further information see section 4.17.2. The limit to remain is set as eight years, and the student may not stay in the same year more than two years, with the exception of the 6<sup>th</sup> academic year.

In professional Music and Dance education, students promote to the next year subsequent to passing the subjects taken or having a maximum of two subjects negatively assessed. In order to retake subjects, both those regarding the instrumental or vocal practice -in Music education-, and those concerning dancing -in Dance education-, students may do so in class in the next academic year, provided those subjects are included in the syllabus that year. Otherwise, students must attend those classes of the subjects they did not pass the previous year. Promotion is not possible with a negative assessment in three or more subjects of one or several academic years. In addition, on completion of the 6<sup>th</sup> year, those students who fail three or more subjects must retake the whole year again. However, if the number of subjects with a negative assessment is one or two, then, students only retake those subjects.

In **Plastic Art and Design education**, assessment must be continuous and must take into account the progress and academic maturity of students regarding the general objectives and the professional competences of the cycle in question. This assessment has to be differentiated according to the different módulos of the curriculum, taking as a reference the objectives of each módulo expressed in terms of abilities, skills and competences and the corresponding assessment criteria. The process of continuous assessment requires attendance in class and on programmed activities on a regular basis. The results of the final assessment of each modulo are expressed in numerical terms on a scale of 0 to 10. Marks from 5 onwards are considered positive, the rest being negative.

In the assessment of the work placement in companies, studios and workshops, the person appointed by the corresponding work centre to supervise the students' training must participate in assessing students. The assessment outcomes are expressed in terms of 'passed/failed'. Students may use a maximum of two exam sessions in order to pass the work placement in companies, studios and workshops.

Four is the maximum number of exam sessions to pass each módulo. In exceptional circumstances, on grounds of illness, disability or other circumstances conditioning or preventing the normal course of studies, education authorities may organise an additional session.

The education authorities may also establish promotion requirements. In any case, it is necessary that students obtain a positive assessment in módulos whose teaching load amounts for, at least, 75% corresponding to the first year. Positive assessment of all the módulos comprising a ciclo formativo and of the work placement in companies, studios and/or workshops are required in order to pass a ciclo formativo.

#### 5.15.4.2. Language Education

The assessment of students in Language education is continuous and based, for the basic, intermediate and advanced levels, on the skills of levels A2, B1 and B2 of the Common European Framework of Reference for Languages respectively. The official documents to be used for assessment are the student record and the school assessment reports. The assessment outcomes are expressed in terms of 'passed/failed'. Teachers carry out the assessment of students studying at official language schools. Education authorities regulate the final examinations, to be administered by teachers, leading to the official certificates at the basic, intermediate and advanced levels.

### 5.15.4.3. Sports Education

Students' learning assessment is continuous and is carried out by módulos of Sports education. The assessment takes as a reference the general objectives of the cycle, as well as the objectives and the assessment criteria established in the curriculum for each módulo, as regards the competences established in the professional profile of the relevant qualification.

Finally, the form teacher of the educational institution cooperates with the tutor appointed by the professional or sports centre where the training takes place in the assessment of the practical training módulo.

Completion of a cycle requires a passed grade in all the módulos comprised in the cycle in question, which may be subject to assessment in four sessions, and only in two sessions for the practical training and final project módulos.

## 5.16. Progression of pupils

The following subsections provide information on students' progression in the different levels and types of provision secondary education comprises.

### 5.16.1. Lower Secondary Education

The decisions on students' progression from an academic year to the following within one stage are taken collegially by the teachers of the relevant student, bearing in mind the objectives to be achieved.

Students progress to the following academic year on completion of the objectives in the subjects studied; they can progress even if they obtained a negative assessment in a maximum of two subjects. However, they have to repeat the grade if they obtain a negative assessment in three or more subjects. In exceptional circumstances, a student's progression may be authorised, even if the assessment outcome was negative in three subjects, if the teaching team considers that this does not prevent the student from completing successfully the subsequent academic year, that they expect the student's academic recovery and that such a progression will favour the student's academic development. Education authorities regulate the measures to be taken by the teaching team responsible for the assessment.

In order to enable students to catch up in those subjects where they obtained a negative assessment, education authorities establish the conditions necessary for schools to run supplementary catch up exams.

Those students who progress without having passed all the subjects must enrol in the remedial and revision programmes established by the teaching team and pass the assessment organised in such programmes. This is taken into consideration for qualification of failed subjects as well as for progression and certification purposes. Those students who do not progress must stay down another year in the same grade. However, this measure will include a specific individual plan aimed at overcoming the previous years' difficulties. Educational institutions will organise this plan in accordance with education authorities.

Students are allowed to repeat the same academic year only once and only twice in the whole educational stage. If this repeated grade takes place in the final year of the stage, one extra year is added to the limit set for students to stay in basic education up to the age of 18. In exceptional circumstances, a student is allowed to repeat the fourth academic year a second time provided that this student has not repeated in previous years of the stage.

Those students who have not obtained the Graduado en Educación Secundaria Obligatoria certificate on completion of the curricular diversification programme (see section 5.20.1.), may stay one more year in the programme provided they meet the age requirements or in the event that they have to repeat for the second time in the final year of the stage mentioned above.

In any case, this repeating process has to be programmed so that curricular conditions are adapted to the student's needs and are aimed at overcoming the difficulties encountered.

### **5.16.2. Upper Secondary Education: General Branch**

The 2006 *Ley Orgánica de Educación, LOE* (Education Act) (see 5.13.2.) states that subsequent to the end of the first year of Bachillerato and due to the assessment process, the teaching team must adopt the corresponding decisions regarding their promotion to the second year. Students progress if they have successfully completed all the subjects taken or if they have a negative assessment in a maximum of two subjects. In such cases, in the second year they have to retake those first year subjects that they failed. Educational institutions must organise the subsequent activities for academic recovery and assessment in those subjects to be retaken. Students are allowed to resit a supplementary exam for the subjects that they did not pass, on the dates education authorities consider most suitable.

The *LOE* also establishes that students who do not progress to the second year must stay one more year in the first grade of the Bachillerato, which they have to retake in its entirety if they have more than four subjects with a negative assessment. Those students who, at the end of the second academic year, have subjects negatively assessed, may retake them without having to study the subjects positively assessed.

### **5.16.3. Upper Secondary Education: Vocational Branch**

The arrangements for the assessment and accreditation of students enrolled in vocational training, using the basic state legislation as a starting point, are incumbent upon Autonomous Communities. The basic state legislation establishes, for example, that passing a ciclo formativo requires a pass in all its component módulos (see section 5.15.3.).

Regional regulations specify the requirements for progression from one year to another: having passed all the módulos of the 1st year or, once the additional session of the year has been held, having one or more módulos to be resat, which, in general, should not exceed certain teaching load which varies depending on the Autonomous Community.

### **5.16.4. Specialised Education**

Information on students' progression in Artistic, Language and Sports education is available in subsections 5.15.4.1, 5.16.4.1 and 5.15.4.3 respectively.

#### **5.16.4.1. Language Education**

The certificate of the basic level is required to start intermediate Language education. Similarly, the certificate of the intermediate level is required to enrol in the advanced level. Students are allowed to sit the exams leading to the completion of every level up to four times.

## **5.17. Certification**

The following subsections provide information on certification in the different levels and types of provision secondary education comprises.

### **5.17.1. Lower Secondary Education**

Students who on completion of compulsory secondary education (*ESO*) have achieved the basic competences and objectives of the stage are awarded the Graduado en Educación Secundaria Obligatoria certificate. This qualifies them for access to the Bachillerato and intermediate vocational training.

Students who pass all the subjects of the stage obtain the Graduado en Educación Secundaria Obligatoria certificate. Those who are negatively assessed in one or two subjects may also obtain the certificate. In exceptional circumstances, students who are negatively assessed in three subjects may obtain the certificate as long as the teaching team agrees that these subjects' nature and influence in the whole of the stage have not prevented students from achieving the basic competences and objectives.

Students who pass all the specific areas and subjects of the curricular diversity programmes (see section 5.20.1.) are awarded the Graduado en Educación General Básica certificate. Students may also obtain the certificate on completion of both specific areas, even though they have a negative assessment in one or two subjects; in exceptional circumstances, students who are negatively assessed in three subjects may also obtain the certificate as long as the teaching team agrees that they have achieved their basic competences and objectives set for the stage.

As regards students enrolled on initial vocational qualification programmes, those who pass the voluntary módulos of these programmes (see section 5.20.1.) obtain the Graduado en Educación Secundaria Obligatoria certificate.

Pupils who do not obtain the Graduado en Educación Secundaria Obligatoria certificate are awarded a Certificado de Escolaridad stating the academic years and subjects undertaken. However, education authorities may establish that those who have not obtained this certificate on completion of the stage of ESO and who turn 18 (maximum age) the year in which they finish the stage, may have during the next two years an annual exam session to re-sit those subjects negatively assessed provided the students have a maximum of five failed subjects.

### **5.17.2. Upper Secondary Education: General Branch**

Students who successfully complete any type of the Bachillerato are awarded the Bachiller certificate, with professional and academic effect (see section 7.14.3. regarding the award of this certificate in adult education). The certificate specifies the type of the Bachillerato studied as well as the average mark obtained. Only students who pass all subjects of the two years of the Bachillerato are awarded this certificate, which qualifies them to enrol into higher education. However, to enter university, students must pass an entrance examination (see section 6.6.1.). Participation on this test and access to advanced professional training are conditioned by the paths studied in Bachillerato so that in order to choose between branches of study, students must have studied certain branches and subjects related to the different options of the general university entrance examination and the different ciclos formativos.

In addition, the Bachiller certificate enables to directly access intermediate Language education of the first foreign language studied in Bachillerato.

### **5.17.3. Upper Secondary Education: Vocational Branch**

Students who successfully complete intermediate vocational training are awarded a Técnico certificate for the corresponding trade, which is official and academically and professionally valid nationally. Those who do not pass each of the ciclos formativos in its entirety are awarded an academic certificate for the módulos passed. This certificate has the corresponding academic effect as well as the effect of partial cumulative accreditation of the professional competences acquired regarding the National System of Qualifications and Vocational Training.

The Técnico certificate qualifies students for direct access to all the branches of Bachillerato. It also grants them eligibility for other specialised or complementary provision, such as Artistic education.

The Técnico certificate can be awarded by successfully completing the relevant provision, classroom-based or distance, or by passing the specific tests organised for that purpose. Assessment of these examinations



takes into account the módulos profesionales and the content refers to the curricula of the ciclos formativos currently in force (see also section 7.14.4). Those who evidence that they hold a Técnico certificate and wish to enrol in an advanced ciclo formativo of the same professional group or of a group which regulations consider to be related, may take an entrance examination. Candidates must be at least 18 years old, or have successfully completed the studies that each Autonomous Community considers suitable for attaining maturity and the professional skills accredited by the Técnico certificate.

#### **5.17.4. Specialised Education**

The following subsections provide information on certification in the different enseñanzas de régimen especial.

##### **5.17.4.1. Artistic Education**

Passing professional Music and Dance education gives the right to obtain the relevant professional qualification. The students who have not taken the Bachillerato in the Arts branch, within the specific pathway of Music and Dance, and have completed professional Music and Dance education may be awarded the Bachiller certificate provided that they pass the Bachillerato common subjects.

Students passing intermediate Plastic Arts and Design receive the Plastic Arts and Design Técnico certificate, in the relevant specialisation, which grants them direct access to the Arts branch of the Bachillerato.

##### **5.17.4.2. Language Education**

In order to obtain the certificates corresponding to basic, intermediate and advanced levels of Language education (known as Basic Level Certificate, Intermediate Level Certificate and Advanced Level Certificate, respectively), students have to pass the specific final examination leading to certification. The regulations regarding the preparation, organisation of official sessions and development of these exams is incumbent upon education authorities. The frame of reference for these examinations consists of the competences set in the objectives, content and assessment criteria detailed in the different curricula that have been drawn up for the various levels and languages. Education authorities have to organise at least an annual exam session in order to obtain the corresponding certificates for the intermediate and advanced levels.

Education authorities issue the relevant certificates to those students who pass the examinations at each of the levels, at the proposal of the official language school where the students have taken such examinations. The certificate accrediting the basic level is valid nationwide and allows access to the intermediate level of the language in question. Likewise, the certificate accrediting the intermediate level allows access to the advanced level provision in the corresponding language throughout the whole Spanish territory. With the aim of following the recommendations of the Council of Europe for the use of the European Language Portfolio, those students who do not obtain the certificate for the intermediate or advanced level will be awarded academic certification –at their own request– evidencing that they have acquired the command required in some of the skills assessed by the examinations, in accordance with the conditions determined by education authorities.

Education authorities also have to facilitate the organisation of official examinations for secondary education and vocational training students so that they can obtain official certificates for the languages studied.

The holders of intermediate and advanced level certificates may be exempted from other language competence tests established by public authorities or other bodies provided that they are equivalent to the level accredited.

### 5.17.4.3. Sports Education

On completion of all the módulos of the initial and final cycle of these studies, students are awarded the Técnico Deportivo certificate in the relevant specialisation. To all intents and purposes, this certificate is equivalent to that of Técnico awarded upon completion of vocational training. In addition, it grants direct access to all the branches of Bachillerato.

On successful completion of the intermediate initial cycle of the new organisation of Sports education (see section 5.10.4.3.) students are awarded an official academic certificate, which despite not being a title as such, grants access to the intermediate final cycle of the same branch or sports specialisation and accredits the professional competences acquired with regard to the National System of Qualifications and Vocational Training.

## 5.18. Educational/Vocational Guidance, education/employment links

For detailed information on educational and vocational counselling, see sections 5.18.1. and 5.18.2. respectively.

### 5.18.1. Educational Guidance

The general framework in which educational guidance must be developed is organised around the three levels into which the educational system is structured (see section 4.15.).

Educational institutions across Spain have internal and external support services to help them with their guidance tasks. In addition, many Communities offer specific and specialised teams to provide disabled students or those with specific needs with educational guidance and support.

In general, the activities of these teams are focused on those non-university educational institutions located within their district. Their structure is multidisciplinary and quite similar in the whole of the Spanish State: normally psychologists, psychopedagogues, educationalists, maestros and social workers. This also applies to a certain extent to the functions and competences attributed to them; in brief, their functions are as follows:

- Provide teachers and institutions in the area with advice for planning the curricular project and to take part in its development, particularly, in the aspects dealing with guidance, educational psychology and diversity.
- Carry out the psychopedagogical assessment of students as required, as well as proposing, advising on and planning the most appropriate educational response in each case.
- Collaborate with teacher training institutions, other educational institutions, and health and social services within their area.
- Provide advice and guidance to students and their families (see section L4.15.).

The 2006 *Ley Orgánica de Educación, LOE* (Education Act) states that it is incumbent upon the Autonomous Communities to promote the measures required for the students' individual academic supervision and for guidance mechanisms to become an essential element in the organisation of compulsory secondary education (*ESO*). In fact, one of the inspiring principles of the Spanish education system, upheld by the *LOE*, states that educational and professional guidance is a necessary measure to provide individualised training, which gives a comprehensive education in terms of knowledge, skills and values.

### 5.18.2. Vocational Guidance

During compulsory secondary education (*ESO*) students receive basic professional training. This entails, on the one hand, vesting traditional subject areas with a practical and semi-professional dimension and on the other, establishing objectives that contribute to the transition to adult life.

At present, regulations on education provide for the participation of social partners in the planning and management of vocational training. This principle of participation is called cooperative training because it entails close collaboration and service exchange between the productive sector and the education system. Cooperative training is carried out by means of a series of different kinds of activities:

- Joint formulation by education authorities and experts from employment of a catalogue of vocational certificates, which should serve as a guide for the kind of training that the education system is to provide (see section 5.11.3.).
- The inclusion of a módulo known as work placement módulo in the curriculum of the ciclos formativos (see section 5.13.3.).
- Other initiatives such as teacher training in company training programmes, the recruitment of technology experts from the productive sector as teachers in vocational training institutions, training courses in such institutions for company employees, etc.

Likewise, a system of validations between the módulos profesionales of the different ciclos formativos and work experience has been established.

Furthermore, a teacher carries out, in a specific way, the tasks related to labour training and guidance. That teacher may enrol in the Guidance Board and develop those activities regarding information and vocational guidance to students and facilitating knowledge of professional pathways, basic knowledge of the labour market and self-employment, etc.

All these initiatives are implemented with the purpose of achieving the co-ordination between employment and vocational training.

Finally, the Royal Decree 1538/2006 establishes both the objectives and the organisation to be followed by education authorities regarding vocational information and guidance for vocational training. Hence, it states that the aims of vocational information and guidance are the following:

- Disseminate and provide information on the provision, the academic requirements and possibilities for accessing this provision, taking into account the circumstances, needs and interests of those requesting such information.
- Provide information and guidance regarding the different learning opportunities and the educational pathways available to facilitate integration and reintegration into employment, career development and professional mobility.
- Provide information about academic levels and guidance on the possibilities of acquiring, assessing and accrediting the competences and professional qualifications required in the labour market.
- Provide guidance on the ciclos formativos best suiting students' individual circumstances so that the option chosen allows them to achieve the objectives of the módulos profesionales and to finish the whole of the ciclo formativo.

This Royal Decree also establishes that, in order to provide more efficient services and resources for information and guidance in vocational training, in accordance with the *LOCFP*, education and labour authorities should establish cooperation protocols to define services, the role of each relevant authority and

of other public and private institutions, in particular social agents, as well as the measures and tools which allow information sharing. Likewise, education authorities, within their sphere of authority, should provide information to pupils, families and society in general. In addition, supporting and reinforcing measures should be established in order to facilitate information, guidance and counselling to groups at risk of exclusion, early school leavers, people with few professional qualifications, immigrants, unemployed or disabled people.

## 5.19. Private education

All the information on private education is available in section 4.16.

## 5.20. Organisational variations and alternative structures

The education system establishes organisational variations and alternative structures in order to adapt its provision to students' needs. The information concerning the strategies to compensate for inequalities experienced by socially or culturally disadvantaged students when they access education is presented in section 4. The 2006 *Ley Orgánica de Educación, LOE* (Education Act) acknowledges that, in order to guarantee the right to education for those who are not able to regularly attend classes, distance education or support and specific educational attention will be offered (see sections 4.17.1. and 4.17.2.).

The following subsections provide information on different types of provision: curricular diversification programmes and initial vocational qualification programmes (5.20.1), International Baccalaureate (5.20.2) and the different types of Language education (5.20.3).

### 5.20.1. Curricular diversification and initial vocational qualification programmes

As in other stages of the educational system, secondary education provides for ordinary and extraordinary methods for attention to diversity, to ensure that all students receive adequate consideration from the standpoint of the adoption of an open and flexible curricular model. The paths proposed range from the extension of the options throughout the four years of compulsory secondary education (*ESO*) to outright curricular adaptations, including the possibility of introducing curricular diversity during the last two years of *ESO*. Curricular diversification consists of a programme that must ensure individualised teaching, in which the organisation and selection of the curricular content in certain subject areas and the prioritisation of objectives and assessment criteria for such areas, as well as the methodology used, take into account, on one hand, each student's point of departure and, on the other, the skills to be acquired according to overall stage objectives. The reference for curricular diversification is the common curriculum. Education authorities have to establish the curricula for these programmes including two specific areas, one with educational elements of a linguistic-social nature and another one with educational elements of a scientific-technological nature, and a minimum of three subjects from among those set for the stage, which have not been included in the abovementioned specific areas and that students take within mainstream groups, preferably. An area of a practical nature may also be established. These measures should include, for each student, the methodology, content and personalised assessment criteria in a clearly specified way, which guarantees the achievement of the basic competences, and must be in accordance with the framework established by each education authority.

On completion of *ESO*, students who hold the Graduado en Educación Secundaria Obligatoria certificate may continue their education, either in Bachillerato or vocational training, in mainstream educational institutions with the human and material resources necessary to accommodate the relevant curricular changes. In addition, students who finishing the curricular diversity programme do not meet the requirements to obtain

the Graduado en Educación Secundaria Obligatoria certificate and, provided they are not over 18, may stay another year in the programme.

The implementation of such measures is subject to the relevant psychopedagogical assessment, the students' and parents' opinions and a favourable report issued by the educational inspectorate.

In this sense, initial vocational qualification programmes aim to prevent early school dropout, open up new possibilities for training and qualification and facilitate access to employment. Curricular diversity programmes in mainstream educational institutions are addressed to students who, subsequent to evaluation, need specific methodology and organisation of content, practical activities and subjects of the curriculum other than the general organisation in order to achieve the general objectives and the basic competences of *ESO* and therefore obtain the relevant certificate. The main purpose of initial vocational qualification programmes is to allow all students to achieve professional competences of a first-level qualification of the present structure of the National Catalogue of Vocational Qualifications (see section 5.1.), to make a successful start in their social-working life and to enhance their basic competences in order to continue their education in different kinds of provision.

Initial vocational qualification programmes are addressed to those students aged over 16 (they must turn 16 before the 31<sup>st</sup> of December of the year when the programme starts) who do not hold the [graduado en educación secundaria obligatoria](#) certificate. In exceptional circumstances, with the agreement of students and parents, or legal guardians, this may apply to children aged 15 who have taken the second academic year of *ESO*, who do not meet the requirements to progress to the third year and who have already had to stay down once during this stage. In any case, the requirements to gain access to these programmes entail an academic and psycho-pedagogic appraisal together with the measures that education authorities established as well as the student's commitment to undertake the módulos explained below.

Initial vocational qualification programmes may be of different types and must include three kinds of módulos:

- Specific módulos related to the unidades de competencia of first-level qualifications of the National Catalogue of Vocational Qualifications (small set of relatively simple work activities linked to standardised processes, with a limited amount of theoretical knowledge and practical abilities).
- General training módulos, aimed at increasing basic competences and fostering students' transition from the educational system into employment.
- Optional módulos leading to the award of the [graduado en educación secundaria obligatoria](#) certificate; these módulos may be taken at the same time that specific and general módulos are studied or once these have been successfully completed.

In addition, there may be different types of provision of initial vocational qualification programmes in order to meet students' personal, social and educational necessities. These types of provision must include a specific one for students with special educational needs who, being sufficiently autonomous so as to access to employment, may not be in the conditions to join the mainstream type of the programme.

The educational institutions are responsible for organising these programmes within the framework established by the education authorities (in charge of establishing the curriculum of the programmes).

### **5.20.2. International Baccalaureate**

This kind of provision is not taken by many students in Spain and is only available in certain public and private educational institutions recognised by the International Baccalaureate Organisation of the United World Colleges.

The International Baccalaureate (IB) Programme is a pre-university course for secondary education students aged between 16 and 19. Its main purpose is to promote students' mobility and international cultural exchange through the increase in communication and cultural relations. It is a two-year comprehensive programme enabling those who successfully complete it to meet the requirements of many national education systems, since its curriculum is not based on that of any particular country but includes elements from many of them. The programme of studies is drawn up by commissions of international experts and may be taken in Spanish, French or English.

Three out of the six subjects making up the International Baccalaureate must be taken at an Advanced Level (AL) and the other three at an Intermediate Level (IL). Advanced Level courses account for a teaching load of 240 hours and Intermediate courses for 150. Furthermore, the International Baccalaureate includes a common interdisciplinary course on the Theory of Knowledge (TOK), a monograph of approximately 4,000 words and the programme Creativity, Action and Service (CAS).

The International Baccalaureate grants access to universities in more than 110 countries, in accordance with respective regulations. The most recent regulations in Spain, following a validation of this provision, declare the International Baccalaureate Diploma Programme to be equivalent to the Bachiller certificate.

Spanish university entrance examinations for IB students are taken in accordance with regulations laid down for foreign educational institutions located in Spain, although the exam content is related to the subjects that have actually been studied by the students.

### 5.20.3. Language education

Besides official classroom-based provision, where the student regularly attends classes during the academic year, the official language schools offer other types of provision addressed to those with specific needs of time, space or learning, allowing people to access this provision in a flexible and appropriate way:

**Updating and specialisation courses:** In accordance with what is established by the education authorities, official language schools may offer specialised courses to improve language skills and for the training of teachers and other professional groups. These courses must cover the skills of the basic, intermediate and advanced levels as well as those corresponding to levels C1 and C2 of the Common European Framework of Reference for Languages.

Some teaching departments organise monographic courses to meet specific training needs such as translation, oral skills or specialised vocabulary, among others.

**Distance education:** In order to cater for the continuing training of adults, the education authorities may offer distance language education in official language schools. At present, the programme 'That's English' offers the contents of the basic and intermediate levels of Language education organised into two academic years. Such courses are in turn structured into módulos. For further information on this type of provision, see section 7.5.1.2.

**Independent study:** It exclusively entitles students to sit the official examinations in order to obtain the certificates of the different levels.

## 5.21. Statistics

The following subsections provide statistics on secondary education educational institutions, teachers and students.

## 5.21.1. Students

Table 5.7: Number of students in secondary education according to type of provision and percentage in public institutions. Academic year 2007/08

		Number of pupils	% in public institutions
<b>Total</b>		<b>3,155,433</b>	<b>72.6</b>
<b>Mainstream education</b>	<b>Total in mainstream education</b>	<b>2,738,539</b>	<b>68.6</b>
	Compulsory secondary education, (ESO)	1,829,874	66.1
	'Bachillerato'	584,693	72.4
	Distance 'Bachillerato'	37,440	95.4
	Intermediate vocational training 'ciclos formativos'	236,489	74.0
	Distance intermediate vocational training 'ciclos formativos'	3,070	96.3
	Social guarantee programmes	46,973	68.6
<b>'Enseñanzas de régimen especial'</b>	<b>Total 'enseñanzas de régimen especial'</b>	<b>416,894</b>	<b>98.7</b>
	Intermediate Plastic Arts and Design 'ciclos formativos'	2,957	96.4
	Intermediate Music education/Professional Music education	37,486	91.4
	Intermediate Dance education/Professional Dance education	2,874	86.6
	Intermediate Sports education	3,104	46.9
	Language education	370,473	100.0

Source: Estadística de las enseñanzas no universitarias. Resultados detallados. Curso 2007/08. Office of Statistics, Ministry of Education.

**Table 5.8: Evolution of schooling net rates by age groups**

	1996-97	2001-02	2007-08
12 to 15 years old	98.9	100.0	100.0
16 and 17 years old	75.6	81.8	81.8

Source: *Datos y cifras. Curso escolar 2009/10*. Office of Statistics, Ministry of Education.

**Table 5.9: Distribution of students enrolled in mainstream education according to sex. Academic year 2007/08**

	% Women	% Men
Primary education and compulsory secondary education (ESO)	48.7	51.3
'Bachillerato'	54.6	45.4
Intermediate 'ciclo formativo' <sup>1</sup>	47.0	53.0
Social guarantee programmes	32.8	67.2

<sup>1</sup>Includes distance education.

Source: *Estadística de las enseñanzas no universitarias. Resultados detallados. Curso 2007/08*. Office of Statistics, Ministry of Education.

**Table 5.10: Average number of students per group, type of provision and ownership of the educational institution. Academic year 2007/08**

	Total	Public educational institutions	Private educational institutions
Compulsory secondary education (ESO)	24.4	23.6	26.2
'Bachillerato' <sup>1</sup>	24.2	24.0	24.5
Intermediate 'ciclo formativo' <sup>1</sup>	18.7	18.5	19.2

<sup>1</sup>Only mainstream education pupils.

Source: *Las cifras de la educación en España. Estadísticas e indicadores. Edición 2010*. Office of Statistics, Ministry of Education.



**Table 5.11: Average number of pupils per teacher and ownership. Mainstream education. Academic year 2007/08**

	Total	Public educational institutions	Private educational institutions
Primary education and compulsory secondary education (ESO)	13,0	9,2	14,2
Compulsory secondary education (ESO) and/or 'Bachillerato' and/or vocational training	9,1	9,0	11,4
Primary education, compulsory secondary education and 'Bachillerato'/vocational training	15,0	6,4	15,0

Source: Las cifras de la educación en España. Estadísticas e indicadores. Edición 2010. Office of Statistics, Ministry of Education.

**Table 5.12: Gross rates of graduates according to type of provision and gender. Academic year 2006/07**

	Total	Women	Men
Compulsory secondary education (ESO)	69,3	76,1	62,8
'Bachillerato'	44,8	52,8	37,3
'Técnico' <sup>1</sup>	16,6	18,1	15,3

<sup>1</sup>Pupils at intermediate vocational training ciclos formativos, Plastic Arts and Design and Sports education included.

Source: *Estadística de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education.

**Table 5.13: Early school leaving<sup>1</sup>. Percentage of population between 18 and 24 who has not finished the 2<sup>nd</sup> stage of secondary education and is not taking any type of education-training**

	1998	2003	2008
Both sexes	30.8	31.6	31.9
Men	36.1	38.1	38.0
Women	25.7	24.8	25.7

<sup>1</sup> Data must be taken carefully, since those deriving from small sample proportions are subject to large sampling errors.

Note: Calculated with the new methodology established by Eurostat, based on annual averages of quarterly data, except for 1998, which are based on the 2<sup>nd</sup> quarter.

Source: *Las cifras de la educación en España. Estadísticas e indicadores. Edición 2010*. Office of Statistics, Ministry of Education. *Encuesta de Población Activa*, National Statistics Institute (INE).

**Table 5.14: Level of training of the young population<sup>1</sup>: Percentage of population between 20 and 24 who has at least finished the 2<sup>nd</sup> stage of secondary education<sup>1</sup>**

	1998	2003	2008
Both sexes	64,6	62,2	60,0
Men	58,8	55,5	52,7
Women	70,4	69,2	67,6

<sup>1</sup> Data must be taken carefully, since those deriving from small sample proportions are subject to large sampling errors.

Note: Calculated with the new methodology established by Eurostat, based on annual averages of quarterly data, except for 1998, which are based on the 2<sup>nd</sup> quarter.

Source: *Las cifras de la educación en España. Estadísticas e indicadores. Edición 2010*. Office of Statistics, Ministry of Education. *Encuesta de Población Activa*, National Statistics Institute (INE).

### 5.21.2. Teachers

**Table 5.15: Number of teachers<sup>1</sup> in secondary education by type of provision and percentage of public educational institutions. Academic year 2007/08.**

<b>Total</b>	284,084	100
Public educational institutions	221,387	77,9
Private educational institutions	62,697	22,1

<sup>1</sup> Includes teachers of ISCED levels 2 and 3 (secondary education, Bachillerato and vocational training), according to the teacher distribution depending on the level he/she is teaching, drawn up for the UOE International Education Statistics questionnaire.

Source: *Estadística de las enseñanzas no universitarias. Resultados detallados. Curso 2007/08*. Office of Statistics, Ministry of Education.

### 5.21.3. Institutions

**Table 5.16: Number of secondary education institutions according to type of provision and percentage of public educational institutions. Academic year 2007/08**

		Total	% public educational institutions
<b>Total</b>		<b>9,950</b>	<b>58.9</b>
<b>Mainstream education</b>	<b>Total schools providing mainstream education</b>	<b>8,231</b>	<b>55.6</b>
	Schools providing primary and compulsory secondary education (ESO)	2,364	30.9
	Institutions providing compulsory secondary education (ESO) and/or 'Bachillerato' and/or vocational training	4,557	84.2
	Institutions providing primary education, compulsory secondary education (ESO) and 'Bachillerato'/vocational training	1,302	0.3
	Specific institutions providing distance education	8	75.0
<b>'Enseñanzas de régimen especial'</b>	<b>Total schools providing 'enseñanzas de régimen especial'</b>	<b>1,719</b>	<b>74.7</b>
	Schools of Plastic Arts and Design education <sup>1</sup>	121	81.8
	Music schools	400	68.0
	Dance schools	66	42.4
	Music and Dance schools <sup>2</sup>	805	72.5
	Drama Schools	13	77
	Specific Sports schools	26	11.5
	Official language schools	288	100

<sup>1</sup> They also provide advanced Plastic Arts and Design education.

<sup>2</sup> Schools which provide education not leading to valid academic or professional certificates, regulated by education authorities.

Source: *Las cifras de la educación en España. Estadísticas e indicadores. Edición 2010*. Office of Statistics, Ministry of Education.

**Table 5.17: Percentage of educational institutions<sup>1</sup> providing non-university mainstream education according to size of the institution (number of students) and ownership. Academic year 2007/08**

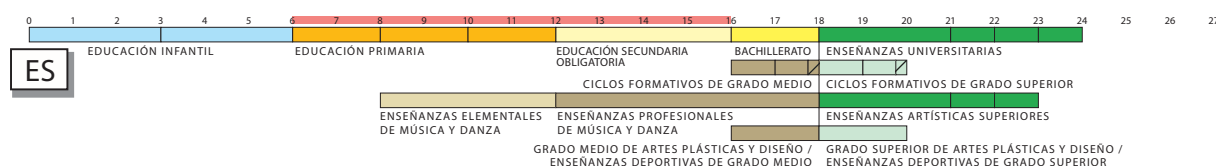
Number of students	Total	Public educational institutions	Private educational institutions
25 or less	7.3	7.7	6.2
26-100	23.7	19.0	35
101-200	14.8	17.2	8.9
201-300	13.0	14.8	8.5
301-500	22.1	24.6	15.9
501-700	9.9	10.2	9.2
701-1,000	5.9	4.8	8.6
More than 1,000	3.4	1.6	7.6

<sup>1</sup> Specific distance education institutions not included

Source: *Las cifras de la educación en España. Estadísticas e indicadores. Edición 2010*. Office of Statistics, Ministry of Education.

## 6. Tertiary Education

### Organisation of the education system in Spain, 2009/10



Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels:  ISCED 0     ISCED 1     ISCED 2	
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
Compulsory work experience + its duration	Study abroad

Source: Eurydice.

Tertiary education in the Spanish education system comprises the following types of provision:

- university education,
- advanced vocational training,
- advanced Arts studies,
- advanced vocational training in Plastic Arts and Design, and
- advanced Sports studies.
- advanced Arts studies, advanced vocational training in Plastic Arts and Design and advanced Sports studies belong to enseñanzas de régimen especial.

University education, with the highest number of students, is structured into cycles with specific training objectives and autonomous academic value. According to this organisational model, there are currently four types of provision: first cycle studies (short cycle) of 3 years' duration, first and second cycle studies (long cycle) of 4-6 years' duration, second cycle studies (2 years' duration), and third cycle studies (at least 2 years' duration). However, in accordance with the creation of the European Higher Education Area, following the Bologna Declaration, by the academic year 2010-2011, the new syllabuses will have to comply with to the new structure of university education. When that occurs, university provision will be organised into three cycles: Bachelor's, Master's and Doctorate. However, many universities have already implemented this

structure in some of their degrees during the academic year 2009/2010, and, thus, the two organisational models coexist nowadays.

Advanced vocational training qualifies students for the exercise different professions and belongs to post-secondary non-university education.

Advanced Arts studies include:

- Advanced Music and Dance studies
- Dramatic Art studies
- Studies on Preservation and Restoration of Cultural Heritage
- Advanced Design studies
- Advanced studies in Plastic Arts and Crafts, which include advanced Glass and Ceramics studies.

The 2006 Act on Education (*Ley Orgánica de Educación, LOE*) established for the first time advanced vocational training in Plastic Arts and Design. The new ciclos formativos will be implemented in the academic year 2009/10

As far as advanced Sports studies are concerned, these programmes provide the necessary technical training for the professional development in the relevant specialised sports area.

## 6.1. Historical overview

The 1970 General Act on Education and Financing of the Educational Reform (*Ley General de Financiamiento de la Reforma Educativa, LGE*) regulated and organised, for the first time in the 20<sup>th</sup> century, the entire Spanish education system, including tertiary education. This Act structured university studies into three cycles, and set up escuelas universitarias, university colleges and Institutes of Educational Sciences. The latter were aimed, among other things, at improving teacher training. In addition, the National University Board was founded as an advisory body of the then Ministry of Education and Science (*MEC*), the main role of which was the coordination of universities. Besides, in order to be admitted to university it was necessary to pass a preparatory course for university (*Curso de Orientación Universitaria, COU*), organised by universities but taught at secondary education institutions (Bachillerato schools), where comprehensive non-compulsory secondary education (*Bachillerato Unificado y Polivalente, BUP*), of 3 years' duration, was also taught.

Article 27 of the 1978 Constitution guarantees the right to education and, among the principles that should govern educational legislation, explicitly mentions university autonomy.

In 1983, the Act on University Reform (*Ley de Reforma Universitaria, LRU*) was passed. With this Act, modernisation of the Spanish university started, on the basis of three constitutional principles: the right of all Spaniards to education, academic freedom and university autonomy. The implementation of the *LRU* takes into account the need to change Spanish university education (through the adoption of new curricula and by means of flexibility as regards qualification processes) so as to adapt it to the European Higher Education Area.

Regarding non-university tertiary education, this area comprises different types of post-secondary provision, leading in some cases to the obtention of official qualifications and, in others, to certificates without official recognition.

The 1985 Act on the Right to Education (*Ley Orgánica Reguladora del Derecho a la Educación, LODE*) states the right of all Spaniards, as well as of those foreigners living in Spain, to participate in higher education, without discrimination on account of economic circumstances, social background or place of residence.

With the approval of the 1990 Act on the General Organisation of the Education System (*Ley Orgánica de Ordenación General del Sistema Educativo, LOGSE*), advanced vocational training was included among higher non-university general regulation education. In addition, advanced Arts studies were established as enseñanzas de régimen especial, offering qualifications equivalent to those awarded at university.

The Act on Universities (*Ley Orgánica de Universidades, LOU*) was passed on December 21<sup>st</sup> 2001. Its main objective was to improve quality and excellence at university. Without modifying the organisation of university provision, this Act promotes the role of the State administration as regards the cohesion of the university system; it also focuses on the competences assigned to the Autonomous Communities concerning higher education; finally, it increases university autonomy and provides for the necessary means to strengthen links between university and society. Likewise, the *LOU* sets up the National Agency for Quality Assessment and Accreditation (*ANECA*) as an external body to evaluate quality in university education. The *ANECA* is in charge of evaluation, certification and accreditation processes at university level.

A new reform process of the education system is currently under way, after the passing of the 2006 Act on Education (*Ley Orgánica de Educación, LOE*) and the 2007 Act modifying the Act on Universities, (*Ley Orgánica de modificación de la Ley Orgánica de Universidades, LOMLOU*) (see section **6.2**).

As far as tertiary education is concerned, the *LOE* introduces some innovations in the organisation of vocational training, Arts studies and Sports studies. For the first time, the *LOE* includes Sports studies into the education system, and places advanced sports programmes within the provision of tertiary education.

Regarding university education and its adaptation to the European Higher Education Area (EHEA), the 2007 Act modifying the Act on Universities, *LOMLOU*, and the subsequent Royal Decree which outlined the organisation of official university studies –passed in October 2007– lay down the new legal framework of university education (see section 6.2.).

## 6.2. Ongoing debates and future developments

The structure of vocational training programmes, as well as of Arts and Sports studies and university education is currently being transformed.

The new legal framework set by the 2002 Act on Qualifications and Vocational Training (*Ley Orgánica de las Cualificaciones y de la Formación Profesional, LOCFP*) and by the 2006 Act on Education (*LOE*) has made it necessary to set up a new framework for vocational training within the education system. With this aim in mind, a Royal Decree was passed in 2006, establishing the structure of the new qualifications of vocational training, in accordance with the National Catalogue for Vocational Qualifications, the guidelines issued by the European Union, as well as with other issues related to social interests. The implementation of vocational training as regulated by the *LOE* started in 2007/2008, and it is expected to be completed by 2009/2010. Likewise, the former Ministry of Education, Social Policy and Sport (now Ministry of Education) together with the Ministry of Labour and Immigration announced in November 2008 a 'roadmap' to promote vocational training (see section **5.2.**).

The different types of provision in Arts studies established by the *LOE* are gradually being designed and implemented, although not simultaneously. Thus, there are variations both in curricular design and in the degree to which these programmes have already been developed.

A Royal Decree establishing the organisation of advanced Arts studies under *LOE* was passed in October 2009. These studies will be structured into three official cycles: Bachelor's, Master's and Doctorate, and will be given the status of university education. Nevertheless, this Decree will not come into force until 2010/2011. By this date, all university provision will have to be adapted to the structure of the European Higher Education Area (EHEA).

Furthermore, in November 2007, a Royal Decree including the general structure of special regulation Sports education was passed. However, some aspects of this decree which have not come into effect yet will continue to be regulated by the previous legislation, until the new programmes and qualifications have been approved.

As regards university education and its adaptation to the European Higher Education Area (EHEA), the 2007 Act modifying the Act on Universities (*LOMLOU*) and a Royal Decree passed in October 2007 lay down the new legal framework of university education. The *LOMLOU* takes into account the European agreements on higher education as well as the new impulse that the European Union is trying to give to research. The changes proposed by this Act are aimed at fostering university autonomy, as well as at increasing the demands related to accountability of university institutions concerning fulfilment of their functions (see section **2.3.3**).

In addition, the Royal Decree passed in October 2007 sets up a series of measures which, apart from being compatible with the EHEA, provide greater flexibility to the organisation of university studies : they promote increased curricular diversification and allow universities to put forward innovative proposals. Among these new measures, we can mention the following:

- Universities are entrusted with the responsibility of drawing up and proposing the syllabuses they consider most attractive and appropriate to their resources and interests.
- Syllabuses must be assessed by the *ANECA* before their implementation, and all qualifications will be subject to an evaluation every six years in order to renew their quality accreditation.

Universities must establish their own schedule of adaptation to the structure of the EHEA, complying with what is laid down by the new regulations, including the agreements made by the Spanish Government in the Bologna Declaration, by virtue of which, by the academic course 2010/2011, all types of provision should have been adapted to the new structure.

In line with the current modifications of the Spanish higher education system, so as to adapt it to other European systems, we must mention some changes concerning admission to universities. Royal Decree 1892/2008 establishes the entry conditions to official Bachelor's programmes and the admission procedures in Spanish public universities, the structure of the official entrance examinations, and the different admission requirements to university programmes for upper secondary education (*Bachillerato*) students, for applicants over 25 or 45 and for foreign students. The new university entrance examination (*PAU*), which will be held for the first time in June 2010, is divided into two stages: a general and compulsory stage which allows the student to access the tertiary level of education, and a specific voluntary stage which makes it possible for students to improve the grades attained at the general stage. In addition, this entrance examination will incorporate for the first time, in the school year 2011/2012, an oral examination in a foreign language chosen by the student (English, French, German, Italian or Portuguese). See section **6.6.1**.

Additionally, from 2008 onwards, a new global strategy is being implemented for this educational stage, the so called '2015 University Strategy', presented to the Congress by the Minister of Science and Innovation on September 23<sup>rd</sup> 2008. The strategy is a joint proposal, coordinated by the Spanish Government, the Autonomous Communities and the universities. Its main goal is to bring up to date Spanish universities by means of the promotion of excellence in training and research, the internationalisation of the university system and its involvement in economic changes, on the basis of knowledge and innovation. This proposal intends to improve university training and research so as to adequate them to the demands of society and to the international context. In this sense, the '2015 University Strategy' aims at placing the best Spanish universities among the Top 100 European higher education institutions and at promoting the status of the most competitive Spanish campuses among the most prestigious ones internationally. Its objective is also to contribute to the improvement of quality in provision for the Spanish university system as a whole and to foster efficiency and effectiveness in training and research by joining efforts and setting common goals.



The main objectives of the '2015 University Strategy' are:

Establish the mission and basic functions of Spanish universities in the present context, as well as the new role of public universities as a public service in charge of promoting higher university education and of contributing to the construction of knowledge.

- Fully develop university education, taking into account quality criteria and social suitability within the European framework and in the new knowledge society.
- Enlarge research possibilities and their influence on progress, welfare and competitiveness in Spain.
- Improve the possibilities of universities to be of service to the country in its social and economic needs, as well as to stimulate cultural activity and human progress.
- Improve the competitiveness of Spanish universities in Europe, as well as their international status and projection.
- Increase university funding on the basis of objectives and projects, and improve the policy of student grants and loans.
- Enhance university autonomy and specialisation, as well as their accountability with society.
- Support the professional development of university staff and contribute to their social recognition.

In order to attain these goals, we can differentiate three stages within the '2015 University Strategy':

- First, there is an analysis of the current context, the present situation of universities is assessed and their position is established according to the 2015 University Strategy.
- Then, some courses of action are defined in relation to the four areas in which the university system can be naturally divided: the role of universities, the people who integrate the institutions, the ways to strengthen the competences of universities and their context.
- Finally, the Strategy defines an assessment and monitoring system which allows the follow-up of the implementation of the courses of action and the progress towards the goals proposed for 2015. This assessment and monitoring system will have international consultancy at its disposal in order to guarantee autonomy of criteria.

Furthermore, within the framework of the '2015 University Strategy', we must mention the initiative 'International Excellence Campus'. This project is meant at motivating Spanish universities by means of financial help, so as to place them among the most prestigious higher education institutions in the world, as regards levels of research and teaching competence.

In addition, the '2015 University Strategy' brings to debate the proposals for a 'Student Statute', as well as a 'Teaching and Research Staff Statute', which are expected to be passed in 2010.

### 6.3. Specific legislative framework

The most important regulations which govern higher education in Spain during the academic year 2009/2010 are the following:

- The Spanish Constitution of 1978, which lays down the three basic principles on which university legislation rests: the right of all Spaniards to education, academic freedom and the autonomy of universities.
- The 2001 Act on Universities (*Ley Orgánica de Universidades, LOU*), which legislates essential aspects related to university organisation, administration and management, as well as those concerning academic organisation and research.

- The 2007 Act Modifying the Act on Universities (LOMLOU), which alters some aspects of the LOU.
- Royal Decree 1393/2007, of October 2007, which establishes the structure of official university provision. This decree, together with the LOMLOU, constitutes the new legal framework for university education (see section 6.2.).
- The 2002 Act on Qualifications and Vocational Training (*Ley Orgánica de las Cualificaciones y de la Formación Profesional, LOCFP*), which aims at organising vocational training, qualifications and accreditation into a comprehensive system, in order to meet social and economic demands by means of different provision: vocational training, on-the-job training, and occupational training, which focuses on insertion or reintegration of workers into the job market (see section 5.1.).
- The 2006 Act on Education (*Ley Orgánica de Educación, LOE*), which, as far as higher education is concerned, introduces changes in vocational training, Arts and Sports education.
- Royal Decree 1538/2006, of December 2006, establishing the general organisation of vocational training (see section 5.4.3.), in order to adapt it to the new legal framework proposed by the LOCFP and the LOE.
- Royal Decree 1892/2008, which regulates the conditions for access to official Bachelor's programmes, as well as admission procedures to Spanish public universities. This decree includes the regulations for the university entry examination, as well as the entrance requirements for, among others, people over 25 or 45 years of age. The new type of entrance examinations established by this decree will be held for the first time in June 2010 and will have validity for admission purposes from 2010/2011 onwards.

As far as enseñanzas de régimen especial are concerned, the structure and basic curricular organization of Arts studies within the new LOE framework was defined in October 2009. However, during the academic year 2009/2010 these programmes have still been organised following the curricular guidelines and the minimum teaching requirements applied before the LOE came into force. Thus, the minimum teaching requirements for advanced Music and Dance programmes which are currently being followed are the ones established by Royal Decree 745/1992; in the case of advanced studies of Drama, the curricular design being used is the one which appears in Royal Decree 745/1992; for advanced studies in Restoration and Preservation of Cultural Heritage, Royal Decree 1387/1991 is applied, Royal Decree 2328/1998 for advanced studies in Glass and Ceramics, and Royal Decree 1469/1999 for advanced studies in Design.

In addition, Royal Decree 1363/2007 establishes the general organisation of special regulation Sports studies, and Royal Decree 596/2007 sets up the structure for vocational Plastic Arts and Design studies (advanced vocational training in Plastic Arts and Design are regulated by LOE and, from 2009/2010 onwards will substitute the former higher ciclos formativos in plastic arts and design, structured according to legislation prior to the LOE).

In accordance with this general legal framework, the Autonomous Communities may pass their own regulations concerning, among other issues, aspects such as official curriculum, evaluation and promotion criteria, or the organisation and running of institutions.

## 6.4. General objectives

The information on the general objectives of the different types of higher education, both university and non-university, appears in the following subsections.

### 6.4.1. University tertiary education

The 2001 Act on Universities (*Ley Orgánica de Universidades, LOU*) aims to improve the quality of the university system, to promote students' and teachers' mobility as well as to respond to the new challenges

posed by distance learning higher education, thanks to the use of ICT, and by lifelong learning. It also aims to achieve a competitive integration within the new European Higher Education Area. This Act increases the competences of the Autonomous Communities concerning higher education as well as university autonomy, and reinforces evaluation processes through the National Agency for Quality Assessment and Accreditation (*Agencia Nacional de Evaluación de la Calidad y Acreditación, ANECA*)

The LOU entrusts universities with the following responsibilities:

- The setting up, development, transmission and critical review of science, technology and culture.
- The training both for the exercise of professional activities requiring the use of scientific knowledge and methods and for artistic creativity.
- The dissemination, appreciation and transfer of knowledge to promote culture, quality of life and economic development.

In addition, the 2007 Act modifying the Act on Universities carries out a reform in the structure and organisation of education with the purpose of bringing Spanish university studies into line with the EHEA. (See section 2.3.3).

A Royal Decree establishing the organisation of official university studies was passed in October 2007. This Royal Decree complies with the principles of the 2007 Act modifying the Act on Universities and states that university education will be structured into three cycles: Bachelor's, Master's and Doctorate. Bachelor's programmes aim at providing students with a general training, in one or several disciplines, designed to prepare them for the professional world. Master's studies are aimed at the acquisition of advanced training, specialised or multidisciplinary, for an academic or professional specialisation or as an introduction to research work. The main goal of Doctoral studies is the advanced training in research techniques (for further information, see section 6.10.1.).

## 6.4.2. Non-university tertiary education

The information regarding the general objectives of non-university education can be found in the following subsections.

### 6.4.2.1. Advanced vocational training

Current legislation establishes the goals of vocational training, as well as the competences and skills to be acquired by students engaging in these programmes (see section [5.4.3](#))

### 6.4.2.2. Enseñanzas de régimen especial

The information on the general objectives of advanced programmes in enseñanzas de régimen especial can be found in the following subsections.

#### 6.4.2.2.1. Arts studies

The 2006 Act on Education (LOE) places advanced Arts studies within tertiary education. This provision includes:

- **Advanced studies in Music and Dance.** As these programmes constitute the most specialised educational stages in the corresponding areas, their main goal is to provide students with a high-quality practical, theoretical and methodological training, which aims to guarantee the necessary qualifications to those professionals who intend to work in these artistic fields, for example, authors, performers, researchers or teachers.

- **Advanced studies in Dramatic Art** aim to train professionals, educational specialists and teachers in the area of performing arts and in other related disciplines in the area of communication.
- **Advanced studies in Restoration and Preservation of Cultural Heritage**, which aim at training future professionals in the preservation and restoration of objects belonging to the artistic and cultural heritage of the country.
- **Advanced Plastic Arts and Design** studies are structured into different specialised branches, namely:
  - Advanced Ceramic studies, aimed at achieving the full training of professionals in the field of ceramics so that they may develop their artistic, technological, pedagogical and research skills, adapted to industrial and artistic innovation, as well as contributing to the improvement of quality in production of ceramic goods.
  - Advanced Glass studies, which train skilled professionals in the creation, development, use and consumption of glassware as well as the services derived from this activity.
  - **Advanced studies in Design**, the main objective of which is to train professionals in the area of design and to provide them with the adequate qualifications for the creation, development, use and consumption of industrial production and services.
  - Finally, the main goal of advanced ciclos formativos in **Plastic Arts and Design** is to provide students with quality training in fine arts, so as to enable them to appreciate the relevance of plastic arts in their role as a means of cultural expression, as well as to develop their creativity, becoming aware of their own career possibilities in this professional field.

#### **6.4.2.2.2. Sports studies**

The Act on Education (*Ley Orgánica de Educación, LOE*) states that Sports studies, within enseñanzas de régimen especial aim to qualify students for a professional career in a specific sport discipline or area of specialisation, as well as to facilitate their adaptation to employment, to changes in the sports world and to exercise active citizenship.

This type of provision must contribute to the acquisition of abilities enabling students to:

- Develop the general competence corresponding to the professional profile defined in the relevant qualification.
- Guarantee professional qualifications so as to enable graduates from these programmes to work in the following fields: initiation to sports, management, basic training, technical improvement, training and management of teams and of high performance athletes in the relevant sports discipline.
- Understand the characteristics and organisation of both the relevant sports discipline and the specialisation and of the sports system as a whole, as well as know the rights and duties related to it.
- Acquire the necessary knowledge and skills to carry out their work under safe conditions, improving the quality and safety of the world of sports, looking after people's health and respecting the environment, as well as facilitate the integration and normalisation of disabled people participating in sport.
- Develop a professional identity and maturity for future learning (lifelong learning, continuing training), as well as the ability to adapt to changes at different stages of sports practice, from elementary levels to high performance sports.
- Develop and spread the importance of individual responsibility and effort both when practicing and when teaching a sports discipline.

- Develop and transmit the ethical values related to fair play, respect towards others, healthy practice of sports as well as respect and care for one's body.
- Be qualified to carry out entrepreneurial activities and initiatives.

## 6.5. Types of institution

The information on the types of institutions where higher education is provided, both at university and non-university levels, can be found in the following subsections.

### 6.5.1. University tertiary education

The institutions responsible for education at this level are universities, which may be in public or private ownership.

Public universities are set up by acts from the Legislative Assembly of the Autonomous Community where the university is to be established, or by a Parliamentary Act, in accordance with the Government Council of the corresponding Autonomous Community. In addition, a preliminary report from the General Conference for University Policy is mandatory. This report approves the relevant syllabuses of programmes of studies to be taught, within the framework for the general organisation of university education.

According to article 27 of the Spanish Constitution, any individual or legal entity may establish a private university or any other private institution providing university level education. In order to be recognised, a preliminary report from the General Conference for University Policy is compulsory, within the framework for the general organisation of university education. In Spain there are secular universities and universities belonging to the Catholic Church. The latter are subject to special agreements between the Spanish State and the Holy See.

At present, there are 77 universities operating in Spain, 50 of which are public and 27 private. Five of these universities (one public and four private) are institutions offering distance education. Two additional universities specialised in postgraduate programmes (Master's and Bachelor's) must be mentioned: the Menéndez Pelayo International University and the International University of Andalusia.

Within each university, the institutions responsible for providing studies are faculties, *escuelas técnicas superiores*, *escuelas politécnicas superiores*, *escuelas universitarias* and *escuelas universitarias politécnicas*. Faculties and all these higher schools offer all the university cycles and Bachelor's degrees, whereas *escuelas universitarias* offer Bachelor's degrees only.

Universities may also have research institutes focused on scientific and technical research or on artistic creativity. They may also offer postgraduate programmes and courses both at Master's and Doctorate level. These university research institutes can be made up of one or more universities, or collaborate with other public or private institutions by means agreements or any other form of cooperation.

Universities may also set up the so-called *mixed research institutes*, with the participation of public research bodies, of institutions from the national health system, or with other private or public non-profit research institutions.

In addition, private or public educational institutions may be assigned to public universities which provide official studies. This type of assignment takes place via agreements following the approval of the relevant Autonomous Community, at the suggestion of the Governing Council of the university, and with the previous report of the Social Council. The assigned institutions must be located within the territory of the same Autonomous Community and are governed according to regulations established by the LOMLOU, State and regional legislation, the relevant agreements and the institution's operational and organisational rules.

In order to ensure that the studies provided at universities meet certain quality standards, a series of legal conditions have been established. These conditions lay down the standards to be met by both existing and new universities. These basic requirements established by the central Government are included in the regulations on the creation and recognition of universities and university institutions. They constitute the basis from which the Autonomous Communities determine the specific requirements to be fulfilled by the universities in their region.

## 6.5.2. Non-university tertiary education

The information about the types of institutions which provide non-university higher education can be found in the following subsections.

### 6.5.2.1. Advanced vocational training

Advanced vocational training can be provided either in public sector or in private compulsory secondary education and Bachillerato institutions (referred to as secondary education institutes), in the so-called national reference centres, or in vocational training integrated schools. For further information on the type of institutions and requirements, see section 5.5.3..

### 6.5.2.2. Enseñanzas de régimen especial

The information regarding the institutions where the different advanced enseñanzas de régimen especial are provided can be found in the following subsections.

#### 6.5.2.2.1. Arts studies

Higher Conservatories or Higher Schools of Music and Dance are the public institutions responsible for providing advanced **Music and Dance studies**. They must offer a minimum number of 240 places for music programmes and 100 in dance. Both types of institution must meet a series of requirements regarding the subjects to be taught and the facilities they are required to provide.

Private institutions of music and dance studies may also organise this type of provision leading to the award of official qualifications, provided that they are authorised to offer the corresponding programmes and educational levels by the competent authorities.

**Advanced studies in Dramatic Art** are taught in Higher Schools of Dramatic Art and authorised private Higher Schools of Dramatic Art. All these institutions must provide at least two specialisations (one of which must be performance). They must have at least 90 places available and comply with a series of specific requirements as regards facilities and material conditions: classroom space, a theatre, a library and dressing rooms..

**Advanced studies in Preservation and Restoration of Cultural Heritage** are taught in Higher Schools for the Preservation and Restoration of Cultural Heritage. These schools must offer provision for at least three of the regulated specialised branches, and must comply with a series of regulations for facilities and material conditions.

**Advanced Plastic Arts and Design Studies** are taught in institutions with names that vary according to their ownership and the type of provision offered. Public institutions are generally called higher schools of the corresponding type of education (Glass, Ceramics or Design). Private institutions are called authorised institutions for the relevant kind of education.

Regardless of ownership, all the establishments providing advanced studies in plastic arts and design must comply with certain minimum standards in order to obtain authorisation. These conditions include, among others, requirements related to facilities and material conditions. Public institutions offering advanced ciclos

formativos **of Plastic Arts and Design** are called *art schools*. These institutions are also authorised to teach the specialised branch of arts of Bachillerato programmes. Regardless of ownership, institutions teaching this type of provision must comply with specific minimum standards in order to be authorised. In addition to requirements concerning facilities and material conditions, these prerequisites include, among other things, the need to offer, at least, two ciclos formativos and to have a minimum of 60 places available.

#### **6.5.2.2.2. Sports studies**

Provision of sports education may be organised in the following establishments:

- Public sector institutions for sports education or private schools authorised by the relevant educational administration.
- Integrated vocational training centres.
- Public sector national reference centres specialised in sports education.
- Apart from public or private sports educational institutions, this type of studies can be provided by military educational establishments, through agreements established between the Ministry of Education and the Ministry of Defence. All institutions providing Sports studies must comply with a series of requirements regarding space, equipment and number of students per class.

## **6.6. Admission requirements**

The information concerning admission requirements to higher education studies, both at university and non-university levels, is available in the following subsections.

### **6.6.1. University tertiary education**

This section offers a description of the admission requirements to both undergraduate programmes and Master's and Doctorate studies.

#### **Access to Bachelor's programmes**

The new structure of university studies necessarily implies changes in admission requirements and procedures.

Access to university education can be granted to:

- Students holding a Bachiller certificate, who are also required to pass a university entrance examination (*PAU*) in order to be accepted at university.
- Students holding a Técnico Superior certificate in any of the branches of advanced vocational training or an advanced certificate in Plastic Arts and Design –or equivalent. These students will not be required to sit a university entrance examination to gain access to university; however, they may only apply for those university studies related to the specialised branch they have followed during their vocational training studies. These equivalences are established by the relevant authority, following a report from the State School Council and the Council of Universities.
- Adults over 25 may enter university without holding any previous qualifications, as long as they pass an entrance examination specially designed for this purpose (see section 7.7.4.).

To gain access to certain university studies (Fine Arts, Translation and Interpreting, Physical Activities and Sports Sciences, and to some other university studies) students must also pass an aptitude test.

The structure of university entrance examinations (*PAU*), as well as of the aptitude tests to be admitted to certain university studies, and of the different university entrance procedures can be described as follows:

### **I) University Entrance Examination (*PAU*)**

Students who wish to undertake university studies must hold the Bachiller certificate and pass a university entrance examination. This examination is a necessary requirement to apply for admission at university. The regulations regarding admission procedures are a responsibility shared by the State and the Autonomous Communities. The general regulations of the entrance examinations are the responsibility of the Ministry of Education, following a report from the relevant bodies of the Autonomous Communities, the State School Council and the Council of Universities. In addition, the competent bodies of the Autonomous Communities may establish, within the scope of their competence, specific guidelines for the implementation of the general regulations established nationwide. Each university decides on the location and the date when the tests will be held, within the national deadlines fixed annually for each session as well as for student registration.

The university entrance examination is organised and planned jointly by universities and by the authorities responsible for Bachillerato provision. The examination covers the subjects studied in the final year of Bachillerato and is used as an instrument to assess students' academic maturity and the knowledge acquired during this educational stage in an objective way.

The Autonomous Communities are in charge of organising the entrance examinations, which involves carrying out the following tasks: define the criteria for drawing up the exam papers; establish the general assessment criteria; and appoint and set up the examining boards.

In November 20, Royal Decree 1892/2008 was passed. This decree lays down the conditions to apply for official Bachelor's programmes and the admission procedures to Spanish public universities. Besides, the decree establishes the new structure of university entrance examinations (*PAU*), which will be held for the first time in June 2010.

The new examination will be divided into two stages, which will be different from the former entrance examinations. The first one, called general stage, will be aimed at assessing the competences acquired by students during Bachillerato, as well as their maturity to pursue Bachelor's programmes at university. The second stage will be specific and non compulsory, and it will give students the opportunity to improve the mark obtained in the general stage.

The general stage will be divided into 4 papers. The first one will be a written analysis of a non-specialised expository text containing information of general interest related to the contents and competences developed in the subject of Spanish language and literature. The second paper will deal with the common subjects of second year of Bachillerato (history of philosophy, history of Spain, science for contemporary world, and philosophy and citizenship). The third paper will be a test on a second language, chosen by the student from among: German, French, English, Italian and Portuguese. From 2011/2010 onwards the new examination will include for the first time an oral examination on a second language. The fourth paper will deal with the contents of one of the subjects included in the specific modality of Bachillerato, also chosen by the student.

The second stage of the examination, called *specific phase* is optional for students. Its main goal is to assess the knowledge and reasoning skills of candidates in specific areas related to the programmes they are applying for at university. The marks obtained in these papers will give students the opportunity to improve the average marks obtained in the first part of the examination (see Figure 6.1).



**Figure 6.1: Stages of the new university entrance examination (PAU)**

General stage	Specific stage
Four papers on common subjects (Spanish language and literature, a foreign language, history or philosophy, and, when applicable, the co-official language of the Autonomous Community).	Different exams on subjects included in the branch of 'Bachillerato' followed by candidates and different from the ones tested at the general stage. The students may sit examinations on subjects which they have not taken in their 'Bachillerato' programmes but which are associated to the branch of knowledge in which the Bachelor's programme they are applying for is included.
A paper on one of the specialised areas of knowledge associated to one of the three branches of 'Bachillerato' (Arts, Science and Technology or Humanities and Social Sciences), chosen by the student.	
An oral examination on a foreign language (from 2011/2012 onwards)	

Source: Ministry of Education. Royal Decree 806/2006, of June 30<sup>th</sup>, which establishes the calendar for implementation of the new structure of the education system according to the 2006 Act on Education, of May 3rd. Spanish Official Gazette nº 167, of July 14th 2006. Together with the Error Correction for Royal Decree 806/2006 of June 30th, which establishes the official calendar for the implementation of the new structure of the education system, according to the 2/2006 Act on Education, of May 3rd. Spanish Official Gazette, nº 220, of September 14th 2006.

The objective of the new regulations for university entrance examinations is to facilitate lifelong learning and to avoid that the choices made by students regarding branches of Bachillerato will necessarily determine their future options. Furthermore, the new system allows candidates to improve their marks by taking additional tests in other areas. The results obtained in the general stage have indefinite validity, whereas marks obtained in the specific phase are only valid for two academic years, subsequent to the examination date. Students may sit consecutive examination sessions with the aim of improving the marks obtained in the general stage or in any of the subjects which make up the specific stage. The marks from the new examination sessions are taken into consideration if they are higher than the previous ones. In addition, the new legislation establishes the university entrance process for students coming from education systems of the Member States of the European Union or from other states with which international agreements on this issue have been signed. This legislation also regulates direct access for students coming from non-university higher education (advanced vocational training and enseñanzas de régimen especial; the university entrance examination for those aged over 25, the access for those aged over 40 by means of accredited work experience and the entrance process for those aged over 45, even if they lack an academic degree or work experience, so that access to education can be made easier for adults.

## II) Aptitude tests for some types of provision

Besides the general university entrance examination (*PAU*), which is compulsory for first and second cycle (long cycle) studies, universities organise specific tests in order to assess the aptitudes of candidates applying for the following studies:

- Fine Arts, aimed at assessing aptitudes and skills in plastic arts.
- Translation and Interpreting, aimed at assessing aptitudes and skills in linguistic translation in a specific language.
- Physical Activity and Sport Sciences, aimed at assessing aptitudes and skills in sport, adapting these tests to the particular conditions required by disabled students. High performance sportsmen and women are exempt from taking this test.

Students coming from Bachillerato, from advanced vocational training studies, adults over 25, as well as students coming from the education systems of the Member States of the European Union or from other States with which international agreements on this issue have been signed, must also sit these aptitude tests in order to apply for admission.

## III) Enrolment procedures for university institutions

Once the general requirements to enter university are met, the LOU establishes the so-called 'Open District' access, which offers students the possibility of applying for access to any public university of their own choice, regardless of which Autonomous Community they come from and of the university in which they passed the relevant entrance examination. In all cases, the rights of students from other Autonomous Communities and of residents in the Autonomous Community are the same.

The procedure for application and allocation of places within the open district is set up by the Autonomous Communities, following a report from the universities in each Community. Students must apply for the universities they choose, taking into account these procedures, as well as the maximum number of options for university studies they are allowed to request.

Universities may not refuse to fill any of their vacant places if there are candidates who meet the requirements established by the legislation. Nevertheless, when institutions are over-subscribed, enrolment is awarded according to the following criteria:

- 1) Priority is given to students who have passed the entrance examination in the ordinary session –June- of the same year they are applying, or in the ordinary or extraordinary sessions of previous years.
- 2) Second preference is given to students who pass the entrance exam in the extraordinary session of the academic year concerned.
- 3) Furthermore, current legislation establishes that priority will be given to students who have taken paper number four of the general phase of the examination in one of the subjects which is directly linked to the area of knowledge of the university programme the student is applying for.

Once all the above priority criteria have been applied, the procedure to select between students in the same situation is as follows: the final grade in the entrance examination; the average mark obtained in Bachillerato; the average mark in the university academic record (provided students have a university degree or its equivalent); the average mark of advanced vocational training studies or equivalent; and, for students who wish to undertake a specific type of programme (Fine Arts, Translation and Interpreting, etc.), the grade which results from the average calculated on the entrance examination mark and the grade obtained in the personal aptitude test.

Apart from the priority rules and criteria previously described, universities reserve each year a certain number of places for students who fit into certain categories, providing that they fulfil the relevant prerequisites for university admission. The exact number of these places is determined by the relevant Autonomous Community, following proposals from the universities in the area in question. Thus, a certain fixed number of places are reserved as follows:

- A minimum 2% for students who have passed the entrance examination for people aged over 25.
- Between 1 and 3% for applicants over 45 who have passed the entrance examination for people over 40, and who can accredit the working or professional experience established by law. In this case, students can apply only for a certain number of programmes.
- 5% of the places for students with at least a 33% disability, as well as for applicants with permanent special educational needs associated to their personal disabilities, and who have required special support in order to achieve the objectives of previous educational stages.
- A minimum 3% for high performance athletes who otherwise comply with the rest of the required academic standards.
- Between 1 and 3% for students who already possess an official university degree or equivalent.
- As regards students who wish to continue their studies at a university other than the one where they had initially enrolled, they need to take into account that transfer to other universities and/or official university programmes in Spain depends on the number of credits earned by the student. Thus, decisions regarding applications from students who have completed at least 30 ECTS credits fall under the direct competence of the university rector – according to the criteria established by the Governing Body of each university, whereas students who have completed less than 30 ECTS have to apply following the general admission procedures to university.

Applications from students who have partially or fully completed studies abroad, but who have not obtained recognition of their degree in Spain, are dealt with by the university rector, on the basis of the following criteria:

- Applications from students with foreign university studies who obtain recognition for 30 ECTS credits fall under the competence of the university rector, who proceeds according to the criteria established by the university Governing Body, and who, in any case, must take the grades of the student record into consideration.
- Students who do not obtain partial validation must undergo the same entrance procedures applied to students coming from other education systems.

### **Access to Master's and Doctorate programmes**

The new structure of university education has also meant a series of changes in admission to postgraduate programmes, the former third cycle university studies, and now referred to as second cycle (Master's) and third cycle (Doctorate) programmes.

Before the adaptation of Spanish university education to the EHEA, higher education institutions offered Master's programmes as specific degrees with a minimum workload of 50 ECTS credits, and a length of between one and two academic years. However, after the restructuring of provision took place, some of these programmes have become the new official Master's degrees, even though many of them coexist with the former shorter Master's programmes, which now have the status of university-specific graduate courses.

The new official Master's programmes are now considered second cycle university studies and started to be offered in 2006/07. Master's programmes are aimed at the acquisition of advanced, specialised and

multidisciplinary training. They are geared towards the academic, research or professional world. Admission requirements to these programmes include being in possession of an official university degree from a Spanish university, or from a higher education institution belonging to the EHEA that qualifies applicants to apply for this type of programmes. However, according to the new regulations pertaining university education, each institution is responsible for establishing their own admission procedures, which may include accredited previous training in certain academic disciplines.

The new Doctorate programmes adapted to the EHEA are aimed at providing advanced training in research skills. These programmes comprise all the training and research activities required for the obtention of a Doctor's degree. In order to be admitted into a Doctorate programme applicants must hold an official university degree from a Spanish university or from a higher education institution within the EHEA. Furthermore, in order to be admitted into the research phase of the programme, students must be in possession of an official Master's degree or an equivalent diploma issued by a higher education institution belonging to the EHEA. In addition, students may apply for admission to these programmes provided they fulfil one of the following requirements:

- Having earned 60 credits in one, or several, official Master's programmes, depending on university provision.
- Hold a previous Bachelor's degree – of at least 300 credits.

Admission into Doctorate programmes is carried out according to the procedures and criteria established by each university.

## **6.6.2. Non-university tertiary education**

The information on the admission conditions in non-university higher education is included in the following subsections.

### **6.6.2.1. Advanced vocational training**

Access to advanced vocational training may be gained by means of:

- Direct access, for which it is necessary to hold a Bachiller certificate;
- An entrance examination for candidates who do not hold a Bachiller certificate. The examination is regulated by the Autonomous Communities and its objective is to assess students' maturity in relation with the objectives of Bachillerato and to evaluate the students' skills required for the vocational training programme concerned.

The entrance examination is divided into two parts:

- A common part, the aim of which is to assess students' maturity and suitability in order to pursue advanced vocational training successfully. The tests carried out in this common part cover the most instrumental subjects of Bachillerato.

A specific part, aimed at assessing students' basic knowledge of the relevant professional field. It covers those subjects of Bachillerato which are most closely related to the corresponding advanced ciclo formativo. Técnico related to the ciclo formativo they are applying for. The Autonomous Communities may establish the percentage of advanced vocational training places reserved for those who gain access to this type of provision through this examination. In addition, educational administrations in each Community may organise provision of preparatory courses to sit the entrance examinations for advanced vocational training, aimed at candidates who have a previous certificate of Técnico.

Students will be exempt from taking the relevant part of the examination if they have passed an intermediate ciclo formativo, or if they have accredited working experience in the relevant professional field. Candidates will also be exempt from taking the examination provided they have passed the university entrance examination for those aged over 25.

Education authorities in the Autonomous Communities establish that a minimum of 5% of the places offered must be reserved for high performance athletes who meet the appropriate academic requirements. Likewise, these athletes are exempt from taking the specific part of the entrance test which replaces the academic requirements to access studies leading to the award of degrees in advanced vocational training in the branch of Physical and Sports Activities.

In the event that the number of applicants exceeds the amount of places available for both intermediate and advanced vocational training programmes, admission will be granted on the basis of previous academic achievement, no matter if students come from the same institution or from a different one, and of the final mark obtained in the entrance examination to the ciclo formativo.

### **6.6.2.2. Enseñanzas de régimen especial**

The information concerning admission to enseñanzas de régimen especialenseñanzas de régimen especial can be found in the following subsections.

#### **6.6.2.2.1. Arts studies**

##### **Advanced Music and Dance studies**

The common requirements to gain access to advanced music and dance studies are the following:

- Holding the Bachiller certificate.
- Having passed the third cycle of intermediate Music or Dance studies.
- Having passed a specific test which proves that the candidate has the knowledge and skills needed to study the specialised programme he/she is applying for.

All candidates must pass a specific examination in order to gain access to advanced Music studies. It consists of a single examination, with different papers as determined for each area of specialisation.

Those students who do not meet the necessary requirements to gain access to advanced Music studies must sit an additional test in order to confirm that the candidate has the appropriate knowledge and aptitudes as well as the specific skills necessary to pursue these studies. This examination comprises a written test, of humanistic nature, to assess the applicant's maturity in the use of language, the understanding of concepts and the ability to relate contents and to summarize ideas, and/or a theoretical/practical test to assess their overall musical training concerning the development of their listening capacity, their knowledge of the theory and history of music, as well as their degree of comprehension and use of the different harmonic resources and procedures.

As regards advanced Dance studies, the specific examination to gain access to these studies consists of two different tests. The first one is common to the two areas of specialisation (see section 6.10.2.2.1.) and comprises a written test on a general topic related to dance, which assesses the candidate's artistic training. The second paper includes both theory and practice and it is adapted to the characteristics of the relevant branch of specialisation.

Those students who do not meet any of the necessary academic requirements to gain access to advanced Dance studies must take a different examination, which is also divided into two papers. The first one consists of an oral presentation of the candidate's work or activities carried out within the area of specialisation

concerned, followed by a debate on this issue before the examining board. The candidate is asked those questions the board may consider appropriate in order to assess his/her maturity, artistic training and the activities carried out by the applicant in the artistic field of dance. In order to sit this test, candidates must previously submit a report and all the necessary documentation to accredit having performed all the activities included in the report. The second paper includes theory and practice. Its structure and content depends on each area of specialisation, as determined by the relevant educational authorities.

### **Advanced studies in Dramatic Art**

Students must meet the following two requirements to gain access to advanced programmes in Dramatic Art:

- 1) Hold the Bachiller certificate.
- 2) Pass the specific entrance examination – annually organised- corresponding to the area of specialisation the student is applying for.

The examination is divided into two papers. The first one is common to all specialisations. It comprises an analysis of a passage from a play. The objective is to assess the student's maturity and knowledge. The second examination, specific to the relevant specialisation, is more practical in nature, and its aim is to evaluate whether the student possesses adequate artistic aptitudes for the area of specialisation he/she is being tested on.

In addition, those wishing to begin their studies in Dramatic Art but who do not meet the academic requirements, may sit a specific test to prove they have the necessary skills in order to pursue these studies successfully. These applicants must be aged over 20. The examination consists on two tests: the first one is an oral presentation of the candidate's work and activities carried out within the field of the relevant specialisation, while the second –a practical exercise- assesses specific aspects of each area of specialisation.

### **Advanced studies in the Preservation and Restoration of Cultural Heritage**

According to the 2006 Act on Education (LOE), in order for students to be admitted into one of these programmes, they must hold a Bachiller certificate and pass a specific entrance examination, regulated by the education authorities of each Autonomous Community. The aim of this test is to assess students' maturity, knowledge and aptitudes required to undertake this type of training successfully. The examination is divided into three papers: the first one consists of a written analysis of a text related to cultural heritage; the second paper is a test on subjects from the previous educational stage; and, finally, the third one is a practical exercise to evaluate the student's aptitude in plastic arts.

Until the new structure for this type of provision has been completely implemented, the legislation prior to the LOE grants admission to these programmes to students who have a certificate in advanced vocational training (Técnico Superior) in the branch of Plastic Arts and Design. Applicants may also be accepted if they have some other certificates in vocational training or equivalent, or if they have passed the entrance examination for people aged over 25, even if they do not fulfil the academic requirements.

#### Plastic Arts and Design studies

Students must meet the following requirements to gain access to **advanced Plastic Arts and Design studies**:

- 1) Be in possession of the Bachiller certificate.
- 2) Pass a specific entrance test to prove both the intellectual maturity and the necessary skills for the successful completion of these studies.

Students are exempt from taking this test provided they have a certificate in advanced vocational training (Técnico Superior) certificate in Plastic Arts and Design or any equivalent official certificate.

Those students who do not meet the necessary requirements, but who are over 25 can also gain access to the advanced studies of Design, Ceramics and Glass, if they pass a test in which they prove they have the knowledge corresponding to Bachillerato, as well as the required aptitudes, skills and abilities as regards performance and artistic sensitivity required in order to pursue these studies successfully.

Candidates who wish to gain access to advanced ciclos formativos in Plastic Arts and Design must meet the following requirements:

- Hold the Bachiller certificate or equivalent.
- Pass a specific entrance examination to prove both intellectual maturity and the necessary skills in order to complete these studies successfully.

Applicants in the following circumstances are exempt from sitting the entrance examination: students who have a Bachiller certificate in the Arts branch or in the experimental artistic branch; those who hold a certificate of (Técnico Superior in Plastic Arts and Design, in one of the branches related to the vocational field the student is applying for, or those holding a certificate in advanced vocational training in Plastic Arts and Design or an advanced certificate in Design – in any of the branches – or equivalent; those who hold an advanced certificate in any of the branches of Preservation and Restoration of Cultural Heritage; and those holding a university degree (Licenciados) in Fine Arts, Architecture, Technical Engineering or Industrial Design.

These studies are also open to candidates who do not hold the required qualifications, but who have passed an entrance examination in order to demonstrate that they have acquired the necessary maturity – as regards the objectives proposed for Bachillerato – as well as the skills required to undertake this training successfully. These candidates must be 19 years old – or reach that age during the year when they sit the examination – or 18 if they already hold a certificate of Técnico from the same area of specialisation they are applying for.

Educational authorities in the Autonomous Communities establish that a minimum of 5% of the places offered must be reserved for high performance athletes who meet the appropriate academic requirements and who have passed the specific entrance examination.

#### **6.6.2.2.2. Sports studies**

The entrance requirements for advanced Sports studies are:

- Hold the Bachiller certificate or its equivalent as regards academic prerequisites. Furthermore, applicants must have a certificate in intermediate vocational training in sports (Técnico Deportivo) from the same area of specialisation or sports discipline they are applying for.
- Pass a specific test, if required in any of the specialisations, organised and carried out by educational administrations in each Autonomous Community, or have accredited merit in some sports area, so as to prove that the candidate has the necessary aptitudes to pursue this type of training successfully.

Nevertheless, it is possible to gain access to these studies without holding the Bachiller certificate or equivalent, provided that the student passes a maturity test related to the objectives for the common subjects of Bachillerato. Candidates must be 19 years old and be in possession of a certificate in intermediate sports education (Técnico Deportivo) from the same area of specialisation he/she is applying for, or be 18 years old when, besides having the certificate of Técnico Deportivo, he/she has a second Técnico certificate related to the programme he/she wishes to be admitted into. In both cases, applicants must reach the minimum required age during the year in which they are sitting the entrance examination. High performance athletes are exempt from sitting the specific examination and from the requirements which may be

established for each sports specialisation. As regards candidates with disabilities, the relevant authorities are responsible for adapting the specific tests and the requirements to the circumstances of each of the candidates.

## **6.7. Registration and/or tuition fees**

The information on registration and tuition fees for university and non-university higher education can be found in the following subsections.

### **6.7.1. University tertiary education**

In public universities, students have to pay part of the total cost of their education through registration fees. University fees are set by the corresponding Autonomous Community, within the recommendations laid down by the General Conference for University Policy.

In university education, each degree is divided into credits. Students must pay a specific tuition fee for each of these credits upon registration. Besides, students under 28 must also pay a small compulsory insurance fee.

Enrolment fees paid for by students during the 2009/2010 academic year may vary, depending on the Autonomous Community and on the type of degree. As regards provision which is not organised into credits, the fees range from EUR 570 to 920 for students registering for the first time; between EUR 750 and 1300 for a second enrolment; and between EUR 1,000 and 2,000 for a third or subsequent enrolments (always referring to tuition fees for the whole course). As regards provision organised through credits, the fees vary and range from EUR 9.50 to 16 for the first enrolment; between EUR 12.5 and 21 for a second enrolment; and between EUR 18 and 33 for a third or subsequent enrolments. The figure assigned to each credit in Master's and postgraduate courses ranges from EUR 21 to 30, while in Doctorate programmes it fluctuates between EUR 27 and 53.

As regards university-specific programmes, specialisation courses and all the rest of the educational activities that universities are authorised to carry out, these fees are set by the Social Council at each university.

It is not possible for private universities to establish financial agreements with the education administration. As a result, students –by means of their enrolment fees- and the institutions' owners have to bear all the costs. Enrolment and tuition fees are set by each university.

### **6.7.2. Non-university tertiary education**

In the case of non-university higher education, students have to pay some fees which may vary according to the type of studies chosen. The information on the relevant programmes can be found in the following subsections.

#### **6.7.2.1. Advanced vocational training**

Students enrolled in advanced vocational training pay very low tuition fees in comparison with the cost of the educational service being provided, since this type of provision is financed by the State. Students mainly pay for enrolment fees and for compulsory insurance in the case of students under 28.

#### **6.7.2.2. Enseñanzas de régimen especial**

The information regarding registration and tuition fees in enseñanzas de régimen especial can be found in the following subsections.



### **6.7.2.2.1. Arts studies**

Tuition fees for advanced Arts studies (Music, Dance, Dramatic Art, Plastic Arts and Design, Preservation and Restoration of Cultural Heritage, Ceramics, Glass and Design) are determined by the different Autonomous Communities within their area of competence.

Fees paid by students vary depending on whether they enrol for a whole year or only for the subjects they have not passed, in which case the fees are proportionally higher. The enrolment fees for Arts studies during the academic year 2009/2010 can be found below (it is only an approximate figure since the final amount may differ from one Autonomous Community to another).

In advanced Music and Dance studies, as well as in Dramatic Art programmes, the fee to be paid for each subject is around EUR 60, if students enrol for the first time and about EUR 70 if it is a second enrolment.

In advanced programmes of Plastic Arts and Design, as well as in those for the Preservation and Restoration of Cultural Heritage, tuition fees for each subject is around EUR 50 in first enrolment and EUR 60 for second or subsequent enrolments. Students may also pay an extra EUR 50 fee for the end-of-degree project.

Students enrolled in enseñanzas de régimen especial must also pay for a series of compulsory common services. These are about EUR 20 for administration fees, EUR 20 for registration fees in the case of new students, and an adicional EUR 50 for entrance examination fees.

In order to sit the entrance examination for advanced vocational training cycles, students must pay EUR 25. Those wishing to sit the external examinations leading to the obtention of a certificate in intermediate or advanced vocational training must pay a EUR 9 fee for each módulo.

### **6.7.2.2.2. Sports studies**

Each Autonomous Community determines the fees students must pay when enrolling in studies in advanced Sports education.

Students must enrol both in the common courses for all Sports studies and on the specific additional part for each sports discipline (for further information on the structure of Sports studies, see section 6.11.2.2.2.). The fee for the common courses is around EUR 203, while the fee for the specific ones is around EUR 82. In addition, fees corresponding to enrolment in módulos to be taken again by students amount to approximately EUR 44 each.

## **6.8. Financial support for students**

In order to guarantee equal opportunities concerning the right to education, so that all students, regardless of their place of residence, have the same opportunities to gain access to higher education, the State has established a general scholarship and assistance system charged to its general budget. The goal of this financial help is to minimise the socio-economic obstacles that may prevent or hinder participation in higher education of those students who have the ability to pursue this studies successfully.

There are two types of scholarships and financial help available:

### **General financial help and scholarships**

These grants include the following:

- Financial help aimed at compensating the lack of a salary, as a result of being engaged in educational activities.

- Financial help to meet the costs resulting from the distance between the family residence and the educational institution.
- Financial support to meet the cost of boarding expenses when students must live away from their family residence.
- Assistance to pay for the cost of educational materials and/or enrolment fees in grant-aided public institutions.
- Eligibility for this assistance is subject to meeting specific requirements concerning mainly family income, distance between the family residence and the educational institution, and the student's academic results. The amount of financial assistance varies according to the specific circumstances of each student.

Besides this national aid system organised by the Ministry of Education, the Autonomous Communities may also offer other types of assistance, along the same line than the grants described above, and which aim to complement the financial aid provided by the Ministry of Education.

### **Special scholarships and financial help:**

This category includes, among other things, awards and assistance granted to higher education students for outstanding academic performance.

Even though requirements for obtaining scholarships and general financial assistance are common to university and non-university education, the special scholarships and financial help are specific to each type of higher education provision.

In addition to this, two new types of grants have been implemented in 2009/2010, with the aim of encouraging students at risk of leaving the education system due to financial problems to continue their education. These allowances are:

- salary grants for university students and
- grants awarded to young learners at risk of leaving the education system without having obtained a certificate.

### **6.8.1. University Education**

The Government regulates the basic aspects of study grants and financial aid: the types, amounts and the academic and economic conditions candidates must meet, as well as the cases of incompatibility, revocation and reinstatement, and the necessary requirements, socio-economic conditions and any other factors to guarantee equal access to education throughout the State.

However, the development, execution and control of the general system of study grants and assistance is the responsibility of the Autonomous Communities, in cooperation with the universities, so as to facilitate decentralised management and compliance with the regional idiosyncrasies envisaged by the relevant legislation. There are also coordination mechanisms between the Government and the different Autonomous Communities within the General Conference for University Policy.

In addition, public universities may similarly establish of partial or total exemption from registration fees.

As regards the type of study grants and financial help available for higher education students, we find general grants, which are awarded by the Ministry of Education, (see section 6.8.). Furthermore, each Autonomous Community offers different types of university grants, which aim to assist a larger number of students (normally by lowering the required threshold in order to be awarded the grant). Besides, there are special study grants awarded by both public and private institutions, which include the following:

- Mobility grants for higher education students studying in a different Autonomous Community from that of their origin. These grants allow students to apply for universities of their choice. Mobility grants are subject to academic and financial requirements.
- Collaboration grants. These are awarded annually by the Ministry of Education in order to facilitate the collaboration of students in their final year of studies in different university departments, making it compatible with their studies. This type of scholarship allows students to take the first steps in research or practical activities related to their studies. The requirements to be in order to apply for these grants are exclusively academic.
- National end-of-degree awards. These annual awards are targeted at students who have finished higher education in Spanish university institutions. A national award is granted to the student who has the best student record in each of the different official university degrees.

As regards third cycle studies, the Ministry of Education awards nationwide public grants for doctoral students each year. Both the Autonomous Communities and the universities also offer similar scholarships. The aim of research grants is to train future lecturers and researchers. Besides these pre-doctoral research scholarships, the Ministry of Education, the Autonomous Communities and other private institutions also offer post-doctoral assistance and grants, once the student has obtained a Doctor's degree. The goal of these scholarships is to provide Doctors with training in academic and research work.

In addition, there is another type of special assistance aimed at encouraging excellent academic performance in third cycle studies. This assistance includes grants to cover doctoral enrolment fees, doctoral thesis awards, and assistance to attend presentations and conferences, or scholarships to facilitate exchanges, such as mobility grants for students carrying out doctoral studies which have obtained quality status.

Furthermore, the Ministry of Education and the Autonomous Communities offer different types of grants for official Master's programmes.

Since 2007, the Ministry of Education has established the University Loan Programme (*Préstamos Renta Universidad*) with the aim of helping university graduates to finance their Master's studies, provided they have obtained their first university degree from 2003 onwards, and they have registered or have been accepted in a Master's programme (officially recognised in Spain or in any of the countries of the European Higher Education Area) of at least 60 ECTS credits.

## **6.8.2. Non-University Education**

The information regarding the characteristics of financial assistance and grants for non-university higher education is available in the following subsections.

### **6.8.2.1. Advanced vocational training**

The Ministry of Education and the Autonomous Communities award a series of general grants for advanced vocational training (see section 6.8.).

In addition, there are Special Vocational Training Awards, at regional level and for each of the different types of professional families regulated in Spain, and National Vocational Training Awards, for those students who have already obtained an award at regional level. These awards are meant to officially recognise the effort, dedication and hard work of those students who finish their vocational training with an outstanding academic record.

### **6.8.2.2. Enseñanzas de régimen especial**

The information regarding the characteristics of financial assistance and grants for each of the enseñanzas de régimen especial is available in the following subsections.

### **6.8.2.2.1. Arts studies**

There are two types of financial assistance for students enrolled in advanced Arts studies or in ciclos formativos of advanced Plastic Arts and Design: general grants (see section 6.8.) and special financial help. Within the latter, the Autonomous Communities offer financial assistance aimed at covering enrolment fees, travel, and board or meal expenses.

Some Autonomous Communities also provide special assistance for those who begin their Arts studies in institutions in other Autonomous Communities. This financial help falls into two types: assistance covering living expenses and assistance for regular travel expenses. These grants are incompatible with the general grants of the Ministry of Education.

Similarly, in some Autonomous Communities there are awards offered by either public or private institutions which aim to encourage professional competence at the highest level among students enrolled in Arts studies.

### **6.8.2.2.2. Sports studies**

Both the Ministry of Education and the Autonomous Communities offer general assistance for participants in Sports studies (see section 6.8.).

## **6.9. Organisation of the academic year**

The organisation of the academic year at university and non-university higher education falls under the competence of State and the Autonomous Communities. The first one is responsible for establishing the minimum number of school days, whereas the Autonomous Communities are in charge of planning the university academic year.

More specific information on the organisation of the academic year in higher education studies is available in the following subsections.

### **6.9.1. University tertiary education**

The organisation of the academic year is laid down in the statutes of each university, which state that all university institutions must comply with official academic holidays, although they can also establish their own calendar for ceremonies and university events.

In Spanish universities, as established by their Governing Council, the academic year usually begins in the first week in October, and finishes at the end of June. Even though classes and final exams end in June, universities are still open during July and August, with a reduced timetable, so that research activities carried out in universities may continue.

The official schedule establishes a total of 220 school days each year, with approximately two weeks off at Christmas and 10 days at Easter. Regulations concerning the university academic year stipulate that classes at this educational level should be provided from Monday to Saturday. However, it is common to adopt a different schedule which enables the distribution of the total weekly teaching hours from Monday to Friday. The academic year is organised into two four-month periods. The first one usually extends from the beginning of the academic year to the end of January, when the final exams of the subjects offered during that first four-month period and the mid-term exams of the annual subjects are held. The second four-month period covers the months of February, March, April and May, and its exams are held throughout the month of June.

Furthermore, universities organise additional exam sessions in September, although these exams may sometimes take place in July.

## 6.9.2. Non-university tertiary education

The academic year for non-university higher education generally runs from September 1<sup>st</sup> to June 30<sup>th</sup>, except for Christmas and Easter holidays, and those days established as official holidays by the Government, the Autonomous Communities or the relevant local authorities.

The information on the organisation of the teaching periods for post-compulsory non-university education can be found in the following subsections.

### 6.9.2.1. Advanced vocational training

The ciclos formativos of advanced vocational training begin in the first two weeks of September, except for the first year, which starts in the first week of October. The teaching activity finishes in the last two weeks of June.

### 6.9.2.2. Enseñanzas de regimen especial

The information regarding the organisation of the academic year of this type of provision is available in the following subsections.

#### 6.9.2.2.1. Arts studies

Music, Dance and Dramatic Art studies start at the beginning of October and finish by mid June. The advanced studies on Preservation and Restoration of Cultural Assets and Design begin in the first week of October and finish by the end of June.

The ciclos formativos of advanced Plastic Arts and Design start at the beginning of September and finish by mid June, except for Christmas and Easter and holidays (around 8 days).

#### 6.9.2.2.2. Sports studies

Education authorities may adjust the academic year for sports education bearing in mind the characteristics associated to this type of provision and the fact that some of these activities are subject to seasonal activity, due to the specific premises or locations in which they have to be carried out.

## 6.10. Branches of study, areas of specialisation

The information concerning branches of study and areas of specialisation in higher education, both at university and non-university levels, is available in the following subsections.

### 6.10.1. University tertiary education

University education is organised into cycles with specific educational goals and autonomous academic value. As a result of this organisational model, there are currently four types of university programmes (see section 2.4.2.):

- First cycle studies (short cycle), lasting three years.
- First and second cycle studies (long cycle), lasting four, five or six years.
- Second cycle studies, lasting two years.
- Third cycle studies, with a minimum two years' duration.

University studies are grouped into five branches: Humanities; Experimental Sciences, Health Sciences; Social and Legal Sciences; and Technical Education.

Those who have passed the second cycle of their university studies (Licenciados, Engineers and Architects), as well as foreign students with an authorisation from their university rector, may enrol in third cycle in order to specialise in a scientific, technical or artistic discipline, and acquire research expertise. While enrolled in this cycle, and after successfully completing the training stage, students must submit a research project in order to be awarded a certificate – the Advanced Studies Diploma -*DEA*. Once this certificate is awarded, students are allowed to start their doctoral thesis on an unpublished research topic, so as to obtain a Doctor's degree in the relevant discipline.

The adaptation process of the Spanish university system to the European Higher Education Area has led to the establishment of a new legal framework, which comprises the 2007 Act modifying the Act on Universities and the October 2007 Royal Decree establishing the organisation of official university studies. This framework provides the new structure for university provision, which is now organised into three cycles: Bachelor's, Master's and Doctorate:

- *Bachelor's studies* lead to the obtention of a Bachelor's degree and include a minimum of 240 credits, which cover both theoretical and practical training. Each Bachelor's degree is assigned to one of the following branches: Arts and Humanities, Sciences, Health Sciences, Social and Legal Sciences, Engineering and Architecture. The syllabus must have a minimum of 60 credits of basic training and a maximum of 60 credits of practical training. These studies also entail the preparation and defence of an end-of-degree project, which will be awarded between 6 and 30 credits.
- *Master's programmes* lead to the awarding of a Master's degree and include between 60 and 120 credits, which cover all the theoretical and practical training the student has to acquire. These studies also imply the preparation and defence of a final project, which will have between 6 and 30 credits.
- *Doctorate*: In order to obtain a Doctor's degree it is necessary go through a training period as well as a period of research, both included in a Doctoral programme. This programme is completed after submission and public defence of a doctoral thesis, consisting of an original piece of research work.

The new structure of university studies will have to be fully implemented by the 2010/11 academic year. After this date, universities will not be allowed to offer new places for the first year of the current Diplomado, Licenciado, Technical Architect, Architect, Technical Engineer and Engineer degrees.

## 6.10.2. Non-university tertiary education

The information on branches of specialisation in non-university higher education can be found in the following subsections.

### 6.10.2.1. Advanced vocational training

The different branches and specialised programmes of studies offered within advanced vocational training ciclos formativos are exactly the same as those included in intermediate vocational training provision (see section [5.15.3](#))

### 6.10.2.2. Enseñanzas de régimen especial

The information about the branches of study of the different advanced enseñanzas de régimen especial is available in the following subsections.

#### 6.10.2.2.1. Arts studies

**Advanced Music studies**, which are divided into different specialised areas, can be grouped under two general branches:

- Non-instrumental specialisations: Composition; Choir and Orchestra Conducting; Musicology, Flamenco music and Ethnomusicology; Music Language Teaching and Music Education.
- Instrumental specialisations: Accordion; Harp; Singing; Clarinet; Double Bass; Bassoon; Flute; Recorder; Guitar; Plectrum Instruments; Oboe; Percussion; Piano; Saxophone; Horn; Trumpet; Trombone; Tuba; Viola; Viola da gamba; Violin; Violoncello; pedagogy referring to the instrument specialisations mentioned above; Instruments of Traditional and Folk Music; Renaissance and Baroque String Instruments; Harpsichord and Organ; pedagogy related to Harpsichord and Organ; Flamenco Guitar; Jazz, Ancient Music Instruments. Furthermore, there is a specialised programme in music education: language and music education; and singing and orchestration education.

These studies are structured into variable length cycles, depending on the specific characteristics of the area of specialisation. Advanced Music studies last four years, except for Composition, Choir and Orchestra Conducting, which, depending on the Autonomous Communities, may have a duration of five years.

Advanced **Dance studies** comprise a single cycle lasting four years. There are two different areas of specialisation:

- Dance Pedagogy.
- Choreography and Dance Interpretation Techniques.

Higher **Dramatic Art studies** comprise a single cycle lasting four years. There are three specialisations:

- Stage Direction and Playwriting.
- Stage Design.
- Interpretation, divided into four different options organised in terms of the expressive elements involved: Textual, Body Language, Handling of Objects and Music Theatre.

The various subject areas, course contents and schedules for these studies are set in accordance with each area of specialisation and option, and provide several training paths depending on the different professional profiles students wish to develop.

Advanced **Plastic Arts and Design studies** last three years and are organised into various areas of specialisation:

- Advanced Plastic Arts studies, divided into two branches: Glass and Ceramics.
- Advanced Design studies, divided into four paths: Graphic, Product, Interior and Fashion Design.

Advanced studies in the Preservation and Restoration of Cultural Heritage have a length of 3 years, plus an additional period devoted to the preparation of an 'end-of-degree project'. These studies are divided into five areas of specialisation: Archaeology, Painting, Sculpture, Graphic Documents and Textiles. The first year of the programme is common to all five branches.

The vocational families and their corresponding ciclos formativos which comprise the ciclos formativos in **advanced Plastic Arts and Design** are the following:

Sculpture-related Applied Arts: Sculpture-related Applied Arts, Stone-related Applied Arts, Wood-related Applied Arts and Metal-related Applied Arts.

- Artistic Jewellery: Artistic Bijouterie, Artistic Jewellery, Artistic Gold and Silver work.
- Wall-related Applied Arts: Wall-related Applied Arts and Mosaics.
- Book Arts: Artistic Binding, Art Edition, Engraving and Printing Techniques.

- Artistic Ceramics: Paving and Ceramic Coverings, Artistic Ceramics, Modelling and Ceramics Die-stamping.
- Graphic Design: Graphic Advertising, Illustration and Artistic Photography.
- Industrial Design: Model Making, Industrial Design, Furniture Design.
- Interior Design: Furnishing, Ephemeral Architecture, Window Display, Garden Design, Projects and Management of Decorative Works.
- Artistic Textiles: Embroidery, Openwork Textile Styling and Weaving.
- Enamel Art: Fired Artistic Enamelling on Metal.
- Floral Art: Floral Art.
- Artistic Glasswork: Glasswork.

These ciclos formativos have a variable duration.

#### **6.10.2.2.2. Sports studies**

Advanced Sports studies consist of a single cycle with a minimum duration of 750 hours. This type of provision is divided into the following branches:

- Mountain and Climbing Sports: High Mountain, Climbing and Downhill Skiing.
- Winter Sports: Alpine Skiing, Cross-Country Skiing and Snowboarding.
- Football.
- Five-a-Side football.
- Athletics.
- Handball.
- Basketball.

## **6.11. Curriculum**

The information concerning university and non-university higher education is available in the following subsections.

### **6.11.1. University tertiary education**

Before the 2007 Royal Decree establishing the organisation of official university studies was passed, universities, in accordance with the general guidelines proposed by the Council of Universities and approved by the State, were autonomous as regards educational and training aspects, which implied that universities were in charge of organising their educational provision, as well as of drawing up and proposing syllabuses for the various university degrees which they intended to offer, once the latter have been approved by the Council of Universities.

The new Royal Decree, which complies with the principles established by the 2007 Act modifying the Act on Universities, provides even more flexibility to the structure of university studies, by means of promoting a greater curricular diversification and allowing universities to put forward proposals for innovation. This decree, therefore, grants universities more freedom to design and propose, according to the established regulations, the programmes and syllabuses they consider most appropriate to their resources and interests,



without having to stick to a previous national catalogue for degrees, which used to be established by the central administration. However, the programmes offered by universities must be verified by the Council of Universities and authorised by the relevant Autonomous Community, following an evaluation report from the National Agency for Quality Assessment and Accreditation (*ANECA- Agencia Nacional de Evaluación de la Calidad y Acreditación*). Furthermore, all university degrees are subject to evaluation every six years in order to renew their quality accreditation. Between 2008 and 2009 about 1,275 Bachelor's degrees have been adapted to the EHEA..

For more information on the institutions responsible for curriculum design, see section [2.6.4.2](#).

The design of the new syllabuses, which complies with the guidelines included in the new regulations stemming from the establishment of the EHEA (see section 6.2.), is still in progress. Thus, two organisational models coexist nowadays: on the one hand, the structure planned under the 2001 Act on Universities (*LOU*), and, on the other hand, the new model resulting from the adaptation of the Spanish university system to the EHEA. However, the former structure will still be valid until the calendar for the implementation of the reform has been completed.

The legislation prior to the process of convergence with the EHEA divides university education into two cycles with specific training goals and independent academic value. In addition, university provision as a whole is organised into five different branches of knowledge: Humanities, Experimental Sciences, Health Sciences, Social Sciences and Law and Technical Areas. According to this model, there are four different types of provision:

- First cycle programmes (short cycle), leading to the obtention of the title of Diplomado, Technical Engineer or Technical Architect, according to the programme of studies followed;
- First and second cycle programmes (long cycle), with a duration of 4, 5 or 6 years, leading to the obtention of a title of Licenciado, Engineer or Architect;
- Second cycle programmes, with a duration of 2 years, leading to the obtention of a title of Licenciado, Engineer or Architect;
- Third cycle studies, or postgraduate programmes, which included Doctorate studies, university-specific degrees and official specialised vocational training programmes.

The curriculum for each type of provision is described in the following subsections:

### **A) First cycle studies, first and second cycle studies and second cycle studies**

The contents of the syllabuses are grouped into subject areas, to which a certain number of education credits are assigned. A credit is defined as the unit for assessing student performance. Each credit corresponds to ten teaching hours. Subject areas are classified into:

- Common subjects, which constitute the common core curriculum for studies leading to the obtention of a degree. These subject areas are common to all universities in Spain. Such subjects should account for 30 to 45% of the total workload in the first cycle and for 25 to 40% in the second cycle.
- Subject areas determined by each university. Some of these areas are compulsory whereas others are optional. During the first cycle, at least 15% of the credits are to be reserved for optional or common subjects that are not specific to the degree in question.
- Subject areas that students may choose freely from those offered at the university for any kind of degree or even provided at other universities, where arrangements have been made in that respect. Thus, the student may construct a flexible curriculum. These subject areas must account for at least 10% of the total workload.

The subject areas which are included in the syllabus must not make up less than 4.5 credits in the case of subjects which last for four months, or 9 credits in the case of annual subjects. Exception is to be made for those common subject areas which, due to their particular and specific nature, have been assigned 2 or 3 credits.

The duration of university studies is specified in the decrees which approve the structure of the programmes. In general, first cycle studies last two or three years, and comprise 180 to 270 credits. First and second cycle studies may last four to six years. Each cycle lasts for at least two years (two or three years in the first cycle and two in the second cycle, except for Medicine, Architecture and Engineering, in which the second cycle is also three years long). These four, five or six years of studies have a workload of between 300 to 450 credits. Second-cycle only studies are two years long, during which 120 to 150 credits must be obtained. Credits are broken down into those devoted to theoretical and practical provision, and those which imply academic recognition of other activities such as placement in companies, academically directed professional work, etc.).

The workload for each academic year ranges from a minimum of 60 to a maximum of 90 credits, that is, from 20 to 30 hours a week, including practical lessons. In any case, the workload may not be more than 15 hours of theoretical classes a week. On the basis of these standards, the guidelines for each degree lay down the minimum and maximum number of credits to be completed for each cycle of the programme.

In addition, universities may establish minimum and maximum attendance requirements. Thus, each student must attend university for a certain minimum period of time in order to obtain the relevant degree. The maximum time allowed to earn degrees is also fixed (at least two years more than called for in the corresponding curriculum) by the Social Council of each university. In exceptional circumstances, provision is made so that first year students (possibly extended to the following two years) who do not pass any of the subjects on which they are enrolled, are not allowed to continue their studies in the same institution if they cannot justify such a poor performance.

In some university studies, it is necessary to obtain a degree by submitting an end-of-studies project, by sitting an examination or general test or by carrying out some practical training with credit value on the students' record. When the university considers that a certain number of credits is required to complete the basic overall first cycle studies, this is a requirement for progressing to the second cycle, referring in all cases to the group of common and compulsory subjects.

### **B) Third cycle studies**

These studies require that a minimum of 32 credits are obtained, organised into two periods: the first constitutes a period of studies with a minimum of 20 credits, and a period with a minimum of 12 credits to be devoted to research. Once these two periods have been successfully completed, an assessment is made of the knowledge obtained by the doctoral student. A positive assessment leads to the award of the Advanced Studies Diploma, a certificate-diploma accrediting the completion of advanced studies, which is recognised in all Spanish universities. This certificate accredits the students' work carried out within a specific field of knowledge, as well as their research expertise.

Following this, those who wish to obtain the Doctoral degree must present and obtain approval of their relevant doctoral thesis. The doctoral thesis comprises an original supervised research project in a subject area related to the scientific, technical or artistic field included in the Doctoral programme followed by the doctoral candidate.

The planning of doctoral studies corresponds to the university research departments and institutes.

### **C) University-specific degrees and specialised vocational training programmes**

Non-official postgraduate qualifications are intended for Licenciados, Architects or Engineers, as well as for Diplomados, Technical Engineers or Technical Architects, and are clearly designed to guide them towards the professional implementation of the knowledge that students have acquired at university. Those who pass these studies obtain the corresponding university degree or diploma.

In addition, there are official qualifications in professional specialisations, which are studies not integrated in the Doctorate and are open to students who have a university degree of any of the different cycles. The successful completion of these programmes results in the award of the corresponding official Specialist certificate. The Ministry of Education is responsible for establishing the requirements to gain access to these studies and to determine their connection to the rest of the education system, as well as the nature of the relevant qualifications, and the conditions for obtaining them, as well as their issuing and validation procedures.

### **D) University education according to the new Bologna structure: Bachelor's Master's and Doctorate**

As we have mentioned above, the process of adaptation Spanish higher education to the EHEA has required the establishment of a new legislative framework for university education, which has produced a new structure of provision into three cycles, called Bachelor's, Master's and Doctorate:

- Bachelor's programmes are designed to provide general training in a number of disciplines, so as to prepare students to the exercise of a profession. These programmes lead to the obtention of a Bachelor's degree and are made up of at least 240 ECTS credits, containing all the theoretical and practical training that students need to acquire in the relevant areas. Bachelor's degrees are divided into the following general branches of knowledge: Arts and Humanities, Experimental Sciences, Health Sciences, Social Sciences and Law, Engineering and Architecture. In order to graduate from a Bachelor's programme, students must complete a minimum of 60 credits of general training, 36 of which are linked to one of the areas of knowledge in which the programme is included. These areas are further subdivided into subjects with a minimum workload of 6 credits each, which must be taken during the first half of the programme. The remaining 24 credits are assigned to basic areas of knowledge of the same branch of specialisation or to a different one, provided that they are considered essential for the basic training of the student due to their transversal character. Whenever out-of-school practical training is an integral part of the programme, its maximum workload will be 60 credits and they must preferably be offered in the second half of the programme of studies. Students are also required to submit a final Bachelor's project –between 6 and 30 credits-, which is carried out in the later stages of the programme and is oriented towards the evaluation of the acquisition of competences related to each degree. Finally, a maximum of 6 credits of the total included in the programme of studies may be earned by means of participation in cultural activities, sports, student representation duties or cooperation and solidarity activities carried out at university
- Master's programmes are aimed at acquiring advanced, specialised and multidisciplinary training. They are geared towards specialisation in academic and professional fields or towards initiation in research tasks. These programmes lead to the obtention of a Master's degree and require completion of between 60 and 120 ECTS credits, which involve theoretical and practical training. The syllabus comprises compulsory and optional subjects, seminars, external practical training, supervised research projects, a final Master's thesis, assessment activities and any other tasks required for the obtention of the degree. Between 6 and 30 credits are devoted to the writing and public defence of the final Master's thesis.
- Doctorate studies provide advanced training in research skills. In order to earn a Doctor's degree it is necessary to have completed a training period and a research phase. All the training and research activities

leading to the obtention of the degree are called Doctorate programme, which also includes the submission of a doctoral thesis, consisting of an original research project.

### 6.11.2. Non-university tertiary education

The information on the curriculum of non-university higher education is available in the following subsections.

#### 6.11.2.1. Advanced vocational training

Advanced vocational training includes a set of ciclos formativos organised into módulos, which may have of varying length (one or two years), made up of areas of theoretical and practical knowledge. The duration of an advanced ciclo formativo ranges from 1,300 to 2,000 hours (in one and a half or two academic years), including from 350 to 750 hours of on-the-job training..

A general description of the process involved in drawing up the curriculum, content and duration of ciclos formativos may be found in section 5.13.3..

We must highlight a specific feature of advanced ciclos formativos, namely, the inclusion in the curriculum of a módulo profesional devoted to a project, which will be drawn up in accordance with the characteristics of the vocational field to which the ciclo formativo is related and with other aspects concerning professional activity and business management. This módulo is aimed at integrating the different skills and knowledge included in the curriculum of the relevant ciclo formativo, and it requires the elaboration of a project, which takes into account all the technological and organisational variables related to the specific vocational qualification.

The módulo profesional devoted to the project should be carried out during the final stage of these studies and it will be assessed once the módulo allocated to on-the-job training has been completed. Its main goal is to facilitate the integration of the competences acquired during on-the-job training placement. In order to be awarded the certificate, it is necessary to obtain a positive evaluation in the project included in this last módulo profesional.

#### 6.11.2.2. 'Enseñanzas de régimen especial'

The information on the curriculum of the different enseñanzas de régimen especial can be found in the following subsections.

##### 6.11.2.2.1. Arts studies

The education authorities in the Autonomous Communities establish the curriculum for Arts studies within their territory, taking into account the minimum core curriculum established by the Government. The curriculum of Arts studies encourages the educational autonomy of institutions and promotes coordination among teachers, especially among those who teach contents related to the same knowledge areas or to subjects belonging to the same specialisation. The Autonomous Communities have set up pedagogical coordination bodies with the aim of ensuring functional coherence and connections among the different subjects of the curriculum.

**Advanced Music studies** are organised into different areas of specialisation (see subsection 6.10.2.2.1.), with specific subjects, contents and workload for each of them.

**Advanced Dance studies are subdivided into two branches:** Choreography and Performance, on the one hand, and Pedagogy of Dance on the other. Both branches require the submission of an end-of-degree project. However, each of them has its own subjects, contents and specific amount of teaching time required, and there are different training pathways so as to create different professional profiles in this area.

**Advanced Dramatic Art studies** are divided into three areas of specialisation:

- Stage direction and playwriting –two differentiated branches- aimed at training stage directors.
- Stage design, oriented towards training specialists in theoretical foundations of theatre.
- Interpretation, divided into four different branches, according to the expressive elements involved (textual, body language, handling of objects, singing, dance and music).

The subjects, contents and teaching time are established according to each of the specialised branches, which are organised into various pathways, so as to establish different professional profiles. As it is stated in national regulations, the education authorities for each Autonomous Community are responsible for organising content areas into one or more subjects, and of deciding on the number or courses assigned to each branch. They may also increase the amount of minimum teaching time established by the Ministry of Education.

**Advanced studies on Preservation and Restoration of Cultural Heritage** are divided into five specialised branches: archaeology, painting, sculpture, graphic documents and textile. The first course is common to all the programmes, whereas the second and third years are devoted to the different areas of specialisation.

Each of the programmes of **advanced Plastic Arts and Design studies** take three years to be completed, and students must also submit an of an end-of-studies project, with a total workload of 273 credits. Within these credits, 270 correspond to in-class training and the remaining three are allocated to carrying out a supervised end-of-studies project. In order to undertake this final project, students must have passed all the subjects which make up the relevant curriculum, both the common subject areas and the compulsory specific ones for each specialisation. These studies are further subdivided into two branches:

- Advanced Plastic Arts studies, which include: advanced Ceramics and Glasswork;
- Advanced Design studies, divided into: Graphic Design, Product Design, Interior Design and Fashion Design.

The ciclos formativos **of advanced Plastic Arts and Design** comprise in-class training, a period of on-the-job training, through placement in a company, studio or workshop and an end-of-studies project. The provision offered in the institution is organised into theoretical and theory and practice-based *módulos*, as well as strictly practical classes, usually carried out at specific workshops. The total duration is around 2,000 hours, spread over a two-year period in accordance with the relevant vocational family.

The education authorities in the Autonomous Communities are in charge of establishing the curriculum for each ciclo formativo. In order to do so, they need to take into account the financial and social needs of their area, as well as the promotion of their cultural heritage. Thus, the Autonomous Communities encourage the participation of artistic, professional and business sectors as well as that of the art and culture institutions, both in the drawing up of the curriculum and in the development of these studies, especially as regards the organisation and evaluation of the practical training and the end-of-studies project.

In addition, the curriculum must promote the relationship between the institutions and their social, economic and cultural environment.

#### **6.11.2.2.2. Sports studies**

The curriculum for Sports studies is structured in line with sports disciplines, and, when applicable, with the different specialised branches established by the Higher Sports Council.

Sports studies are organised into a single cycle which is further subdivided into *módulos*, with variable length depending on the minimum teaching requirements for each programme. Each *módulo* is an

independent and coherent training unit, associated to one or more competence units or to the different professional, socio-educational and sports objectives included in the programme of studies. There are different types of módulos:

- Specific módulos which provide training directly associated with, among others, technical, organisational or methodological aspects of the relevant sports discipline or area of specialisation.
- Common módulos, which comprise training on professional competences, associated with introductory activities to sports practice, sports training and high-performance sports, regardless of the branch involved and of the specific objectives set for each sports discipline.
- On-the-job training módulo, carried out in a real professional sports environment.
- A módulo devoted to an end-of-studies project, which integrates the different knowledge and skills acquired during the training period, and which requires individual and group supervision.

Each branch is structured into two parts: a common stage made up of common módulos, compulsory for all the areas of specialisation in each of the ciclos formativos; and a specific one, integrated by the specific, on-the-job training and, when applicable, the módulos assigned to the end-of-studies project.

Royal Decree 1367/2007 established the regulations for these studies. However, the new programmes related to the qualifications included in the 2006 Act on Education (*Ley Órganica de Educación, LOE*) have not been defined yet. Thus, the provision organised following the previous legal framework is still in operation.

## 6.12. Teaching methods

The information about teaching methods for both university and non-university higher education is available in the following subsections.

### 6.12.1. University tertiary education

Universities enjoy autonomy to organise academic life. The departments are the basic bodies responsible for organising both research and teaching in their respective disciplines. Thus, university departments articulate and coordinate teaching and research at university level. In practice, teachers are free to use the teaching methods and resources they consider more appropriate. Since the Higher European Education Area (EHEA) started to be implemented, even though lectures continue to be one of the most common teaching methods used in Spanish universities, other kinds of activities are becoming more and more common, for instance, seminars, projects based on teamwork, problem-based and task-based learning, and so on.

Practical lessons (e.g. laboratories, computer-based sessions) are found more frequently in advanced experimental studies. Practical training, whether assessed or not, carried out in external institutions or companies, is a component in many syllabuses in university degrees. In addition, the departments develop their own mechanisms in order to integrate and link the contents of the different subject areas, as well as to include them within the educational objectives of the relevant syllabus.

The use of the new technologies in the classrooms has become common practice as well. Digital screens have recently started to be used in many university classrooms. Furthermore, presentations using computers or overhead projectors, videos and computer-assisted learning are still widely employed. The exchange of information via Internet between teachers and students is also frequent (virtual classes, web pages, on-line resources, etc). Most universities already have permanent technological teaching support services, aimed at devising multimedia materials and at encouraging the use of information and communication technologies.

In addition, the Institutes of Educational Sciences (*ICE*), attached to the different Spanish universities, aim to provide quality education through the continuing training and professional development of teachers

belonging to all educational levels, the promotion of research on education, pedagogical counselling, methodological innovation, the support of lecturers and the coordination with other levels of the education system. The programmes they normally carry out are the following:

- Initial training for prospective teachers: These are training programmes on university teaching which serve as a basis for teachers' performance. They are mainly aimed at newly qualified teachers or to those who have not received any teacher training.
- In-service training: These are training programmes for the improvement of teaching skills in specific areas, such as computer technologies, methodological experiences and innovation, personal development, university organisation and management.

Besides, these Institutes carry out a specific task aimed at training students at two stages:

- Pre-graduate: by means of optional subjects or training in study techniques.
- Postgraduate: Doctorate subjects on research methodology.

In 2006, the Committee for the Revision of Educational Methodology at universities, together with the former University Coordination Council, published 'Proposals for the Revision of University Methodologies', conceived as a reference tool for improving quality in teaching within the EHEA framework. The report offers a series of recommendations for universities and for their teaching staff in this regard.

### **6.12.2. Non-university tertiary education**

The information about the teaching methods employed in non-university higher education is available in the following subsections.

#### **6.12.2.1. Advanced vocational training**

The teaching methodology for advanced specific vocational training matches that of intermediate vocational training (see section 5.14.3.).

#### **6.12.2.2. Enseñanzas de régimen especial**

The information about teaching methods in advanced enseñanzas de régimen especial is available in the following subsections.

##### **6.12.2.2.1. Arts studies**

The methodology used in Arts studies varies depending on the specific characteristics of the artistic field involved. In general, the theoretical basis of knowledge is reinforced maintaining at the same time a predominantly practical approach to training. Technology is widely used as a didactic resource in this type of provision.

As regards advanced Music studies, individualised teaching is encouraged, while in programmes for Preservation and Restoration of Cultural Heritage, teamwork is considered a key element in the training of future professionals in this field.

##### **6.12.2.2.2. Sports studies**

This type of programmes encourage the necessary integration of scientific, technical, practical, technological and organisational contents, so as to offer a general overview of the demands of the different sports disciplines in which students are involved.

## 6.13. Student assessment

The information about student assessment in both university and non-university higher education, is available in the following subsections.

### 6.13.1. University tertiary education

Universities, being the institutions responsible for awarding degrees, are also obliged to verify their students' knowledge, intellectual training and performance. In order to do so, they follow some assessment standards. Assessment is a responsibility of each university department and its staff.

The establishment of the European Credit Transfer and Accumulation System (ECTS) in official degrees for graduate and postgraduate studies is one of the measures involved in the setting up of the European Higher Education Area. The European credit is a unit to measure academic achievement. Each credit represents the workload that a student must complete in order to meet the requirements for the programme. Credits are obtained after having passed all the subjects which comprise the syllabuses of the different studies. Both theoretical and practical training, as well as other academic activities are measured in terms of credits. Unlike the former university credits, which represented the amount of teaching time in each subject (1 credit was equivalent to 10 teaching hours), ETCS credits measure the time required by students to acquire the competences established in the curriculum. Each credit ranges from 25 to 30 hours devoted to learning, which include not only in-class activities, but also study time, seminars, completion of tasks assigned, and so on.

In order to obtain the credits in each subject, students must pass examinations or any other established assessment procedure. The level of competence attained by the students is indicated by means of numerical marks, included in their academic records. The record also states the position of the marks attained by students in comparison with the ones obtained by the rest of the students enrolled in the same degree during the academic year. The average mark on each student's academic record is worked out by adding up all the credits obtained by the student, multiplying each of them by the value of the relevant qualifications and dividing the result by the total number of credits earned. The mark obtained by the student in each subject of the syllabus is expressed on a numerical scale from zero to ten, to one decimal place only, to which its relevant qualitative mark may be added: 0 to 4.9: fail (*SS*), 5.0 to 6.9: pass (*AP*); 7.0 to 8.9: very good (*NT*); 9.0 to 10: excellent (*SB*). The distinction *magna cum laude* may be given to students who obtain a mark equal or higher than 9.0. No more than 5% of students enrolled in a subject in the relevant academic year can be given this distinction, unless the number of students registered is less than 20; if this is the case, just one *magna cum laude* can be given.

As regards the doctoral thesis required in order to be awarded a Doctor's degree (see section 6.11.1.), this dissertation is assessed in accordance with the following scale: fail, pass, very good and excellent. The examining board may award the distinction of '*cum laude*' provided the overall mark obtained is 'excellent' and the student receives the favourable vote from at least four of the five members of the board of examiners.

### 6.13.2. Non-university tertiary education

The information on non-university higher education can be found in the following subsections.

#### 6.13.2.1. Advanced vocational training

Student assessment in advanced vocational training matches that of intermediate vocational training (see section 5.15.3.).



### **6.13.2. Enseñanzas de régimen especial**

The information about student assessment in enseñanzas de régimen especial is available in the following subsections.

#### **6.13.2.2.1. Arts studies**

Student assessment in all advanced Arts studies is carried out jointly by all the teachers in charge of the student, coordinated by a form teacher. Assessment of student's performance is done taking as a reference the general objectives established nationwide, the specific objectives set up by the education administrations of each Autonomous Community and those objectives included by schools in their syllabuses. Together with these objectives, assessment must also take into account the evaluation criteria established for these studies. In any case, assessment must be continuous and integrated, but discrete for each of the subjects or módulos of the curriculum. The evaluation process results in a final mark awarded to each of the subjects.

Assessment in **advanced Plastic Arts and Design** also includes evaluation of an end-of-studies project, which has an integrative character as well.

#### **6.13.2.2.2. Sports studies**

The evaluation of student's learning within this provision is carried out independently for each of the módulos formativos which make up the programme of studies, taking into account the aims and the assessment criteria set up in the curriculum for each módulo, as well as the students' academic maturity regarding the competences established for the professional profile of the relevant qualification.

The outcomes of the assessment are expressed in terms of marks given in accordance with the following criteria:

- Each of the módulos formativos of the common, specific and complementary components, as well as the end-of-studies project, is graded on a numerical scale from one to ten points, without decimals. A five or above mark represents a pass, and marks below five are given a fail.
- The practical training component is graded overall in terms of 'pass/fail'.
- The final mark is the result of the grades obtained in the módulos of the common, specific and complementary components, up to a total of 80%; the remaining 20% is allocated to the end-of-studies project.
- In order to graduate from the programme, a pass is required in each módulo making up the common, specific and complementary components, as well as in the practical training component and in the end-of-studies project.

## **6.14. Student promotion**

The information about students' promotion in both university and non-university higher education is presented in the following subsections.

### **6.14.1. University tertiary education**

In order to pass any given subject, students are allowed to sit examinations for a limited number of times, which may vary from four to six. There are a maximum of two exam sessions every academic year. On the final two attempts, students must be examined by a board of three lecturers, appointed by the Board of the Faculty or University College, in order to guarantee objective grading.

## 6.14.2. Non-university tertiary education

The information about student promotion in non-university higher education is available in the following subsections.

### 6.14.2.1. Advanced vocational training

Promotion of students in advanced vocational training matches that of intermediate vocational training (see section 5.16.3.).

### 6.14.2.2. Enseñanzas de régimen especial

The information about promotion of students in advanced enseñanzas de régimen especial is available in the following subsections:

#### 6.14.2.2.1. Arts studies

Promotion of students in advanced Arts studies varies depending on the relevant programme.

In order to be promoted to the next course and to be allowed to remain in the programme, students enrolled in **advanced Music studies** must pass all the compulsory subjects in the specific programme, as well as a number of other subjects which make up at least 60% of the credits awarded for each course and specialised branch.

Promotion in **advanced Dance studies** is regulated by the education administrations in each Autonomous Community which offers this type of provision.

Both in advanced Music and in advanced Dance programmes, students are allowed to sit examinations for each subject at least twice a year, in the June and September sessions. In the case of Music studies, the maximum number of opportunities for students to pass each subject is four.

Students enrolled in **advanced Dramatic Art studies** are not allowed to promote to the next course if they receive a negative evaluation in three or more subjects. Students can sit final examinations for each subject a maximum of four times, and they are not allowed, under any circumstances, to remain in the institution for more than six years.

The students of **advanced studies in Preservation and Restoration of Cultural Heritage** cannot promote to the next course if they fail more than two subjects. They are allowed a total of four re-take exams in order to pass.

As regards **advanced Plastic Arts and Design studies**, students may sit at least two examinations in order to pass a given subject. Each of these sessions is a final examination, and the second one has a non-ordinary character. Students are allowed to sit a maximum of four sessions in order to obtain a positive evaluation in each subject. However in exceptional circumstances, the education authorities may authorise another exam session if there are adequate grounds to justify doing so. In order for students to pass the end-of-studies project, they are given a maximum of two opportunities, even though education administrations may authorise, on exceptional occasions, and if there are reasons to justify it, an extra third opportunity. The education authorities in the Autonomous Communities may establish prior requirements to be promoted to a higher course, but the number of credits corresponding to subjects that have not been passed in the previous one must not exceed 25% of the total number of credits assigned to the relevant course in the curriculum.

Assessment in advanced ciclos formativos of Plastic Arts and Design is carried out independently for each of the módulos, with a maximum of four exam sessions allowed in each módulo. In exceptional circumstances, the education authorities may hold an additional examination session.

The results of the final evaluation in each módulo are expressed as a numerical mark, ranging from zero to ten. A five or above represents a pass, below five students receive a fail. The maximum number of opportunities for candidates to sit the final examinations in each módulo is four. However, in some exceptional cases, such as illnesses, disability or any other causes that may hinder the normal progress of the student throughout the programme, the candidate may be allowed to sit an additional exam.

As regards evaluation of on-the-job training, either in companies, workshops or studios, students are given two opportunities. The results of assessment of this practica módulos are expressed as pass/fail.

In order to promote to the next course or level, students must obtain a positive evaluation in a number of módulos which must complete, at least, 75% of the workload of the first course. Besides, education administrations may establish further criteria for promotion.

Graduation from a ciclo formativo requires having passed all the different módulos that make up the programme, as well as receiving a 'pass' in the on-the-job training phase in companies, studios and/or workshops.

#### **6.14.2.2.2. Sports studies**

To complete advanced Sports studies students are required to pass all the módulos which make up the general and specific components of the programme.

There are two exam sessions to assess students within an academic year. The first one takes place at the end of the academic year. The second one, of a non-ordinary nature, is carried out within a period ranging from one to three months after the first ordinary examination is taken. This period may be varied as regards those sports disciplines or specialisations which are of a seasonal nature, provided they are carried outdoors.

Students have a maximum of four exam sessions to pass each módulo of the general and specific components. However, the competent body of the relevant Autonomous Community may authorise another two exam sessions if necessary. Those students who wish to complete their studies, but have not passed any of the six exam sessions mentioned previously, may have an additional chance to pass the subject in question before an examining board appointed by the Autonomous Community, following a report from the educational institution in which the student is enrolled.

## **6.15. Certification**

The information about certification in higher university and non-university education is available in the following subsections.

### **6.15.1. University tertiary education**

The description of certification of university studies that follows corresponds to the current situation of tertiary education in Spain, which will be changed once universities draw up the new syllabuses to adjust to the European Higher Education Area, in compliance with the 2007 Royal Decree that establishes the structure of the new official university studies (see section **6.2.**)

The Government, upon request from the Council of Universities, establishes the official university degrees that are to be valid nationwide. These are included in the Catalogue of Official University Degrees and are issued, on behalf of the King, by the rector of the university in which they are obtained. Until the relevant official degree is actually issued students may request a temporary certification with the same academic validity as the degree itself. Such certifications are vested with full academic effect and qualify the holder to exercise a profession.

The diplomas and degrees corresponding to non-official studies offered by the different universities are issued by the rector on behalf of the university. They explicitly mention the fact that they are not official in order not to be open to misinterpretation.

The university degrees awarded by Spanish universities according to the legislative framework prior to the adaptation to the EHEA are the following:

- Diplomado, Technical Architect or Technical Engineer, which are issued after completion of the first cycle of university studies.
- Licenciado, Architect and Engineer, which are obtained on successful completion of the second cycle of university studies.
- Doctor's degree, which is awarded to students who pass the third cycle of university studies and successfully defend their thesis. On completion of the 32 credits necessary for the presentation and approval of the doctoral thesis, the Diploma of Advanced Studies (*DEA*), a certificate accrediting advanced studies and research competence, is granted. The certificate is valid in all Spanish universities (see section 6.11.1.).

The official degrees issued by Spanish universities are recognised in all of them and valid throughout the country.

Recognition of non-university studies in foreign institutions requires these programmes to match the equivalent educational stage in Spain, in order for students to be admitted into higher education institutions in Spain.

Recognition of degrees from foreign universities or Spanish private universities follows what is established by the international treaties or agreements which Spain has signed or by the recognition tables for degrees approved by the Ministry of Education, subsequent to a report from the Academic Committee of the Council of Universities. Students may request that the qualification is recognised according to one of the degrees included in the Catalogue of Official Degrees, or they may ask recognition of the relevant academic degree. In both cases, equivalence between the academic level of the foreign programme and of the Spanish degree, as well as the duration and course load of the studies carried out are taken into consideration. If the candidate wishes the programme to be recognised as one of the degrees included in the Spanish Official Catalogue, the contents of the subjects are also taken into consideration. Recognition of foreign qualifications entails recognition of the degree obtained, allowing students to continue their education at higher stages or to exercise the profession for which the Spanish title qualifies. As regards the adaptation of the Spanish university system to the European Higher Education Area, Spanish universities are allowed to issue the European Diploma Supplement to the official university Spanish degrees in order to provide national information concerning the level and contents of the studies accredited by the qualification concerned.

As far as Doctoral degrees are concerned, a 'Doctor Europeus' mention (written on the back of the certificate) may be obtained, provided that students meet a series of requirements. These are, among others, having spent a period of at least three months abroad in a higher educational institution from another European country, carrying out studies or research work during the period of postgraduate training.

The Ministry of Education and the universities may establish rules to grant honorific distinctions to those doctoral theses which deserve them due to their outstanding level of achievement. These distinctions may be expressed in the relevant academic certification. Once the doctoral thesis has been passed, the university is in charge of filing it and sending the corresponding thesis index card to the Ministry of Education and to the Council of Universities.

The requirements and procedures to issue Master's and Doctor's official degrees have also been regulated, in compliance with the 2007 Act modifying the Act on Universities and with the October 2007 Royal Decree establishing the organisation of official university studies.

### 6.15.2. Non-university tertiary education

Royal Decree 733/1995 regulates the issuing of academic and professional certificates for all educational levels, except for university level. This decree states the general aspects that must be included in all academic qualifications, although each Autonomous Community is entitled to develop their own certification models, within the general framework established by this decree. Certificates issued by any competent education authority have official status, and have academic and professional validity for the whole state.

The following information must be included in the certificate: the name of the King of Spain; the name of the competent Autonomous Community; the specific name of the programme of studies; the institution and the year of completion; and the final mark in the cases which require doing so.

Specific information about the certification awarded in non-university post-secondary studies is available in the following subsections.

#### 6.15.2.1. Advanced vocational training

Students who have successfully completed advanced vocational training are awarded the Técnico Superior qualification, which is aimed to integration into the job market. However, for those students who wish to continue their studies, the certificate qualifies them to gain direct access, i.e. without sitting an entrance examination, to certain first cycle university education programmes, related to the respective field of vocational training. Regulations corresponding to each certificate specify which type of university studies may be entered through direct access. A Técnico Superior certificate also qualifies students for other specialised or complementary training, such as enseñanzas de régimen especial. Furthermore, validations among módulos profesionales corresponding to different ciclos formativos are also possible.

Besides accrediting the final certificate for all ciclos formativos of advanced vocational training, students may obtain recognition for the unidades de competencia of certain módulos of a specific ciclo formativo, without requiring completion of the relevant ciclo formativo.

In addition, there is a possibility to obtain the Técnico Superior qualification, provided that applicants pass a specific test. This examination, which is organised by the relevant education authorities in the Autonomous Communities, acknowledges that the student has achieved the general objectives established for vocational training, as well as those determined within the basic aspects of the curriculum of the relevant ciclos formativos. In order to sit this examination, students must be aged 20, or 19 in the case of those holding the Técnico certificate. For further information on this test, see section 7.14.4.

#### 6.15.2.2. Enseñanzas de régimen especial

The information about certification in advanced enseñanzas de régimen especial is available in the following subsections.

##### 6.15.2.2.1. Arts studies

After completing **advanced Music or Dance studies**, students are awarded a higher certificate in Music or Dance respectively, equivalent to all intents and purposes to a university degree of Licenciado, which is the necessary requirement to teach the relevant subject areas at any educational level.

Once students have completed **advanced Dramatic Art studies** in the respective specialisation, they are awarded a higher qualification which is equivalent to all intents and purposes to a university degree of

Licenciado. This certificate qualifies holders to work either in theatre, film or television fields, as well as to teach in Higher Schools of Dramatic Art as well as in theatre workshops and in secondary education institutions.

Students who complete **advanced studies in Preservation and Restoration of Cultural Heritage** are awarded a higher qualification in Preservation and Restoration of Cultural Heritage.

Students who pass the **advanced studies in Plastic Arts** obtain a higher certificate in the specialised areas of Ceramics or Glasswork, and those who complete the **advanced studies in Design** are given a higher certificate in Graphic Design, Product Interior Design or Fashion Design. These qualifications are equivalent, to all intents and purposes, to a university degree of Diplomado.

Students who pass the ciclos formativos of advanced vocational training in Plastic Arts and Design are awarded the certificate of Técnico Superior of Plastic Arts and Design in the relevant specialisation of the studies followed. The certificate awarded grants direct access to the following studies: advanced studies in Plastic Arts; Design and Preservation and Restoration of Cultural Heritage; as well as to specific higher university studies.

#### **6.15.2.2.2. Sports studies**

Once students receive a positive evaluation in advanced Sports programmes, they are awarded the qualification of Técnico Deportivo Superior in the relevant area of specialisation. According to the type of programme finished, these certificates allow students to gain access to certain university studies, in compliance with current legislation concerning university entrance procedures.

## **6.16. Educational/vocational guidance. Links between employment and education**

The information about guidance in higher university and non-university education appears in the following subsections.

### **6.16.1. University tertiary education**

Universities have centres providing guidance, counselling and information regarding employment. These centres are set up by means of agreements between universities and the National Public Employment Service (*Servicio Público de Empleo Estatal, SPEE*). These centres, which are normally called Guidance, Information and Employment Centres (*COIE*), are in charge of counselling students enrolled in the last courses of university programmes on job seeking activities, as well as of providing information related to the different training and professional options available. As far as employment is concerned, these centres may provide on-the-job placement, training activities for employment or collaborate with firms in pre-selection processes to cover certain positions. In any case, each university is responsible for defining the type of activities that these centres will carry out, if this service is available at the institution.

In addition, the basic structure of the Ministry of Education and the responsibilities assigned to the Directorate General for University Training and Guidance have been defined in 2009 as follows:

the establishment of a new system of integral attention to university students and graduates, in compliance to the framework of the European Higher Education Area (EHEA), so as to meet the needs and demands of the current social and educational context;

- coordination between university studies and advanced vocational training, advanced Arts and Sports studies;

- development of information, training and guidance programmes, adapted to different profiles, so as to facilitate transition from pre-university stages to university education, adequate choice of university studies, learning processes and satisfactory academic performance and to reduce educational failure and dropout rates;
- development of information, training and guidance programmes for university graduates and students in their last years of university programmes, aimed at facilitating transition to employment both at national and international levels.

Universities are adapting the Tutorial Action Plans (*PAT*) of their different programmes to the EHEA framework. According to these plans, each university teacher is assigned a reduced number of students and is given the task of monitoring their educational process until they graduate from the programme. This monitoring is not conceived only as academic guidance, but rather as mentoring. Thus, advisors are in charge of guiding students in the election of subjects, giving them strategies to design the best educational path possible, providing guidance on on-the-job training activities, or information concerning further studies or employment possibilities, according to the students' abilities and aptitudes.

### **6.16.2. Non-university tertiary education**

The information about guidance at non-university higher education is available in the following subsections.

#### **6.16.2.1. Advanced vocational training**

Royal Decree 1538/2006 states the aims and the organisation that education authorities in the Autonomous Communities must comply with concerning information and vocational guidance in advanced vocational training. These objectives match those of intermediate vocational training (see section 5.18.2.).

#### **6.16.2.2. Enseñanzas de régimen especial**

The information about guidance in advanced enseñanzas de régimen especial is available in the following subsections.

##### **6.16.2.2.1. Arts studies**

The qualifications obtained once Arts studies have been completed are intended to facilitate students' access to employment.

Advanced ciclos formativos in Plastic Arts and Design include on-the-job training through placement in companies, studios and workshops, which is of utmost importance when it comes to professional integration, since students get in touch with professionals, associations and institutions. Thus, it contributes from a real-life approach in putting into practice the proyectos educativos.

##### **6.16.2.2.2. Sports studies**

The general component of advanced Sports education includes a módulo profesional called 'Professional Development'. The contents covered by this módulo are related to the integration of those holding a certificate of Técnico Deportivo Superior into employment or into the professional associations, as well as to the legal requirements which allow them to exercise their profession.

## **6.17. Private education**

The information about private education is available in the following subsections.

### 6.17.1. University tertiary education

Private universities are higher education institutions owned by an individual or a legal entity of a private nature.

Private universities, as well as public ones, must meet certain requirements established by the legislation. Both types of institutions are granted legal status and develop their functions in an autonomous and coordinated way.

Private universities, as established in the 2001 Act on Universities (*Ley Orgánica de Universidades, LOU*), are governed by regulations passed by the State and the Autonomous Communities, by the legislation which states recognition procedures and by their own regulations of organisation and operation, as well as by the rules corresponding to the type of legal status adopted. Their organisation and operational rules are passed and drawn up by the universities themselves, subject, in every case, to constitutional principles and effectively guaranteeing the principle of academic freedom, materialised in academic, research and teaching freedom. These rules include their governing and consultative bodies, as well as their procedures for appointment and dismissal of staff. Individual governing bodies of private universities have exactly the same name as those established for public universities. The structure of private universities complies with the structure set up for public universities. The creation, modification and closing of faculties, escuelas técnicas superiores or escuelas politécnicas superiores and escuelas universitarias or escuelas universitarias politécnicas in private universities, well as the implementation or termination of studies leading to the award of official degrees with national validity, is carried out upon request of the university concerned.

### 6.17.2. Non-university tertiary education

The information about private non-university higher education is available in the following subsections.

#### 6.17.2.1. Advanced vocational training

The opening of private educational institutions is subject to administrative authorisation from the Autonomous Communities, which are responsible for establishing the specific requirements that institutions offering this type of provision must meet (see subsection 4.16.)

#### 6.17.2.2. Enseñanzas de régimen especial

The information about the different private advanced enseñanzas de régimen especial is available in the following subsections.

##### 6.17.2.2.1. Arts studies

The opening of private educational institutions providing this type of education is subject to administrative authorisation from the Autonomous Communities. In addition, if the private institution ceases to meet the minimum established requirements, the relevant education authority can revoke the authorisation.

Those private institutions providing this type of education are called authorised institutions and their name should also specify the type of provision and levels taught.

##### 6.17.2.2.2. Sports studies

The opening and running of private institutions providing this type of education is subject to administrative authorisation from the Autonomous Communities. This authorisation is given if they meet the necessary requirements concerning funding for human and material educational resources.



## 6.18. Organisational Options and Alternative Structures

This section includes information regarding distance education, which is organised into two different types of provision: university studies (see section 6.18.1.), provided mainly by the National University for Distance Education (*Universidad Nacional de Educación a Distancia, UNED*); and distance vocational training (see section 6.18.2.), organised by the Centre for the Innovation and Development of Distance Education (*Centro para la Innovación y Desarrollo de la Educación a Distancia, CIDEAD*).

In addition, information is given on distance post-secondary education, which is not part of university education, distance advanced vocational training, or distance advanced Arts or Sports studies (see section 6.18.3.).

### 6.18.1. Distance university tertiary education

This type of education is provided mostly by the National University for Distance Education (*Universidad Nacional de Educación a Distancia, UNED*), a national public university, the head office of which is located in Madrid. It has associated centres spread throughout the country. Students who live abroad may gain access to *UNED* provision through the network of institutions that this university runs abroad.

The goals of *UNED* include mainly facilitating access and continuity of university studies to those who cannot attend direct classes, owing to occupational or financial reasons, as well as for reasons of residence or similar.

The *UNED* offers 26 university degrees which include: first cycle studies; first and second cycle studies; and second cycle studies only. It also offers a wide range of official postgraduate programmes leading to the obtention of Master's and Doctor's degrees.

This institution is also in charge of organising courses to prepare for the university entrance examination for students aged over 25.

In addition to the official university studies leading to the obtention of an academic qualification, the *UNED* offers distance learning programmes for which no prior certification is required. In this sense, we must mention the University Centre for Distance Language Learning (*Centro Universitario de Idiomas a Distancia, CUID*). This is the unit of the *UNED*, specialised in distance language learning. At present, it provides three levels of education (basic, intermediate and advanced) in the following languages: German, Arabic, Catalan, Chinese, Spanish as a foreign language, Basque, French, Galician, Italian and English. Certificates awarded for this type of studies have no academic validity.

Apart from the *UNED*, there are other distance university institutions, such as the Open University of Catalonia (*Universitat Oberta de Catalunya, UOC*) and the Distance University of Madrid (*Universidad a Distancia de Madrid, UDIMA*).

### 6.18.2. Distance advanced vocational training

Distance advanced vocational training can be found in section 7.5.1.2..

### 6.18.3. Non-university tertiary education

In addition to advanced vocational training and advanced Arts and Sports studies, there is a series of varied, and essentially professional post-secondary studies which are governed by specific regulations. Among such studies the following should be mentioned: advanced Military Training – for the Army, the Navy and the Air Force - and certain specialised studies, such as, among others, Interior Design, Private Investigation, Design and Fashion, Marketing, Civil Aviation and Public Relations.

Military provision, aimed at providing training to join the different ranks to pursue a military career, has its equivalence with formal provision within the education system. These equivalences are the following:

- Military provision to join the ranks of military under-officers is equivalent to advanced vocational training.
- Military provision to join the ranks of officers is equivalent to first cycle university studies.
- Military provision to join the higher ranks of officers is equivalent to second cycle university studies.

In addition, since 1994, the education of Civil Guards has been organised as a unitary and progressive system. The training grants access to join the ranks of military under-officers, and is considered equivalent to advanced vocational training. On completion of these studies, a Técnico Superior certificate is awarded. Likewise, incorporation to both the rank of officer and to the higher scale of officers entails the award of a qualification equivalent to the one awarded through the first and the second cycle university studies, respectively.

As regards the specialised provision for Interior Design, Civil Aviation, Private Investigation, Design and Fashion, Public Relations, Marketing, to name a few, these studies are mostly provided by private institutions. The most common requirement is to have completed the Bachillerato or its equivalent, and to have passed the university entrance examination. The establishments which provide these courses are usually specific schools or institutions, among which the following should be mentioned: Criminology Institutes, reporting to the different Faculties of Law (Private Investigator); the Barcelona Official School of Public Relations (Public Relations); Aeronautics School (Civil Aviation), and the Higher Institution for Design and Fashion of Madrid (Design and Fashion). The duration, branches, subject areas, timetables, teaching and assessment criteria, etc., for such studies are very varied and depend on the type of programme.

Qualifications are awarded in accordance with the type of studies: Interior Design: Certificate from the Department of Construction and Architectural Technology (as yet without official recognition, but accepted by the Interior Designers' Professional Association); Private Investigator: Private Investigator Certificate and Civil Aviation: Civil Pilot Certificate.

In the year 2003 the conditions and the procedures to determine equivalences between the Spanish higher education qualifications (both university and non-university ones) and the official university degrees valid nation-wide were established. These are: university Diplomado; Technical Architect; Technical Engineer; Licenciado; Architect and Engineer. In order to obtain recognition of these studies some requirements must be met. In addition to an appraisal of the content of such provision the following aspects are also taken into consideration: the development of the relevant syllabuses; the recognition of research ability of teaching staff; and any other conditions accrediting training equal to that obtained through university degrees. Those qualifications authorised as equivalent will have the same academic validity and will entitle their holders to work on equal terms as the ones guaranteed by the equivalent qualification.

## 6.19. Statistics

Statistics on higher education are available in the following subsections.

### 6.19.1. Population with higher studies

**Figure 6.2: Evolution of the percentage of population aged 16 or over with higher studies**

1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
13,83	14,23	14,42	17,96	18,64	19,20	19,66	20,47	22,01	22,34	22,81

Source: National Statistics Institute

## 6.19.2. Students

**Figure 6.3: Total number of university graduates. Evolution from 2001/2002 to 2007/2008**

2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
216.657	212.609	207.577	200.123	196.948	193.581	204.006

Source: National Statistics Institute

**Figure 6.4: Number of university students enrolled in 1<sup>st</sup> and 2<sup>nd</sup> cycle, broken down by type of university and type of institution. Evolution from 1987/88 to 2008/2009**

	1987-88	1997-98	2005-06	2006-07 <sup>1</sup>	2007-08 <sup>1</sup>	2008-09 <sup>1</sup>
<b>Total</b>	969.412	1.575.645	1.443.246	1.405.894	1.389.394	1.358.875
<b>Public Universities</b>	938.255	1.493.927	1.305.384	1.265.480	1.244.610	1.221.055
<b>University colleges</b>	-	1.386.503	1.239.405	1.204.967	1.184.868	1.167.864
<b>University-dependent institutions</b>	-	107.424	65.979	60.513	59.742	53.191
<b>Private Universities</b>	31.157	81.718	137.862	140.414	144.784	137.820

<sup>1</sup> Provisional data

Source: Preliminary statistics on university students, 2008/2009 (*Avance de la estadística de estudiantes universitarios, curso 2008-2009*), Ministry of Education.

**Figure 6.5: Number of university students enrolled in 1<sup>st</sup> and 2<sup>nd</sup> cycle and in Bachelor's programmes, broken down by type of university, type of institution and gender, 2008/2009**

	Total	Public Universities				Private Universities	
		University colleges	%	University-dependent institutions	%	Total	%
Total	1.377.228	1.177.309	85,5	53.301	3,9	146.618	10,6
Women	749.281	636.664	85,0	34.975	4,7	77.642	10,4
% of women	54,4	54,1	-	65,6	-	53,0	-

Source: Preliminary statistics on university students, 2008/2009 (*Avance de la estadística de estudiantes universitarios, curso 2008-2009*), Ministry of Education.

**Figure 6.6: Number of university students enrolled in 1st and 2nd cycle and in Bachelor's programmes, broken down by type of institution and age, 2008/2009.**

	Total	%	Public Universities				Private Universities	
			University colleges	%	University-dependent institutions	%	Total	%
Total	1.377.228	100,0	1.177.309	100,0	53.301	100,0	146.618	100,0
From 18 to 21	535.461	38,9	457.078	38,8	25.283	47,4	53.100	36,2
From 22 to 25	405.570	29,4	352.406	29,9	15.105	28,3	38.059	26,0
From 26 to 30	207.242	15,0	179.109	15,2	7.047	13,2	21.086	14,4
Over 30	228.955	16,6	188.716	16,0	5.866	11,0	34.373	23,4

Source: Preliminary statistics on university students, 2008/2009 (*Avance de la estadística de estudiantes universitarios, curso 2008-2009*), Ministry of Education.

Figure 6.7: Number of university students enrolled in 1st and 2nd cycle and in Bachelor's programmes, broken down by type of university, type of institution, cycle and branch of learning, 2008/2009.

	Total	%	Public Universities				Private Universities	
			University colleges	%	University-dependent institutions	%	Total	%
<b>Total</b>	1.377.228	100,0	1.177.309	85,5	53.301	3,9	146.618	10,6
<b>Enrolment in 1<sup>st</sup> and 2<sup>nd</sup> cycle.</b>	1.358.875	100,0	1.167.864	100,0	53.191	100,0	137.820	100,0
<b>Social Sciences and Law</b>	692.615	51,0	580.710	49,7	33.998	63,9	77.907	56,5
<b>Technical Studies</b>	335.279	24,7	297.814	25,5	6.729	12,7	30.736	22,3
<b>Humanities</b>	122.227	9,0	115.578	9,9	850	1,6	5.799	4,2
<b>Health Sciences</b>	122.310	9,0	90.443	7,7	11.614	21,8	20.253	14,7
<b>Experimental Sciences</b>	86.444	6,4	83.319	7,1	-	-	3.125	2,3
<b>Long-cycle studies</b>	750.281	100,0	664.626	100,0	7.890	100,0	77.765	100,0
<b>Social Sciences and Law</b>	366.174	48,8	312.173	47,0	7.027	89,1	46.974	60,4
<b>Technical Studies</b>	134.900	18,0	120.229	18,1	13	0,2	14.658	18,8
<b>Humanities</b>	108.333	14,4	102.600	15,4	850	10,8	4.883	6,3
<b>Health Sciences</b>	67.934	9,1	58.328	8,8	-	-	9.606	12,4
<b>Experimental Sciences</b>	72.940	9,7	71.296	10,7	-	-	1.644	2,1
<b>Short-cycle studies</b>	552.935	100,0	456.193	100,0	44.971	100,0	51.771	100,0

<b>Social Sciences and Law</b>	296.768	53,7	245.452	53,8	26.641	59,2	24.675	47,7
<b>Technical studies</b>	192.586	34,8	170.759	37,4	6.716	14,9	15.111	29,2
<b>Health Sciences</b>	54.376	9,8	32.115	7,0	11.614	25,8	10.647	20,6
<b>Experimental Sciences</b>	9.205	1,7	7.867	1,7	-	-	1.338	2,6
<b>Second cycle only</b>	55.659	100,0	47.045	100,0	330	100,0	8.284	100,0
<b>Social Sciences and Law</b>	29.673	53,3	23.085	49,1	330	100,0	6.258	75,5
<b>Technical studies</b>	7.793	14,0	6.826	14,5	-	-	967	11,7
<b>Humanities</b>	13.894	25,0	12.978	27,6	-	-	916	11,1
<b>Experimental Sciences</b>	4.299	7,7	4.156	8,8	-	-	143	1,7
<b>Enrolment in Bachelor's degrees</b>	18.353	100,0	9.445	100,0	110	100,0	8.798	100,0
<b>Social Sciences and Law</b>	8.041	43,8	4.981	52,7	20	18,2	3.040	34,6
<b>Architecture and Engineering</b>	2.570	14,0	1.540	16,3	-	-	1.030	11,7
<b>Arts and Humanities</b>	2.253	12,3	1.193	12,6	-	-	1.060	12,0
<b>Health Sciences</b>	4.683	25,5	954	10,1	90	81,8	3.639	41,4
<b>Sciences</b>	806	4,4	777	8,2	-	-	29	0,3

Source: Preliminary statistics on university students, 2008/2009 (*Avance de la estadística de estudiantes universitarios, curso 2008-2009*), Ministry of Education.

**Figure 6.8: Number of university students enrolled in 1<sup>st</sup> and 2<sup>nd</sup> cycle and in Bachelor's programmes, broken down by type of provision, type of university, type of institution, gender and Autonomous Community, 2008/2009.**

	Total	Women	% Women	Public Universities				Private Universities	
				University colleges		University-dependent institutions			
				Total	% Women	Total	% Women	Total	% Women
<b>Total</b>	1.377.228	749.281	54,4	1.177.309	54,1	53.301	65,6	146.618	53,0
<b>Non-distance Universities</b>	1.186.246	650.581	54,8	1.028.318	54,4	53.301	65,5	104.627	53,9
<b>Andalusia</b>	221.672	122.992	55,5	212.935	54,8	8.737	71,3	-	-
<b>Aragon</b>	30.551	16.596	51,5	27.065	55,6	2.797	37,0	689	62,1
<b>Asturias</b>	24.929	13.716	55,0	22.826	53,0	2.103	77,5	-	-
<b>Balearic Islands</b>	13.361	8.174	61,2	11.436	59,6	1.925	70,8	-	-
<b>Canary Islands</b>	43.116	24.270	56,2	42.517	56,0	599	75,8	-	-
<b>Cantabria</b>	10.101	5.117	50,7	9.601	49,5	500	72,0	-	-
<b>Castile-Leon</b>	77.232	43.797	56,4	67.998	56,4	1.888	74,9	7.346	54,7
<b>Castile-La Mancha</b>	26.234	14.495	55,3	26.234	55,3	-	-	-	-
<b>Catalonia</b>	171.382	94.328	54,2	136.169	54,9	12.939	53,5	22.274	57,0
<b>Community</b>	137.235	72.630	52,7	123.334	51,9	1.131	59,8	12.770	62,4

<b>of Valencia</b>									
<b>Extremadura</b>	22.512	12.362	54,9	22.056	54,7	456	65,6	-	-
<b>Galicia</b>	65.560	37.815	57,0	62.698	56,6	2.862	82,0	-	-
<b>Community of Madrid</b>	231.897	123.479	51,6	176.923	52,7	15.886	69,4	39.088	49,2
<b>Murcia</b>	37.739	21.016	54,4	31.745	56,5	1.046	76,1	4.948	46,0
<b>Navarre</b>	15.434	8.118	51,8	7.254	49,2	-	-	8.180	55,6
<b>Basque Country</b>	51.417	28.532	55,5	42.085	55,3	-	-	9.332	56,2
<b>Rioja</b>	5.874	3.144	53,5	5.442	51,5	432	79,4	-	-
<b>Distance Universities</b>	190.982	98.700	51,7	148.991	52,0	-	-	41.991	50,5
<b>UDIMA</b>	419	141	33,7	-	-	-	-	419	33,7
<b>UNED</b>	148.991	77.483	52,0	148.991	52,0	-	-	-	-
<b>UOC</b>	41.572	21.076	50,7	-	-	-	-	41.572	50,7

Source: Preliminary statistics on university students, 2008/2009 (*Avance de la estadística de estudiantes universitarios, curso 2008-2009*), Ministry of Education.



**Figure 6.9: Number of university students enrolled in official Master's programmes, by age and type of university, 2008/2009**

	Total	%	Public Universities		Private Universities	
			Total	%	Total	%
<b>Total</b>	49.799	100,0	42.133	100,0	7.666	100,0
<b>Under 25</b>	12.472	25,0	10.661	25,3	1.811	23,6
<b>From 25 to 30</b>	20.817	41,8	18.026	42,8	2.791	36,4
<b>From 31 to 40</b>	11.227	22,5	9.063	21,5	2.164	28,2
<b>Over 40</b>	5.283	10,6	4.383	10,4	900	11,7

Source: Preliminary statistics on university students, 2008/2009 (*Avance de la estadística de estudiantes universitarios, curso 2008-2009*), Ministry of Education.

**Figure 6.10: Number of doctoral thesis submitted. Evolution from 2000/2001 to 2007/2008**

2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
6.380	6.936	7.467	8.176	6.902	7.159	7.150	7.302

Source: National Statistics Institute

**Figure 6.11: Number of foreign students enrolled in 1st and 2nd cycle and in Bachelor's programmes, by place of origin, 2008/2009.**

	Total
<b>National total</b>	1.377.228
<b>Total of foreigners</b>	37.230
<b>EU 27</b>	13.115
<b>Other</b>	24.115
<b>% Foreigners</b>	2,7
<b>EU 27</b>	35,2
<b>Other</b>	64,8

Source: Preliminary statistics on university students, 2008/2009 (*Avance de la estadística de estudiantes universitarios, curso 2008-2009*), Ministry of Education.

**Figure 6.12: Number of students enrolled in ciclos formativos of advanced vocational training and percentage of students enrolled in public institutions, 2007/2008.**

	Nº of students	% enrolled in public institutions
<b>Total</b>	215.052	77,7

Source: Statistics on non-university education. Detailed results, 2007-2008 (*Estadísticas de las enseñanzas no universitarias. Resultados detallados. Curso 2007-2008*) Statistics Office, Ministry of Education.

**Figure 6.13: Number of students enrolled in advanced vocational training, advanced studies and enseñanzas de régimen especial, and percentage of students enrolled in public institutions. Year 2007-2008**

	<b>Nº of students</b>	<b>% enrolled in public institutions</b>
<b>Advanced Plastic Arts and Design Studies</b>	14.887	90,2
<b>Advanced studies in Preservation and Restoration of Cultural Heritage</b>	572	100,0
<b>Advanced Design studies</b>	4.703	93,8
<b>Advanced Ceramics studies</b>	128	100,0
<b>Advanced Glasswork studies</b>	22	0,0
<b>Advanced Music studies</b>	7.411	90,0
<b>Advanced Dance Studies</b>	599	81,3
<b>Dramatic Art studies</b>	1.779	91,7
<b>Advanced Sports studies</b>	186	58,1

Source: Statistics on non-university education. Detailed results, 2007-2008 (*Estadísticas de las enseñanzas no universitarias. Resultados detallados. Curso 2007-2008*) Statistics Office, Ministry of Education.

### 6.19.3. Admission to university

Figure 6.14: Number of participants in the university entrance examination (PAU), and number of students who have passed the exam. 2009 June and September sessions.

	Total	June	September	Applicants over 25 years of age
Number of participants	230.316	160.952	43.226	26.138
Students who passed the examination	189.098	145.931	28.717	14.450
Percentage of students who passed over total number of participants	82,10	90,67	66,43	55,28

Source: National Statistics Institute

### 6.19.4. Teaching staff

Figure 6.15: University teachers. Evolution from 2000/2001 to 2007/2008

2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
104.076	103.067	102.844	105.469	107.840	109.838	113.236	116.581

Source: National Statistics Institute

Figure 6.16: University teachers<sup>1</sup>, broken down by type of university, gender and age. Year 2007/2008

	Total	Men	Women	Up to 29 years of age	From 30 to 39 years of age	From 40 to 49 years of age	From 50 to 59 years of age	60 or older
Total number of university teachers	105.021	66.816	38.205	3.585	26.229	36.417	27.105	11.685
Public Universities	96.462	61.777	34.685	3.083	23.267	33.393	25.653	11.066
Private Universities	8.559	5.039	3.520	502	2.962	3.024	1.452	619

<sup>1</sup> Teachers working in institutions dependent on public universities are not included.

Source: Basic statistics on university staff, 2007-2008 (*Estadística básica de personal al servicio de las universidades. Curso 2007-08*). Ministry of Education

**Figure 6.17: Number of teachers employed in higher education, and percentage working in public institutions, 2007/2008<sup>1</sup>**

	Total	% in public institutions
<b>Total</b>	145.673	85,0
<b>ISCED 5 A y 6</b>	118.832	86,2
<b>ISCED 5 B</b>	26841	79,8

<sup>1</sup> Number of teachers working at ISCED 5 and 6 (university and non-university higher education), based on estimates made according to the distribution of teachers by educational level, carried out within the UOE Questionnaire for International Statistics on Education.

Source: Statistics Office, Ministry of Education.

**Figure 6.18: Number of teachers in advanced enseñanzas de régimen especial, and percentage employed in public institutions, 2008/2009**

	Total	% in public institutions
<b>Arts schools and advanced Studies in Plastic Arts and Design</b>	4.049	93,0
<b>Dramatic Art</b>	514	85,2
<b>Sports Education institutions <sup>1</sup></b>	535	20,4

<sup>1</sup> The number of teachers refers to the total number of teachers in intermediate and advanced Sports studies.

Source: Statistics on non-university education. Detailed results, year 2007-2008 (*Estadísticas de las enseñanzas no universitarias. Resultados detallados. Curso 2007-2008*). Statistics Office. Ministry of Education.

## 6.19.5. Institutions

**Figure 6.19: Number of university institutions and percentage of public institutions, 2007/2008**

	Nº of universities	% of public institutions	Nº of campuses <sup>1</sup>	% of public campuses
<b>Total</b>	77	64,93	184	71,73

<sup>1</sup> Data provided by universities which have campuses located in different towns.

Source: Data and Figures of the Spanish University System, 2008/2009 (*Datos y Cifras del Sistema Universitario Español. Curso 2008/2009*). Ministry of Science and Innovation.

**Figure 6.20: Number of institutions offering ciclos formativos in advanced vocational training and percentage of public institutions, 2007/2008**

	Nº of institutions	% of public institutions
<b>Total</b>	2.160	76,9

Source: Statistics on non-university education. Detailed results, year 2007-2008 (*Estadísticas de las enseñanzas no universitarias. Resultados detallados. Curso 2007-2008*). Statistics Office. Ministry of Education.

**Figure 6.21: Number of institutions providing advanced enseñanzas de régimen especial and percentage of public institutions, 2007/2008**

	Nº of schools	% of public institutions
Advanced Plastic Arts and Design studies	108	85,2
Advanced studies in Preservation and Restoration of Cultural Heritage	8	100,0
Advanced Design and Ceramics studies	39	84,6
Advanced Music studies	23	91,3
Advanced Dance studies	6	83,3
Dramatic Art studies	13	76,9
Advanced Sports studies	10	50,0

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## 7. Continuing Education and Training for Young School Leavers and Adults

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Adult education, which is in line with the principle of lifelong learning or continuing education, has become increasingly important in recent years.

In Spain, this type of education is aimed at giving all citizens aged over 18 (see section 7.7.) the possibility of acquiring, updating, completing and furthering their knowledge and talents for their personal and professional development. The educational provision addressed at these people includes different training activities, both formal and non-formal, and provision aimed at taking specific or specialist exams leading to academic and professional qualifications, as well as access to other types of education.

In Spain, continuing education and training for adults is developed in two ways: adult education provided by education authorities, including formal adult education and part of the non-formal provision, and adult education managed by labour authorities. As far as the education authorities are concerned, its educational provision includes:

- Basic adult education
- Secondary education for adults
- Bachillerato for adults
- Vocational training for adults
- Provision leading to access examinations at different levels
- Official language education
- Non-formal educational provision

Apart from these types of provision, other technical vocational studies are also provided, such as:

- training leading to obtaining a professional certification
- work placement and guidance programmes
- technical vocational education in workshop schools

Education authorities also promote specific programmes to learn Spanish and the other co-official languages, where applicable, as well as the basic cultural elements to make the integration of immigrants easier.

Adult education within the education system aims at overcoming the risk of social exclusion, especially in disadvantaged groups, ensuring older people the possibility to increase and update their competences, promoting the equality of rights and opportunities between men and women, facilitating the integration of immigrants and providing an appropriate attention to those having a specific need for educational support. Likewise, the access to these types of education is guaranteed for imprisoned people in penitentiaries.

In the labour field, the following types of education are provided:

- Specific basic and vocational training programmes, provided at workshop schools, crafts training centres and employment workshops.
- Vocational training for employment

In accordance with the priorities set by the national employment policy, the execution plans of the European Employment Strategy and the European Social Fund Operational Programmes, those workers with a greater placement difficulty or a greater difficulty for staying in the labour market have priority to participate in this kind of formative actions. These workers may be, among others, people belonging to the following groups: women, unemployed youth, disabled persons, victims or those affected by terrorist violence and by violence against women, people over 45, the long-term unemployed, people at risk of social exclusion and workers at small and medium enterprises with low qualifications.

## 7.1. Historical overview

This section gives an historical overview of adult education in Spain describing the two categories which have already been mentioned in the introduction to this chapter, that is, education provided by education authorities and by labour authorities.

The *Ley General de Educación, LGE* (General Act on Education), passed in 1970, was the first act to formally regulate adult education in Spain. It specified that either ordinary or specific adult education institutions could provide official education, further training and promotional courses, updating and retraining for career advancement as well as cultural awareness programmes.

In 1973 the Permanent Adult Education Programme was established to develop and implement the objectives envisaged by the *LGE*. The intention of this programme was to carry out studies and innovation in this field. Also in the 1970s, there was an initiative to develop distance education and thus the *Centro Nacional de Educación Básica a Distancia, CENEBAD* (National Centre for Distance Basic Education) and the *Instituto Nacional de Bachillerato a Distancia, INBAD* (National Institute for Distance Bachillerato) were set up. These were replaced in 1992 by the *Centro para la Innovación y Desarrollo de la Educación a Distancia, CIDEAD* (Centre for Innovation and Development of Distance Education).

During the 1980s, the range of adult education courses grew qualitatively and quantitatively in response to rising demand.

The passing of the *Ley Orgánica de Ordenación General del Sistema Educativo, LOGSE* (Act on General Organisation of the Education System) in 1990 marked a new legal framework for adult education in Spain.

The *LOGSE* develops a new concept of education based on the idea of lifelong learning, recognising it as a basic principle in the education system. For this purpose, it recognises the need to prepare students for self-study and the need to make the transition to the different levels of education easier for adults.

This Act gave adult education a similar treatment to that given to the rest of the educational levels into which the education system is organised. Its main objectives are the following: acquisition and updating of basic education; the improvement of professional qualifications and the attainment of the necessary training for exercising other professions, and the development of the abilities required to participate in life at social, cultural, political and economic level. From the general framework established by the *LOGSE*, adult education has been regulated by the different education authorities within their area of authority.

In 1992, and within this framework set by the *LOGSE*, the *CIDEAD* was created. Its main objective is to coordinate and organise distance education elements and processes. It is also aimed at facilitating access to education for adults and for those learners of school age who, due to personal, social, geographical and other circumstances, cannot continue their studies in mainstream education requiring attendance.

The 2002 *Ley Orgánica de Calidad de la Educación, LOCE* (Act on the Quality of Education), which was only implemented concerning very specific aspects which did not affect adult education. Regarding this kind of education, this act stated that its objective was to provide all citizens with the possibility of lifelong education so that they may acquire, update, complete and extend their skills and knowledge in view of their



personal or professional development. In this sense, the intention was to make possible the principle of lifelong learning, thus following the European guidelines resulting from the Lisbon Strategy (2000).

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education), which is in force at present, states that everyone should have the possibility of being educated throughout their lives, taking courses within or outside the Spanish education system, with the aim of updating, completing and furthering their abilities, knowledge, skills, aptitudes and talents for their personal and professional development. In addition, it stresses that the main purpose of the Spanish education system is that of providing permanent or lifelong learning education. Thus, students should be trained to be able to learn by themselves and facilitate their access to the different types of education. As a result of this, the co-ordination of learning with other responsibilities and activities will be encouraged.

In accordance with this Act, with the aim of guaranteeing universal and permanent access to learning, public authorities should identify new levels of achievement and develop the necessary education and training provision so that these levels can be achieved. The *LOE* also states that public authorities are in charge of encouraging flexible types of education which allow the acquisition of basic competences and the relevant qualifications to those people who left school without any qualifications. In addition, the education system should facilitate and public authorities should promote post-compulsory secondary education or education to an equivalent level, so that everyone is able to attain this level. Public authorities should also facilitate access to all types of information and guidance about the different types of lifelong learning and how to access them.

As far as the labour authorities are concerned, two different vocational training modalities were in force until 2007: occupational training, targeting the unemployed, and continuing training, targeting employed workers.

In 1985, the then called *Instituto Nacional de Empleo, INEM* (National Public Employment Service), now called *Servicio Público de Empleo Estatal, SPEE* (Public Service for State Employment), in collaboration with the Autonomous Communities, established the *Plan Nacional de Formación e Inserción Profesional, Plan FIP* (National Plan for Training and Professional Integration) which encompassed a range of training provisions aimed at giving unemployed people the qualifications demanded by the labour market, so that they can re-join the labour force. The plan was the responsibility of the then Ministry of Labour and Social Affairs (*MTAS*), now called Ministry of Labour and Immigration (*MTI*), and was managed through the *INEM* (National Public Employment Service), with the participation of social delegates in its General Council, and the responsible bodies in those Autonomous Communities where this power has been transferred. The *MTAS*, in considering the proposals from the Autonomous Communities, planned those activities to be developed and their distribution, both at national and regional level, according to training specialisations and priority groups. This was based on an analysis of the nature of unemployment and training needs in different Autonomous Communities and business sectors. Subsequently, the Autonomous Communities planned the activities. Those competences acquired through this subsystem were accredited by means of professional certifications.

Since 1993, vocational training for employees, also known as continuing professional training, is in line with the then called *Acuerdos Nacionales de Formación Continua, ANFC* (National Agreements on Continuing Training), now called *Acuerdos Nacionales de Formación* (National Agreements on Training), signed between the Spanish government and the most prominent employers' organisations and trade unions every four years.

The 2002 *Ley Orgánica de las Cualificaciones y de la Formación Profesional* (Act on Qualifications and Vocational Training) established the *Sistema Nacional de Cualificaciones y Formación Profesional, SNCFP* (National Qualifications and Vocational Training System), which was set up in order to meet the qualification demands of people and enterprises in a society which is continuously changing and innovating. The *SNCFP's*

objectives are to guide training towards the qualification demands of the labour market, to spread lifelong learning beyond the traditional educational period and to promote the free movement of workers. It is made up of instruments and actions which are necessary to promote and develop the integration of the vocational training offer, as well as the assessment and accreditation of the corresponding professional competences.

The *Catálogo Nacional de Cualificaciones Profesionales, CNCP* (National Catalogue of Vocational Qualifications) is the instrument of the *SNCFP* to organise professional qualifications, susceptible to be recognised and accredited, identified in the productive system, according to the appropriate competences to practice a profession. This Catalogue has enabled progressing within a lifelong learning approach, favouring the recognition and accreditation of professional competences acquired both by means of training processes (either formal or not) and by work experience. On the basis of this Catalogue, the contents of vocational training studies are developed, as well as those corresponding to professional certifications, which labour authorities are responsible for.

The *CNCP* covers the most relevant professional qualifications in the Spanish productive system. It includes the content for vocational training linked to each qualification, with a structure of *módulos formativos* articulated in the *Catálogo Modular de Formación Profesional, CMFP* (Modular Catalogue of Vocational Training). The *CNCP*'s professional qualifications are organised by professional families and by qualification levels, taking into account the EU's criteria.

The 2003 Royal Decree (already repealed), which regulated the continuing professional training subsystem, established a new organisational and managerial model including the Autonomous Communities and considerable participation from employers' organisations and trade unions.

Also, the *Ley de Empleo* (Act on Employment), passed in 2003 as well, turns occupational and continuing training into the core of labour policies, as the best policies to contribute to achieving employment's objectives.

In 2006 the fourth Agreement on Professional Training for Employment was established, which will be in force until 31<sup>st</sup> December 2010, creating a new training model integrating occupational and permanent training, addressed to unemployed and employed workers, respectively. This agreement has important repercussions on lifelong learning.

In 2007, the Royal Decree regulating the subsystem of professional training for employment was passed. After 13 years of coexistence of the two different models of professional training -occupational and continuing-, both subsystems have been integrated into a single model of professional training for employment. However, this new integrative model does not represent an obstacle for the existence of different types of provision adapted to the different training needs.

Similarly, in the education field, the Royal Decree establishing the general organisation of vocational training within the education system was passed in 2006. According to this Royal Decree, vocational training must be flexible, allowing people and especially adults to combine education and training with work and other activities, thus responding to personal needs and interests.

Finally, the Royal Decree for the recognition of professional competences acquired by means of work experience was passed in 2009. This Royal Decree establishes the procedure and requirements for the assessment and accreditation of professional qualifications acquired by people by means of work experience or non-formal education, as well as the effects of such evaluation and accreditation. It provides the possibility to obtain a partial accumulative accreditation, with the aim of completing the training leading to the corresponding vocational training certificate or professional certification.

## 7.2. Ongoing debates and future developments

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education), with the aim of increasing the education system's flexibility and favouring continuous training, establishes connexions between general education and vocational training. In this sense, the *LOE* also states that the education authorities may collaborate with other public authorities with powers regarding adult training and, especially, with labour authorities, as well as with local corporations and the different social agents.

On the other hand, the State School Council's last report recommends the education authorities to continue making progress concerning educational provision for adults, paying special attention to adults who do not hold an upper secondary education certificate and would be able to go back to the education system, preferably to enrol in studies leading to obtaining the *Graduado en Educación Secundaria Obligatoria* certificate or in intermediate vocational training.

In line with current regulations and with the recommendations of the State School Council, the new impetus that the Ministry of Education and the Ministry of Labour and Immigration want to give to vocational training should be mentioned.

In 2008, the Ministry of Labour and Immigration and the then Ministry of Education, Social Policy and Sport jointly presented a 'roadmap' to promote and improve vocational training. This initiative aims at providing quality vocational training, adapted to the necessities of the 21<sup>st</sup> century and linked to the labour market, responding to the need of fostering an alternative economic growth model based on knowledge. Among other objectives, they intend to promote lifelong learning, the transfer between professional activities and the recognition of professional skills acquired by non-formal means.

In this respect, among other measures, a system of grants and financial assistance is going to be put into practice for workers between 18 and 24 with no vocational training qualification to be able to combine their work with the training activities required for obtaining that qualification. Also, a system for evaluating and accrediting knowledge acquired through experience or non-formal means (regulated by a 2009 Royal Decree) is being implemented, and the offer of vocational training for employment is intended to become more flexible by updating training offers according to real market needs (for further information see section 5.2.).

## 7.3. Specific legislative framework

The specific legislative framework for adult education, which applies to the entire Spanish State, is made up by the following legislation:

- The 2002 Act on Qualifications and Vocational Training establishing a comprehensive system for vocational training, qualifications and accreditation.
- The Royal Decree 1128/2003 regulating the National Catalogue of Vocational Qualifications, modified by the Royal Decree 1416/2005.
- The 2006 Act on Education (*LOE*), which devotes article 5 to lifelong learning and chapter IX to adult education.
- The December 15 Royal Decree 1538/2006, which establishes the general organisation of vocational training within the education system.
- The December 29 Royal Decree 1629/2006 establishing basic aspects of the language enseñanzas de régimen especial.

- The July 17 Royal Decree 1224/2009 on the recognition of professional competences acquired by means of work experience.

On the basis of the abovementioned regulations, each Autonomous Community has developed the rules regulating basic education (both basic and secondary), Bachillerato, vocational training and language education for adults in its territory.

The bodies responsible for applying the regulations on adult education are the Ministry of Education and the Autonomous Communities departments of education, in their respective fields of management. The Ministry of Education manages adult education in the autonomous cities of Ceuta and Melilla.

There is no consultative body either at national or regional level with specific responsibility for adult education. The Ministry of Education, however, does have a Subdirectorate General for Lifelong Learning holding, among other functions, the responsibility for drawing up and executing plans for improving and promoting adult training.

Moreover, the *Centro para la Innovación y Desarrollo de la Educación a Distancia, CIDEAD* (Centre for Innovation and Development of Distance Education), dependent upon the abovementioned Subdirectorate, is the body in charge of organising formal distance adult education.

In addition, the *Instituto Nacional de las Cualificaciones, INCUAL* (National Institute for Qualifications) deals with issues related to vocational training, updating the National Catalogue of Vocational Qualifications and drawing up support instruments which are necessary to assess and accredit professional qualifications acquired by means of work experience or non-formal education.

Finally, there are services, directorates, interdepartmental commissions, etc. in the different Autonomous Communities devoted to adult training, either formal or non-formal.

- Within the labour field, the following regulations make up the specific legislative framework on workshop schools, crafts training centres, employment workshops and vocational training for employment, binding on the entire state: The Order of the Ministry of Labour and Immigration, passed on November 14 2001, and the Resolution passed by the National Institute for Employment on July 7 1995, regulating workshop schools and crafts training centres.
- The February 22 Royal Decree 282/1999, the March 31 1999 Resolution of the National Institute for Employment and the November 14 2001 Order regulating the employment workshops programmes.
- The 2002 Act on Qualifications and Vocational Training establishing a comprehensive system for vocational training, qualifications and accreditation.
- The Royal Decree 1128/2003 regulating the National Catalogue of Vocational Qualifications, modified by the Royal Decree 1416/2005.
- The March 23 Royal Decree 395/2007 regulating the subsystem of professional training for employment.
- The July 17 Royal Decree 1224/2009 on the recognition of professional competences acquired by means of work experience.

In this case as well, the Autonomous Communities specify the management of education for their territories, on the basis of the abovementioned regulations.

The bodies in charge of the application of regulations on workshop schools, crafts training centres, employment workshops and vocational training for employment are the Ministry of Labour and Employment's *Servicio Público de Empleo Estatal, SPEE* (State Public Service for Employment) and the

Autonomous Communities' employment services having this competence within their fields of management.

The *SPEE* is the body responsible for programming, managing and controlling vocational training for employment at national level, in the autonomous cities of Ceuta and Melilla and in the Basque Country until the transfer of competences in this regard is effective in this Autonomous Community.

## 7.4. General objectives

Adult education, one of the actions of the Spanish education system aimed at furthering the principle of equality of opportunities, caters for adult citizens' educational needs, encouraging all-round development in the different aspects of basic, professional, cultural and personal training. It is based on the principle of permanent education and its main purpose is that of facilitating the integration of adults into the different types of education within the Spanish education system.

According to the 2006 *Ley Orgánica de Educación, LOE* (Act on Education), adult education is aimed at providing all citizens aged over 18 with the possibility of acquiring, updating, completing and furthering their knowledge and aptitudes for their personal and professional development. Adult education has the following main objectives:

- To acquire a basic training, to increase and refresh knowledge, abilities and skills on a permanent basis, and to facilitate access to different provisions within the education system.
- To improve professional qualification and acquire the necessary training to perform other professional duties.
- To develop communication skills, as well as those linked to interpersonal relationships and knowledge acquisition.
- To develop the ability to participate in social, cultural, political and economic life, and to exercise the right to democratic citizenship.
- To develop programmes to tackle the issues related to social exclusion, especially in the most disadvantaged sectors.
- To meet the challenges caused by the gradual aging of the population effectively, offering older people the opportunity to increase and update their skills.
- To predict and solve personal, family and social conflicts peacefully; to foster effective equality of rights and opportunities between men and women, and to analyse and appraise the inequalities from a critical point of view.

The Autonomous Communities are responsible for developing adult education and they must include the abovementioned state-wide common objectives, as well as they may add their own objectives.

In the work field, training has the aim of improving the possibilities of unemployed people to enter the labour market and providing employed workers with the opportunity of adapting their qualifications to the current socioeconomic reality, as well as to the requirements of the labour market.

The education authorities' training offer requiring assistance consists of different types of education, each of them having their own objectives, which are specified in the following sections.

### 7.4.1. Basic adult education

Basic adult education comprises the educational process from literacy to obtaining the Graduado en Educación Secundaria Obligatoria. It includes:

A) Basic education, aimed at those who do not master basic instrumental techniques, in order to provide them with basic competences necessary to gain access to secondary adult education and with the essential knowledge, skills, abilities and techniques which facilitate their personal, social and labour promotion. This education is organised in two levels:

- Level 1, or literacy level, must enable adult population to acquire numeracy and literacy skills, leading to the mathematical and linguistic comprehension required to satisfy daily needs and to understand the reality of their social context.
- Level 2, or reinforcement of knowledge, must enable adults to obtain access to secondary education, to follow professional qualification courses with some guarantee of passing them, and to foster their participation in social, cultural, political, and economic life.
- In some Autonomous Communities this education has been organised in three levels.

B) Secondary adult education (level 3) (see section 7.4.2.).

### 7.4.2. General objectives in secondary education for adults

The general objectives of secondary adult education correspond to those established for the various levels of regular compulsory secondary education (*ESO*) (see section 5.4.1.).

However, the Autonomous Communities may include other specific objectives for this education.

### 7.4.3. 'Bachillerato' for adults

The general objectives of Bachillerato correspond to those established for regular Bachillerato (see section 5.4.2.).

However, the Autonomous Communities may include other specific objectives for this education.

### 7.4.4. Vocational training for adults

Vocational training for adults within the education system has the aim of providing adults with the possibility of improving their professional qualification, acquiring qualifications to practice other professions and acquiring the necessary resources to achieve and enhance vocational training's general objectives, so that their active participation in the social, cultural, political and economic life is increased.

The general objectives of intermediate vocational training within the education system are dealt with in section 5.4.3. of chapter 5, whereas those of advanced vocational training can be found in section 6.4.2.1. of chapter 6.

### 7.4.5. Official languages education

The aim of official language education is to qualify pupils to appropriately use different languages, outside the ordinary stages of the education system. This education is organised in three levels: elementary, intermediate and advanced. The competences for each level correspond respectively to levels A2, B1 and B2 defined by the Council of Europe in the Common European Framework of Reference for Languages.

#### **7.4.6. Workshop schools, crafts training centres and employment workshops**

Workshop schools and crafts training centres provide mixed employment and training programmes, whose objective is to improve the employability of unemployed people under 25, in order to facilitate their placement.

The employment workshops are a mixed employment and training programmes whose objective is to improve the employability of unemployed people over 25, thus facilitating their placement.

#### **7.4.7. Vocational training for employment**

Vocational training for employment has the following objectives:

- To favour lifelong learning for unemployed and employed workers, improving their professional qualifications and personal development.
- To provide workers with the appropriate knowledge and experience as regards the professional experience required by the labour market and the enterprises' needs.
- To contribute to improving enterprises' productivity and competitiveness.
- To improve workers' employability, especially those workers with greater difficulties to keep their jobs or to find one.
- To promote the accreditation of professional competences acquired by workers both by means of training processes or work experience.

### **7.5. Types of institutions**

Schools providing adult education have different features depending on the type of education.

As regards adult education provided by the education authorities, adult education leading to the award of an official certificate must be provided in mainstream or specific educational institutions, authorised by education authorities. These schools may be public or private. Vocational training may also be provided in national reference schools or in integrated schools (see section 5.5.3.). Besides that, schools providing official language education are called official language schools and are public.

Concerning training provided by the labour authorities, the schools are those established by the body in charge.

Workshop schools, crafts training centres and employment workshops may be set up by the following public or non-profit private bodies, which must be authorised and have the required technical and management capacity:

- Bodies, autonomous entities or other public institutions dependent upon the General State Administration and the Autonomous Communities.
- Local entities.
- Consortiums.
- Corporations and associations, foundations and other non-profit entities.

Vocational training for employment may be launched by:

- Public authorities with competences regarding vocational training for employment, either through their own schools (national reference schools, public integrated vocational training schools and other

schools with the appropriate facilities and equipment) or by means of agreements with public entities or enterprises.

- Business organisations and unions, as well as other entities benefiting from the training plans mainly addressed at employed workers.
- Enterprises developing training actions for their workers or for unemployed people with the commitment to hire them.
- Private integrated vocational training schools and other training schools or entities, either public or private, providing education leading to awarding professional certifications.

In sections 7.5.1. and 7.5.2. there is further information on the types of adult education schools managed by the education authorities.

### **7.5.1. Public institutions**

The education system guarantees public adult education by means of institutions providing the official programmes requiring attendance and also distance education alternatives.

#### **7.5.1.1. Schools where attendance is required**

The public provision of education where attendance is required is offered in both ordinary schools and specific adult education schools. In the case of the former, courses are provided in the so-called adult education classrooms, usually in public primary education schools and in secondary education schools. Nevertheless, a range of schools, belonging to the town or city councils, local corporations, etc., may also be used. These courses are part-time and usually take place in the evening.

The network of public adult education schools comprises more than 2,000 schools distributed all over Spain; about 2,400 of them are specific adult education schools in which full time courses are provided. These schools are used to contribute to the social environment and thus are also available for social and cultural activities for the community.

The internal organisation of specific adult education schools follows the same set of rules as the ordinary schools, however adapted to their particular characteristics.

#### **7.5.1.2. Distance education schools**

The different Autonomous Communities have regulated distance adult education within their area of management and with the purpose of extending their provision of training programmes. For this purpose, the relevant schools have been established, both for basic education and Bachillerato. These schools offer adult education and provide the necessary support and resource management that the organisation and the extension of distance education require.

At national level, in 1992 the Ministry of Education and Science set up the *Centro para la Innovación y Desarrollo de la Educación a Distancia*, *CIDEAD* (Centre for Innovation and Development of Distance Education), with the aim of coordinating and organising distance education elements and processes, as well as facilitating the access to education of adults and school-age pupils who, due to personal, social, geographical or any other circumstances are not able to attend mainstream education requiring attendance. Its main functions include the following: research into the educational and training needs of different groups; educational planning; developing studies to achieve the appropriateness of different curricula and methodology; the development of teacher training programmes; the design, roll-out and assessment of educational media; the incorporation and extension of new communication and information technologies into distance education, as well as the educational attention to learners studying through the distance mode. The *CIDEAD* offers primary education, compulsory secondary education (*ESO*), for school-age pupils, and



distance secondary adult education and Bachillerato. It also participates in vocational training and official language education. Moreover, it provides a distance teacher training course.

As far as languages education is concerned, official languages schools provide this type of education in a distance modality as well. For further information see section 7.11.5..

In addition, the Ministry of Education implemented the distance English language learning programme, *That's English!*, in cooperation with the Spanish Radio Television (RTVE) and the BBC, and with the financial support of other private organisations. Apart from increasing the public provision and geographical coverage, it gives access to an academic certificate (see sections 5.10.4.2. and 5.11.4.2.) and offers greater flexibility, both in terms of enrolment and completion dates and pace of study. This educational provision provides tutored hours in public schools throughout Spain. For further information, see section 7.10.8..

### 7.5.2. Private institutions

Private adult education may be provided requiring attendance or not, both in mainstream schools or in specific adult education schools. The private adult education schools network comprises 204 schools throughout most Autonomous Communities, out of which 46 are specific adult education schools providing full-time education.

Private schools have autonomy to determine their organisation and freedom to establish their own governance and participation bodies.

For further information on private education see section 7.16..

## 7.6. Geographical accessibility

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) establishes that education authorities must foster cooperation agreements on adult education with universities, local corporations and other public or private institutions. It also states that adult education can be provided both through programmes requiring attendance and through distance learning. The Ministry of Education, Social Policy and Sport (MEPSyD), deals with distance education through the *Centro para la Innovación y Desarrollo de la Educación a Distancia, CIDEAD* (Centre for Innovation and Development of Distance Education). For further information, see section 7.5.1.2..

The *CIDEAD* collaborates with all the Autonomous Communities through specific distance education agreements. It also signs agreements with local corporations with the aim of completing the public provision wherever there is not a school because the population is not enough to have one. More precisely, in order to comply with the right of all citizens to receive basic education, especially to the most disadvantaged ones, this need is met through cooperation actions with town councils.

Therefore, adult education is present at local level, even in rural areas where adult education is provided in a wide number of both public and private institutions, such as specific institutions for adults, the so-called popular universities, social initiative institutions, unions, neighbourhood associations, local corporations, universities for adults, etc. In addition, these institutions are usually available for socio-cultural activities in the community. Likewise, and within rural areas, there are institutions for adults in classroom-workshops and also the project *Aula Mentor*, which is provided not only in institutions and classrooms for adults but also in town halls and prisons. For further information on *Aula Mentor* see sections 7.8. and 7.10.9..

The geographical accessibility to training provided by the labour authorities depends upon the body organising it (see section 7.5.). The range of bodies, including local entities and non-profit entities, enables training to be present at local level, even in rural areas, and to be adapted to the context where it is provided.

## 7.7. Admission requirements

The information on the admission requirements for adult education is available in the following subsections.

### 7.7.1. Basic adult education

In most Autonomous Communities, basic adult education is made up of two levels: literacy and numeracy (first level) and consolidation of knowledge and instrumental techniques (second level). The first level – literacy and numeracy – targets people who need to acquire basic reading, writing and numeracy skills. The second level – consolidation of knowledge and instrumental techniques – targets people with a training level below 6<sup>th</sup> grade of Primary Education (see chapter 4 chapter 4) or its equivalents who wish to enrol in adult secondary education or successfully take professional qualification courses.

This provision targets people over 18 who have not already achieved the objectives of each of these levels. In exceptional circumstances, people over 16 may also enrol in this provision if they have an employment contract impeding them from attending mainstream schools or if they are high-performance sportsmen or women.

### 7.7.2. Secondary education for adults

Secondary education for adults is open to people aged over 18 or, in exceptional circumstances, to people over 16 as long as they have an employment contract impeding them from attending mainstream schools or if they are high-performance sportsmen or women. They must also meet one of the following requirements: having passed the 6<sup>th</sup> grade of primary education or its equivalents; having passed the second level of basic adult training, or having reached the objectives of these levels by means of an initial assessment.

Adult secondary education is provided by means of a modular system. Such a structure provides for flexible and open access to any of the four módulos, which are organised into two academic years (see section 7.10.2.). Education authorities decide which is the required academic training to gain access to each level or módulo in each field of knowledge.

### 7.7.3. 'Bachillerato' for adults

The education authorities must promote measures aimed at providing all learners with the opportunity of gaining access to Bachillerato. It is their responsibility to adopt the necessary measures so that adults may be provided with specific provision organised in accordance with their characteristics. They must also organise distance public educational provision in order to respond appropriately to the demand for adult permanent training. This provision must include the use of information and communication technologies.

At present, in order to make it more appropriate to the needs of adults, this provision covers mainstream programmes requiring attendance as well as distance learning and evening classes requiring attendance.

Adult Bachillerato may be taken by people over 18 or over 16 if they request it and have an employment contract impeding them from attending mainstream schools or if they are high-performance sportsmen or women. The Autonomous Communities may include other exceptional circumstances allowing people over 16 and under 18 to enrol in distance or evening Bachillerato.

Moreover, access to adult Bachillerato is conditioned by the same academic requirements applying to mainstream Bachillerato: the Graduado en Educación Secundaria Obligatoria certificate is required. Besides that, people holding the intermediate vocational training Técnico certificate or the intermediate sports education Técnico certificate have direct access to Bachillerato as well. The Plastic Arts and Design Técnico certificate only grants access to the Bachillerato Arts modality.

Pupils at mainstream schools may exceptionally take some subjects through the distance Bachillerato if their school does not offer such subjects due to an insufficient number of pupils.

#### **7.7.4. Vocational training for adults**

Vocational training may be taken in a complete or partial way. The possibility of taking the módulos profesionales partially is specially aimed at adults; therefore access to this kind of provision is regulated by the access rules of adult education. It may be taken by people over 18 or over 16 if they request it and have an employment contract impeding them from attending mainstream school or if they are high-performance sportsmen or women. The Autonomous Communities may include other exceptional circumstances allowing people over 16 and under 18 to enrol in vocational training.

Moreover, access to partial vocational training is conditioned by the same academic requirements applying to vocational training in general.

The information on admission requirements for intermediate vocational training can be found in section 5.7.3., whereas those for advanced vocational training are presented in section 6.6.2.1..

#### **7.7.5. Official languages education**

In order to gain access to official languages education throughout the Spanish territory it is required to be at least 16 the year when the studies are started. Those pupils who intend to enrol in a language different from the one they are learning as a subject in lower secondary education may do it if they are over 14.

Pupils may directly enrol in the intermediate level of the language they took in Bachillerato if they have the Bachiller certificate. Apart from that, in order to enrol in the advanced level it is required to hold the certificate accrediting having passed the intermediate level.

#### **7.7.6. Workshop schools, crafts training centres and employment workshops**

The requirements to enter workshop schools and crafts training centres are: to be over 16 and under 25, to be unemployed and seeking a job by means of the employment public services. As a general rule, no certificate is required to enter workshop schools and crafts training centres, however a minimum previous experience may be required in some specialities.

In order to enter employment workshops, the indispensable requirements are: to be over 25, unemployed and seeking a job by means of the employment public services, as well as to meet the requirements to be able to formalise a training contract. The groups having greater placement difficulties have priority in the selection process, especially the groups defined as 'preferential for action' in each year's national employment plans (the long-term unemployed, unemployed people over 45, women, disabled persons, etc.).

#### **7.7.7. Vocational training for employment**

Vocational training for employment is addressed at all workers, either employed or unemployed, as set out in the following paragraphs:

a) The *demand training* responds to specific training needs of enterprises and workers. It comprises enterprises' training actions and individual training permits. Workers working for enterprises or public entities which are not included in the field of application of the public administrations' training agreements (addressed at public employees), that is, permanent intermittent employees, may take part in this type of training. Unemployed workers and workers subscribed to employment redundancy during their suspension periods may also take *demand training*.

b) The *supply training* aims at qualifying workers to practise professions and to gain access to employment. It targets employed and unemployed workers in the proportion established by the relevant authorities, considering the proposals made by the participation body of the national employment system.

c) Workers with training contracts and unemployed workers may take part in the *alternating training* in the terms established by the specific regulations regulating training contracts and public employment-training programmes, respectively.

### **7.7.8. Access to higher education for adults**

At present, adults may enrol in any of the different forms of higher education, providing they have the required qualifications. Nevertheless, for those people who do not meet this requirement, there are extra or specific examinations leading to gaining access to higher education. To be eligible to take these exams, the candidate must be the minimum age stipulated by the regulations regarding access.

In order to gain access to advanced vocational training by means of an examination it is required to be at least 19 the year when the examination is being taken, or 18 if the pupil accredits holding a Técnico certificate related to the ciclo formativo he/she wishes to enrol in. The examination accredits that the pupil has the maturity associated to the objectives of Bachillerato and the capacities regarding the professional field involved. The education authorities may organise and provide courses for those pupils holding the Técnico certificate to prepare the access examinations. The marks got by pupils in these courses are taken into account in their final access examination mark.

People over 19 may also gain access to higher Arts education by passing an examination accrediting that they have the maturity associated to the objectives of Bachillerato and the necessary knowledge, skills and aptitudes to successfully complete the relevant education.

As far as university education is concerned, Royal Decree 1892/2008 integrates into a single regulation the university access requirements and procedures for, among others, people over 25 and over 45. The new university access examinations set by this Royal Decree will start being taken from 2010 on. Likewise, in order to facilitate training update and professional readjustment, as well as a complete and effective participation in the cultural, economic and social life, the Royal Decree regulates a university access system for those who do not have the required academic qualification but accredit having a given work experience. This system is applicable to people over 40.

Those aged over 25 who do not hold the Bachiller certificate or equivalent may enter university directly if they pass an entrance examination. This examination comprises a general phase and a specific one. The former is aimed at appraising candidates' maturity and suitability for successful completion of their university studies, as well as their reasoning and written communication skills. This test is made up of three exercises covering the following issues: practical criticism or development of a general current topic, Spanish language and a foreign language, which may be English, French, German, Italian or Portuguese.

In cases where the examination is held in universities reporting to the Autonomous Communities with a co-official language, educational authorities may establish a fourth compulsory exercise on its co-official language.

The specific phase has been changed by the most recent regulations, which are in force since January 1<sup>st</sup> 2010. It is aimed at appraising candidates' abilities, talents and skills to follow and complete the studies they choose. It is organised into five options, linked to the five knowledge areas which the official Bachelor degrees are built around: option A (Arts and Humanities), option B (Sciences), option C (Health Sciences), option D (Social and Legal Sciences) and option E (Engineering and Architecture).

The organisation of the access examinations is incumbent upon the universities offering degrees related to the different options. Candidates must take the specific phase in their chosen option. Owing to reasons

regarding access, those degrees offered by universities, which are related to any of the aforementioned options, have priority.

The approach to methodology, development and content of the exercises comprising both phases (as well as the assessment criteria and procedures) are established by every Autonomous Community following a report issued by the universities located within their area.

No academic certification whatsoever is awarded on passing this access examination. Also, it is worth noting that all universities reserve a certain number of places, never lower than 2 % for those who have passed the entrance examination for people who are over 25.

People over 45 with no academic qualification allowing them to gain access to university or who cannot accredit any work experience may also gain access to official Bachelor degrees if they pass an adapted access examination. This examination comprises two general parts: a text analysis or writing about a topical subject and Spanish language. A third part may be included as well, on the co-official language of the Autonomous Community, if applicable.

Candidates must also pass a personal interview, whose positive result is a requirement for admission.

The universities offering the studies applied for by the candidate are responsible for organising the access examination.

Each Autonomous Community, on receipt of a report from its universities, establishes its general guidelines for the examinations' methodology, development and contents, as well as the assessment criteria and the formulas to assess them.

At present, university access is also regulated by means of professional experience for candidates over 40 with no academic certificate qualifying them to gain access to university. The universities must define the accreditation criteria and the field of work experience in relation to each type of studies, so that they can classify candidates. A personal interview must always be included among such criteria.

Universities reserve a percentage of places for people who gain access to Bachelor degrees by passing the university access examination for people over 45 or by accrediting work experience. This percentage is never below 1% or over 3%.

## 7.8. Registration and/or tuition fees

In Spain, adult education is free-of-charge in all educational institutions financed by public funds. The project *Aula Mentor*, a system of distance learning through the Internet which is developed by the *Instituto de Tecnologías Educativas, ITE* (Institute for Education Technologies) of the Ministry of Education, in cooperation with several institutions (other ministries, Autonomous Communities, schools, municipalities and non-governmental organisations), is an exception to this. All the courses of this project have a maximum cost of EUR 24 per month. The initial registration is, in all cases, of two months and the total cost depends on the time spent by the student on completing the course. For further information, see sections 7.6. and 7.10.9..

For further information on the funding of this type of education, see section 2.8.1..

Regarding languages education provided at the official languages schools, the education authorities establish the registration fees.

The programmes provided in workshop schools, crafts training centres and employment workshops are completely free of charge. In order to gain access to such programmes, pupils do not need to register, but the public employment services draw up a listing of people meeting the established access requirements (see section 7.7.4.). From that list, a mixed working group, made up of members of the promoting entity and the relevant public employment service.

The different training activities offered by the labour authorities included in vocational training for employment are free of charge, both for unemployed and employed people.

## 7.9. Financial support for learners

As mentioned in section 7.8., adult education is completely free-of-charge in all publicly-funded schools. Moreover, the Ministry of Education offers grants and financial assistance to pupils in the Autonomous Communities where this competence has not been transferred. It also collaborates to financing grants and financial assistance programmes in the Autonomous Communities which have assumed this competence. The type of grants and financial assistance available for adults enrolled in basic or secondary education is the same as those for mainstream education (see section 2.8.1.). In post-compulsory education (Bachillerato, vocational training, vocational Arts education, sports education and languages education), minimum academic requirements have been established, adapted to the peculiarities of this type of studies. Therefore, students enrolled in the specific provision for adults or who are enrolled partially may obtain a grant if they enrol in at least four subjects or in a number of módulos whose amount of hours is 500 hours per year or more. Pupils must pass all these subjects in order to keep the grant the following year. Pupils enrolled in these options may only apply for grants covering the expenses of schooling, travelling and school materials.

The Ministry of Education also awards grants to cover the expenses of materials and travelling for pupils enrolled in the preparation courses for vocational training and university access examinations.

Moreover, the Ministry of Education grants subventions to private non-profit organisations involved in adult education and training. For further information, see section 7.16..

In addition, the Leonardo da Vinci Programme fosters the development of projects aimed at increasing the mobility of young workers, lasting up to two years, including an exchange lasting from 2 to 26 months. People enrolled in languages education in official languages schools may be awarded a grant as long as they enrol in a complete course. The grant covers the expenses of schooling, travelling and materials. Students may have this grant during the necessary number of years to complete the syllabus and for a maximum of two languages.

As for pupils in workshop schools and crafts training centres, they may be awarded a grant during the first six-month training phase, unless they are incompatible as established by regulations.

Pupils involved in actions included in vocational training for employment and who are unemployed and meet the requirements set by the labour authorities may receive financial assistance covering their travelling, room and board expenses. There are other aids aimed at combining training with taking care of children under six. Apart from the abovementioned financial assistance, the Ministry of Labour and Immigration awards grants to disabled persons and to those with special needs or with difficulties in placement or professional requalification taking part in specific programmes established by the *SPEE* (State Public Service for Employment) or by the Autonomous Communities' employment services.

## 7.10. Main areas of specialisation

The information on the main areas of specialisation is available in the following subsections.

### 7.10.1. Basic adult education

Adult basic education is generally organised into two levels: level 1 or literacy and numeracy, equivalent to literacy and new reader training; and level 2, of consolidation of knowledge and elementary instrumental techniques. In some Autonomous Communities this education is organised in three levels.

Basic education is preparatory to enter adult secondary education. The curricular contents cover the general objectives established for each level into which they are divided (see section 7.4.1.). However, the aforementioned specific curriculum for adult education is not restrict itself to promoting the acquisition of knowledge and concepts by these persons, but must also be used for developing all their abilities and for promoting their social participation and insertion in a plural society.

Regarding level 1, contents related to concepts, procedures and attitudes may be comprehensively organised or in curricular fields or areas, depending on the Autonomous Community. In level 2, contents are always arranged in fields or areas. Such fields' organisation and denomination is different depending on the Autonomous Community but, generally, they deal with basic aspects concerning the Spanish Language and the co-official language of the corresponding Autonomous Community as well as Mathematics and Social and Natural Sciences.

### 7.10.2. Secondary education for adults

The core curriculum of secondary education for adults is open, flexible and adapted to the special characteristics of this type of students. Teachers are responsible for its organisation, implementation and the development of methodology.

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) developed the new structure and curriculum of this stage and set the new organisation of *ESO* for adults.

The new provision is thus organised, on a modular basis, into three two-level areas.

- The Communication area includes the basic aspects of the curriculum of *ESO* referring to the subjects of Spanish Language and Literature and the first foreign language and introduces, if applicable, the relevant co-official language and its literature.
- The Social area includes those aspects referring to the subjects of Social Sciences, Geography and History, Citizenship Education, as well as aspects dealing with perception in the curriculum of both Plastic and Visual Education and Music.
- The Scientific-Technological area includes contents referring to the subjects of Natural Sciences, Mathematics, Technology and aspects related to health and environment in the curriculum of Physical Education.

Education authorities can introduce in the different areas the curricular aspects of the remaining subjects of *ESO* they consider advisable. Anyhow, the organisation of this provision must enable completing it in two school years.

### 7.10.3. 'Bachillerato' for adults

The Bachillerato for adults is identical to the mainstream one. The only difference is to be found in the admission requirements (see section 7.7.3.). For further information about Bachillerato, see sections: 5.11.2., on the study branches and specialisations; 5.13.2., on curriculum, subjects and number of hours. Education authorities must promote measures to make easier for adults to gain access to Bachillerato and to provide a specific offer of these studies in accordance with their characteristics.

In this sense, adult Bachillerato may be taken either in a distance modality or in the modality requiring attendance, also known as evening Bachillerato, with a timetable that facilitates pupils' attendance.

Distance Bachillerato, with the same validity as the modality requiring attendance, was organised by the then Ministry of Education and Culture (*MEC*) in 1998 for all the Autonomous Communities then under its field of management. From that moment, the decentralisation process of the Spanish education system has made it possible to have this modality regulated by the relevant Autonomous Communities.

In the distance teaching-learning processes, with the aim of adapting the curriculum to pupils' special circumstances, some modifications are introduced in the organisation of the provision. Therefore, this modality is articulated on the basis of specific didactic materials and a group of guiding and training actions making up the tutorial support. Such support is performed both remotely (electronically or on the phone) or in person, individually or collectively.

Evening Bachillerato is addressed at adults or other people who cannot attend regular daytime classes due to special circumstances.

The subject distribution in evening Bachillerato is organised in accordance with one of the following models. Each authorised school must choose one model:

- Model A: subjects corresponding to the two grades of Bachillerato are organised in three units distributed in three school years.
- Model B: subjects have the same organisation as in general mainstream daytime classes and are developed and taken in two school years.

#### **7.10.4. Vocational training for adults**

Vocational training for adults is provided in a complete or partial way. In both cases, and in the *módulos profesionales* where it is possible, it may be developed in a distance modality or in a modality requiring attendance. The possibility to enrol in *módulos profesionales* partially is specifically addressed at adults.

In addition, many Autonomous Communities have established a specific distance provision for adults, either partially-distance or with special timetables. The *ciclos formativos* provided through these modalities in each Autonomous Communities are established every year depending on the demand.

The adult vocational training curriculum, either in the distance modality or in the modality requiring attendance, is the same as the curriculum established for general vocational training, with the adaptations that are deemed necessary to provide these studies to adults.

For further information on admission requirements, organisation of educational levels, branches and specialisation of studies and the syllabuses of intermediate vocational training, see sections [7.7.5.](#), [5.10.3.](#), [5.11.3.](#), [5.13.3.](#), respectively. For further information on admission requirements, organisation of the academic year, branches of studies and specialisation of advanced vocational training, see sections [7.7.5.](#), [6.9.2.1.](#) and [6.10.2.1.](#), respectively.

#### **7.10.5. Official languages education**

Education authorities establish that studying the official languages of the European Union Member States must be promoted in the official languages schools, apart from the co-official languages from some regions of Spain and Spanish as a foreign language. They also establish that studying other languages which are especially interesting due to cultural, social or economic reasons must be facilitated.

The organisation of basic level languages education is established by the Autonomous Communities. They take level A2 of the Council of Europe's Common European Framework of Reference for Languages as a reference to organise it.

As far as the intermediate and advanced levels are concerned, the education authorities are responsible for establishing the corresponding curricula, which must comply with the core curricula established state-wide, which are in turn adapted to levels B1 and B2 of the Common European Framework of Reference for Languages.



### 7.10.6. Workshop schools, crafts training centres and employment workshops

Workshop schools, crafts training centres and employment workshops are mixed employment and training programmes, aimed at integrating unemployed people into the labour market. Such programmes consist on developing a project related to works or services with a public usefulness or social interest, which enables pupils to carry out a work which is at the same time effective and formative in relation to such work. The objective of these programmes is to provide pupils with a professional qualification facilitating their work placement.

In addition, worker pupils attending a workshop school, crafts training centre or employment workshop who have not achieved the objectives of compulsory secondary education may take part in specific basic education programmes which make it possible to continue their education in the different type of studies within the education system, especially by means of the access examinations set by regulations.

With the aim of enabling the access of worker pupils attending workshop schools, crafts training centres and employment workshops to the new information and communication technologies, a computer literacy módulo of at least 30 hours is provided in every project.

### 7.10.7. Vocational training for employment

The following training initiatives are included within vocational training for employment:

- The *demand training*, which comprises enterprises' training actions and individual training permits, totally or partially publicly funded, in order to respond to specific training needs, posed by enterprises and workers.
- The *supply training*, which comprises training plans mainly targeting employed and unemployed workers, aimed at qualifying workers to practise professions and to gain access to employment.
- *Alternating training*, which is made up by training actions for training contracts and public employment-training programmes, making it possible for workers to combine training and their professional practice in their workplace.
- Training support and company actions, which are actions making it possible to improve the efficacy of vocational training for employment.

### 7.10.8. Non-formal education

Both mainstream and specific adult education institutions provide non-formal education, which completes formal education corresponding to adult basic education and non-compulsory levels (Bachillerato and vocational training) with other options including a wide range of socio-cultural activities, training for leisure programmes, work training, Spanish for foreigners, etc. This training provision is regulated and developed by the different Autonomous Communities, as well as the town/city councils and other organisations.

### 7.10.9. Training in information and communication technologies

As far as adult education and information and communication technologies (ICT) are concerned, the project *Aula Mentor* should be mentioned. It is

an open, access-free and distance training system put into practice through the internet by the *Instituto de Tecnologías Educativas, ITE* (Institute for Education Technologies) in cooperation with many other institutions (ministries, education administrations, schools, town councils, NGOs, etc.).

It is based on an advanced training programme, which allows study regardless of where the student is and their availability, allowing the pace of study to be adapted according to the individual characteristics of each student.

The system is based on a telematics tutorial by means of which every student communicates with their tutor through an electronic system of interaction. It includes a system of control, assessment and analysis of students' progress. The Ministry of Education certifies the course through an exam, which evidences the level of knowledge acquired.

*Aula Mentor* comprises more than one hundred courses whose registration is always open. It pays special attention to information and communication technologies (web design, programming, office automation, etc.), but it also offers courses on other subjects: media, English, environmental issues, culture and general knowledge, electronics, health and education and training on managing small and medium enterprises.

## 7.11. Teaching methods

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) establishes that adult education methodology should be based on self-learning, taking into account the learners' experiences, needs and interests. In addition, adult education may be completed both through programmes requiring attendance and through distance learning.

The *LOE* also establishes that the education authorities, which organise distance education, must include information and communication technologies (ICT) as a tool for adult permanent training. All the guidelines issued by Spanish institutions with relation to adult education stress the fact that access to new technologies must be facilitated in order to prevent people from missing out on opportunities or becoming socially excluded. In Spanish adult education, new technologies have been introduced both as an objective and as a didactic method. The reason for regarding them as an objective may be found in the lack of competences in these technologies, which is considered, generally speaking, as an evident justification of the persistence of high levels of unemployment in socially disadvantaged groups. On the other hand, knowledge of ICT is already a basic skill necessary for active participation in society, work and daily life. And new technologies are regarded as a method since learning based on ICT offers an enormous potential for innovation in teaching and learning methodology.

In addition, special attention is paid to disabled persons in adult education, both regarding accessibility conditions and the necessary support resources.

The information on the methodology used in the different levels of adult education is detailed under the following subsections.

### 7.11.1. Basic adult education

The methodology for adult basic education is based on the participants' experience, taking into account prior knowledge and educational progress, encouraging dialogue and participation, as well as team work. Level 1 (literacy and numeracy) is only provided through programmes requiring attendance, although level 2 (consolidation of knowledge and instrumental techniques) may also be taken through distance learning. The content of this level is organised into módulos.

In order to keep in direct contact with learners so as to know about their interests and needs, there is a one-week period for guidance and academic supervision both at level 1 and level 2.

### 7.11.2. Secondary education for adults

The legislation regulating the basic lines of development of compulsory secondary education (*ESO*) for adults establish that this provision must be organised into a set of independent but inter-coordinated módulos. Each knowledge area comprises four módulos of differing duration, which are taught over two school years (see section 7.10.2.).

This modular structure is flexible and open as regards learners' access, study pace and choice of módulos to be studied.

Furthermore, *ESO* may be taken both through programmes requiring attendance and through distance learning.

With regard to adult vocational training, the same basic characteristics apply here as in general vocational training (for further information, see section 5.14.3.).

### 7.11.3. 'Bachillerato' for adults

As far as adult Bachillerato is concerned, apart from the methodological considerations established for mainstream Bachillerato (see section 5.14.2.), methodological adaptations may be made for adults. On the one hand, evening and distance classes are provided, and, on the other hand, the promotion rules are not the same as those set for mainstream Bachillerato (see section 7.13.3.).

### 7.11.4. Vocational training for adults

As regards vocational training for adults, just like other studies addressed at adults, its methodology must be flexible, open and based on self-directed learning. The provision is adapted to students' personal conditions, capacities, needs and interests, with the aim of making it possible to combine learning with other activities and responsibilities. In addition, the methodological considerations established for mainstream vocational training are also applied (for further information see sections 5.14.3. and 6.12.2.1.).

### 7.11.5. Official languages education

Education authorities have established the different modalities to enrol in official languages education.

In the modality requiring attendance, pupils attend classes regularly in the course of a school year. The number of groups and the timetables for each language and grade are announced before the registration process period in the relevant official languages school.

Some Autonomous Communities establish a partially-distance modality, which offers an alternative organisation of hours, semesters and courses as compared to the modality requiring attendance. In some cases, this training is complemented by a greater number of hours devoted to individual work.

Furthermore, in order to provide a suitable response to continuing training for adults, the education authorities may integrate distance languages education into the official languages schools.

At present, the *That's English!* Programme (see section 7.5.1.2.) offers official languages enseñanzas de régimen especial's basic and intermediate level contents in two school years, respectively. These courses are organised in módulos.

Moreover, official languages schools may also provide specialised courses for improving competences in languages and for teacher training or other professional groups.

These schools also offer the possibility to enrol in languages education by means of an independent study modality, in which pupils only attend official examinations leading to obtaining the certificates corresponding to the different levels.

#### **7.11.6. Workshop schools, crafts training centres and employment workshops**

The workshop schools and crafts training centres projects comprise a first initial training stage and a second alternating training stage.

In both cases, during the training part, pupils receive occupational vocational training adapted to the job they are going to practice and to the contents included in the legislation regulating professional certifications. During the training stage, pupils have the right to receive financial aid and the obligation to attend classes and successfully follow the theoretical and practical education being taught. Three non-justified absences in a month or nine absences in the stage, as well as a misuse of classes, are considered a reason for dismissal in both programmes.

During the alternating training stage, pupils complete their training with professional work and practice. The employment relationship between pupils and the promoting entity is materialised in a contract whose length cannot go beyond the date when the workshop schools or crafts training centres programmes are over. During this stage pupils receive the salary established in regulations.

In the case of employment workshops there are not two training stages, but a single alternating vocational training phase, in which pupils have a contract with the promoting company from the beginning. During the employment workshop, pupils receive vocational training in relation with the job they practice and the contents included in the legislation regulating professional certifications. Just as in the other programmes, the length of the contract cannot go beyond the date when the employment workshop is over.

All the abovementioned programmes are structured into módulos linked to each of the specialities which have to be undertaken for the final project. Each módulo usually has eight pupils.

#### **7.11.7. Vocational training for employment**

Training actions which are part of vocational training for employment are structured into several módulos formativos with their own objectives, contents and length.

The training offer leading to obtaining the professional certifications is organised in módulos, with the aim of favouring the partial accumulative accreditation of training and enabling workers to go forward in their vocational training pathway, whatever their labour situation in each moment.

In the training which is not linked to obtaining professional certifications, each action or módulo formativo has an appropriate length to its aim, depending on the target group, the training modality, the number of pupils and other objective criteria, but it is never under 6 teaching hours. A smaller number of hours may be devoted to some knowledge areas which are considered cross-curricular and a priority by the relevant labour authority.

A worker's participation in training actions cannot be over 8 daily hours.

This training may be provided in a modality requiring attendance, in a distance modality, through e-learning or a mixed modality. Training requiring attendance is organised in groups of 25 participants at the most. In the distance or e-learning modalities there is at least a tutor for every 80 participants. Nevertheless, the labour authorities may establish a smaller number of participants in their respective fields of management.

### 7.11.8. Distance learning

Distance education is highly encouraged in Spanish adult education. The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) states that the education authorities must organise distance education.

In the case of some social groups, such as disabled people, those living in rural areas far from educational institutions or abroad, or those belonging to special groups such as musicians or athletes, distance education is the only way of accessing education in equal opportunities.

Information and communication technologies offer an important potential for distance education, more resources and fewer costs. In addition, the access of students and teachers to didactic services at any time and in any place allows them to make better use of their time in a more productive way, regardless of their personal situation or place of residence.

Regarding the structure of this type of education, distance secondary education for adults has a modular structure for the awarding of the Graduado en Educación Secundaria Obligatoria certificate. In basic education, the contents are taught in a globalised way. Some Autonomous Communities have established that in basic education at least the literacy level must be taken in the modality requiring attendance.

Distance Bachillerato is organised in two school years, as established by the regulations for mainstream Bachillerato. Pupils may enrol in the number of subjects they wish either from the first or the second grade, according to their possibilities and time availability, although in the case of subjects with the same name or somehow linked it is required to have passed the subject of the lower level to enrol in the next one. In this type of education tutorial support is voluntary and may be carried out in person or online, so that the use of the information and communication technologies is very important. Some Communities propose a partially-distance model.

Distance vocational training is organised in módulos, just like mainstream vocational training. The ciclos formativos provided in each Autonomous Community are established every year depending on the demand. Apart from the distance modality and the modality requiring attendance, some Autonomous Communities offer the possibility to enrol in a partially-distance modality.

## 7.12. Trainers

The following sections include information regarding the type of teachers teaching the training offered by the education and labour authorities for adults.

### 7.12.1. Trainers in the provision offered by education authorities

Nowadays, provision for adult education is carried out by different types of official non-university teachers: maestros, technical teachers of vocational training, secondary education teachers and teachers of official language schools. For further information, see sections 8.1..

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) states that those teachers working in adult education must have the relevant qualifications in order to provide this type of education. Exceptionally, in the case of official languages schools teachers, the education authorities establish that foreign professionals who do not have the required certificate may be hired as specialist teachers, depending on their qualifications and the needs of the education system. Also exceptionally, in the case of vocational training, professionals without the required certificate may be hired as vocational specialist teachers, if they carry out their activity in the labour field, depending on their qualifications and the needs of the education system. These incorporations have a labour or administrative nature, in compliance with the relevant regulations.

In addition, it also establishes that education authorities must provide these teachers with suitable training so that they can meet the needs of this type of learners. The training of adult education teachers who provide attendance and/or distance education programmes is organised in different ways according to what the *LOE* stipulates, along with the following regulations:

The May 5 1994 Ministerial Order reorganises the Network of Teacher Training and Resource Institutions in each regional administration whereas the April 27 1994 Resolution regulates the notification of competitive exams and qualifications for teachers' in-service training.

At present, and in cooperation with the Autonomous Communities, the Ministry of Education may offer in-service e-learning for teachers providing adult education.

Both in the Autonomous Communities and the Ministry of Education's permanent training and in postgraduate training, masters, etc. there are courses and specialities specifically focused on adult education. In addition, in the regional or provincial level, initial teacher training is carried out for those that have just entered the network of public institutions and those that provide distance education. The *Centro para la Innovación y Desarrollo de la Educación a Distancia, CIDEAD* (Centre for Innovation and Development of Distance Education) plans, manages and leads this type of training. At provincial level, specific training courses for teachers are developed. These courses are aimed at those teachers providing education in secondary education for adults.

It should be mentioned that in some universities adult education may be included within their syllabuses for Bachelor in Pedagogy and Bachelor in Primary Education.

The Grundtvig Programme is also worth mentioning. Through the European Lifelong Learning Programme (LLP), it offers training assistance, thus facilitating the mobility of adult education staff.

### **7.12.2. Trainers in workshop schools, crafts training centres and employment workshops**

At workshop schools, crafts training centres and employment workshops, there is a monitor specialised in the relevant professional activity who is responsible for teaching and assuring that the project's material objectives are achieved by means of a real work environment.

The monitors are selected for each módulo. Generally speaking, the theoretical part of training is taught by teachers with a high academic level, while the practical part is taught by qualified professionals with accredited experience.

Teachers may work part-time or full-time, depending on the training pathway and the project's needs. Occasional collaborations of technical professionals in a given módulo formativo are also possible, to teach the complete módulo or only a part. Among other functions, teachers train pupils professionally, supervise the project's works and tasks and advise pupils on their search for employment and self-employment.

Support and compensatory education teachers also take part in pupils training, whose main role is to advise pupils to achieve their work placement.

For further information, see the report: *Overview of the Vocational Education and Training System, Spain*.

### **7.12.3. Vocational training for employment trainers**

There are several types of teachers at vocational training schools teaching vocational training for employment:

- Teachers and trainers of training plans in *SEPE* vocational training schools or in the Autonomous Communities' employment services: 'teaching' public servants and workers with an employment contract.

They are responsible for developing training activities in different vocational training areas or specialities. As far as their initial training is concerned, being a diplomado, technical engineer or designer (equivalent to diplomado in Architecture) is required. Regarding in-service training, teachers may take part in programmes to update their ICT competences, enterprises training programmes for trainers within the vocational training system and the improvement plan for vocational training for employment teachers.

- Experts who have been hired to teach at *SPEE*'s vocational training or the Autonomous Communities' employment services. This type of teachers, hired on an annual basis, ensure the development of most training activities in training for employment schools. As regards their initial training, academic certificates related to the project are required. As regards their in-service training, they can take part in the improvement plan for vocational training for employment teachers.
- Vocational training for employment teachers and trainers in non-official schools. They are trainers or experts, permanent or occasional collaborators, from public, partially public or private schools, recognised and accredited, who have signed an institutional collaboration agreement to develop vocational training activities. Regarding teachers' initial training, certificates related to the project are required. Regarding their in-service training, they can take part in the improvement plan for vocational training for employment teachers.
- Teachers and trainers in enterprises:
  - Permanent and occasional trainers: Generally speaking, only big or medium enterprises have their own training systems to respond to their needs in this field. This activity is not regulated, but each company or organisation carries it out independently. In enterprises, staff devoted to training activities, either totally or partially, is very diverse: permanent managers, regular or occasional training collaborators, either external trainers from a consulting firm or from subcontracted training entities, external consultants or trainers hired as freelance professionals.
  - Tutors of on-the-job training and internships. In vocational training within the education system, people responsible for ensuring a successful development of the 'on-the-job training' módulo are appointed, which is a training unit which takes place in enterprises. Tutors are also appointed in vocational training for employment, for training actions addressed at workers with transverse and horizontal responsibilities in different areas of the economic activity. These teachers must have a good knowledge of the profession and proved experience in the field of work or speciality. They may also take part in on-active-duty training activities, such as the general training plans and programmes and the improvement plan for vocational training for employment teachers.
- Teachers at employers' organisations and unions. They are responsible for guaranteeing the successful development of these organisations' training plans and programme contracts, in worker training for all responsibilities and in different areas of the economic activity. Schools are responsible for selecting, hiring and training these teachers. In general, they are required to have a good knowledge of the profession and proved experience in the field of work or speciality. They may also take part in the general training plans and programmes and the improvement plan for vocational training for employment teachers.
- Trainers at private training schools. There are private vocational training organisations, offering their services in the free market, not only to enterprises and organisations (in order to help them meet their training needs and increase their competitiveness), but also to individuals (in order to help them acquire or improve their competitiveness and increase their employability). In general, teachers are required to have a good knowledge of the profession and proved experience in the field of work or speciality. They may also take part in the general training plans and programmes and the improvement plan for vocational training for employment teachers.

- For further information see the report *Overview of the vocational education and Training System. Spain*.

## 7.13. Learner assessment/progression

The information on learner assessment is detailed in the following subsections.

### 7.13.1. Basic adult education

Learner assessment in basic education for adults is considered as a process of integration as well as being continuous and personalised, aimed at the acquisition of both the basic contents and educational practices.

In order to access this type of provision, an initial assessment of the learner's level and previous experiences along with his/her personal interests and expectations is carried out. All this data is reflected in the learner's academic report.

The maestros are responsible for deciding the assessment techniques and tools to be used.

### 7.13.2. Secondary education for adults

Education authorities establish that pupils must be initially assessed in order to proceed to their guidance and classification. In this assessment, which is confidential, information is gathered on the education and training history of pupils, their interests and needs, how much time they have, their work expectations and other relevant aspects related to the election of training pathways.

Pupil assessment in this provision is formative, continuous and integrating. It responds to criteria previously established and focuses on acquiring the established competences and objectives. Different procedures are established to that aim, such as continuously monitoring the learning process, written and/or oral examinations, objective tests, pupils' works, participations, etc.

Generally speaking, assessment is carried out by módulos, although it is intended to be global so that the conception of knowledge as integrated knowledge is not hindered. Assessment's continuous and formative nature is reflected by adopting improvement, educational reinforcement or curricular adaptation measures in those cases where pupils' progress is not adequate.

### 7.13.3. 'Bachillerato' for adults

The assessment of pupils enrolled in Bachillerato

for adults is governed by the same criteria as in mainstream Bachillerato: assessment is continuous and separated for each subject making up the curriculum (for further information, see section 5.15.2.). However, distance Bachillerato's specific features are taken into account, which impede carrying out a continuous assessment in the same conditions as in mainstream Bachillerato. In this case, the handing over of tasks and their adequacy, the participation in proposed forums when applicable or any other element included in teaching plans are taken into account.

Both in the distance modality and in the modality requiring attendance, the assessment sessions are carried out in person. Generally speaking, three quarterly written examinations and two final examinations, as well as one ordinary examination (usually in June) and one extraordinary examination (usually in September), are established for each subject. Final examinations cover all the subject's contents.

Pupils enrolled in Bachillerato for adults are not subject to the time limit of four years for completion, as they are in mainstream programmes. Besides, they may freely enrol in the subjects of their choice, from either the first or second year, although in the case of subject areas that are linked or have the same name, a pass is



required at the previous level before progressing to the next. The Autonomous Communities may establish additional requirements.

#### **7.13.4. Vocational training for adults**

The assessment of vocational training for adults follows the same guidelines as those established for mainstream vocational training within the education system. For further information, see sections 6.13.. In the distance modality, the final assessment in each of the módulos profesionales requires passing examinations in person and is combined with continuous assessment processes. Pupils have as many opportunities to pass as in the modality requiring attendance.

#### **7.13.5. Official languages education**

Pupil assessment in languages education's basic, intermediate and advanced levels respectively take levels A2, B1 and B2 of the Common European Framework of Reference for Languages as a reference. Assessment is continuous in the modality requiring attendance, the distance modality and the partially-distance modality, although at the end of the last year of each level a certification examination is carried out, leading to obtaining the corresponding certificate. Each Autonomous Community establishes the number of yearly opportunities to take the certification examinations, always being the same examination for pupils enrolled in the official modality or in the independent study modality.

Meeting the academic requirements established for each languages education level entitles to obtaining the corresponding certificate, whose effects are established in the definition of the curriculum's basic aspects for each language.

#### **7.13.6. Workshop schools, crafts training centres and employment workshops**

Pupils in workshop schools and crafts training centres have an obligation to attend and follow the theoretical and practical training they are enrolled in. Legislation regulating such programmes establishes that unjustified absences and not following the provision successfully may cause dismissal from the project and losing the right to receive a grant. The person responsible for the project makes this decision.

People participating in the training provided by employment workshops are hired by the promoting entity from the moment when the project starts until its end. Therefore, this entity is responsible for assessing them.

#### **7.13.7. Vocational training for employment**

In vocational training for employment programmes, pupil assessment is systematic and continuous, carried out by módulos and, when applicable, by training units, with the aim of assessing the outcomes of learning and the acquisition of professional competences.

Such assessment is carried out by trainers providing the training actions, on the basis of the capacities and assessment criteria established for each módulo formativo.

Trainers set out the results obtained by pupils in each módulo formativo in writing. They also draw up an assessment record where the outcomes achieved by pupils are included, pointing out if they have acquired or not the capacities of each módulo formativo and, therefore, the professional competence of the units they are linked to.

In order to obtain the accreditation of the competence units, pupils must have a positive assessment, in terms of pass or fail, in the módulos formativos linked to each of the competence units.

## 7.14. Certification

The information on certification in the different types of provision is detailed in the following subsections.

### 7.14.1. Basic adult education

Formal education programmes for adults entitle learners who have met the requirements set out by the relevant education authority to the same academic certificates as those provided by the mainstream education system.

At the end of level I, and in every módulo of level II, the learner is awarded a diploma, specifying a 'pass' provided he/she has achieved the required objectives. However, if the learner does not manage to achieve the objectives at level I, or any of the módulos of level II in one academic year, his/her academic record will show a 'fail', stating the objectives actually attained in the learner's individual assessment report.

In such case, most Autonomous Communities establish the possibility to obtain a certification including the work done. For instance, they accredit having passed each curricular field or area and the hours devoted to each academic year.

### 7.14.2. Secondary education for adults

Adults who successfully complete the fourth módulo of every area of knowledge included in secondary education for adults will be awarded the Graduado en Educación Secundaria Obligatoria certificate, which will entitle them to access Bachillerato, vocational training and employment.

Besides that, all learners receive a certification from the institution in which the módulos were studied and the marks obtained can also be shown, at the student's request.

In addition, and as stipulated in the 2006 *Ley Orgánica de Educación, LOE* (Act on Education), education authorities may organise exams aimed at learners older than 18, so that they can be directly awarded the Graduado en Educación Secundaria Obligatoria certificate, provided they have acquired the basic competences and objectives of the stage. These exams are based on three knowledge areas: communication, social and scientific-technological areas.

### 7.14.3. 'Bachillerato' for adults

Adults successfully completing Bachillerato obtain the Bachiller certificate. For further information, see section 5.17.2..

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) also establishes that it is the responsibility of the education authorities to periodically organise examinations so that people who are over 20 can be directly awarded the Bachiller certificate, provided they have reached the objectives of Bachillerato. Such examinations will be organised depending on the specific type of Bachillerato (see section 5.13.2.).

### 7.14.4. Vocational training for adults

The certification of vocational training for adults has the same requirements as mainstream vocational training. For further information, see sections 5.17.3. and 6.15.2.1. on the certification of intermediate and advanced vocational training respectively.

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) stipulates that education authorities are the ones responsible for organising exams in order to award some of the vocational training certificates provided that the learner has managed to achieve the basic objectives established in the curriculum. In addition, there is a set of requirements that learners should meet in order to sit this exam: they must hold the Graduado en

Educación Secundaria Obligatoria certificate and be 18 years old in the case of the Técnico and the Bachiller certificates and 20 for the Técnico Superior (or 19 in the case of those who already have the Técnico certificate). In addition, people who have completed módulos profesionales included in certifications and linked to competence units by means of partial enrolment may take these examinations in order to pass the módulos profesionales they have not completed yet.

#### **7.14.5. Official languages education**

It is possible to obtain a certificate at the end of each of the official languages education levels after passing the specific examinations established by the education authorities. There are three types of certificates, corresponding to each of the levels: basic level (A2), intermediate level (B1) and advanced level (B2). The basic level certificate enables accessing the intermediate level, and the intermediate level certificate enables accessing the advanced level.

These certificates accredit languages competences in each level and are valid state-wide.

#### **7.14.6. Workshop schools, crafts training centres and employment workshops**

Pupils at workshop schools, crafts training centres or employment workshops receive a certificate issued by the promoting entity. Such certificate includes the programme's length in hours, as well as the level of the acquired theoretical-practical training and the completed módulos formativos.

This certificate may be validated as a professional certification, as stated by Royal Decree 34/2008, which regulates professional certifications. This Royal Decree establishes that pupils who have completed the módulos of the alternating training programmes (workshop schools, crafts training centres and workshop schools) may obtain the corresponding professional certification or a partial accreditation, as long as they correspond to módulos formativos at the level 1 of the *Catálogo Nacional de Cualificaciones Profesionales, CNCP* (National Catalogue of Vocational Qualifications). Such certification or accreditation is issued by the relevant body of the Autonomous Community, accredits the acquired professional competences in relation to the *Sistema Nacional de Cualificaciones y Formación Profesional, SNCFP* (National Qualifications and Vocational Training System) and is valid state-wide.

#### **7.14.7. Vocational training for employment**

The provision of vocational training for employment linked to the National Catalogue of Vocational Qualifications is made up by training aimed at obtaining professional certifications.

Professional certifications officially accredit the professional skills qualifying to practice a profession. These skills refer to the competence units of the professional qualifications included in the National Catalogue of Vocational Qualifications. A competence unit is the minimum unit which may be accredited and accumulated to obtain a professional certificate, each of them including more than one competence unit.

On the one hand, a professional certification is issued when all the módulos formativos corresponding to all the competence units it is structured in are completed. Partial accumulative accreditations are issued when the módulos formativos corresponding to one or more than one competence units are completed.

On the other hand, in the training which is not linked to the training offer of the professional certifications, each participant completing the training action is awarded an attendance certificate, and those who had a positive assessment also receive a certified diploma. The competences that have been acquired by means of this type of training may be recognised through total or partial accreditations of the professional certifications, following the procedure and the requirements to assess and accredit the competences acquired by means of work experience and non-formal learning.

The *Servicio Público de Empleo Estatal, SPEE* (State Public Service for Employment) and the public employment services at the Autonomous Communities are responsible for issuing the professional certifications and the partial accreditations. The professional certifications issued by these bodies are official and valid state-wide.

## 7.15. Education/employment links

In Spain, there are different organisations and institutions, both in the private and public sectors, in charge of providing professional advice and guidance services. In addition, it should be taken into account that every local or autonomous administration tends to develop its own guidance services.

Moreover, the 2006 *Ley Orgánica de Educación, LOE* (Act on Education) establishes that adults may learn both by means of formal or non-formal education and experience, either work experience or in social activities. Therefore, links have been established between both pathways, and measures are taken to validate learning acquired by those means (for further information, see section 7.1.).

The information regarding education/employment links in the different types of adult education is detailed in the following subsections.

### 7.15.1. Education/employment links in basic adult education and 'Bachillerato'

Educational guidance in basic education (basic education and secondary education for adults) and in adult Bachillerato is organised into two levels:

- For the classroom or group of students. The person responsible for this group is both a teacher and a form teacher who usually devotes a set of specific periods to tutorials during the week.
- At the school level, for which the Counselling Department is usually responsible. This department uses the information provided both by the University Employment and Guidance Services and the *Servicio Público de Empleo Estatal, SEPE* (State Public Service for Employment)). These departments are involved in the following areas: provision of support to the process of teaching and learning; professional and academic guidance and tutorials.

### 7.15.2. Education/employment links in vocational training for adults

Regarding vocational training for adults, both intermediate and advanced ciclos formativos, include within its contents one or more módulos profesionales related to guidance, labour relations and the development of the entrepreneurial spirit, without detriment to having that subject as a cross-curricular subject. This training aims at getting to know the opportunities to learn, to have a job, to create and manage enterprises, self-employment, to organise work and relations within an enterprise, basic labour regulations, regulations on equal opportunities and non-discrimination against disabled persons, as well as the rights and duties arising from labour relations, to facilitate the access to a job or professional reinsertion. The módulos contents are focused on the characteristics of each professional family or productive sector(s).

Likewise, adults attending vocational training also have to pass the professional Workplace Training (*FCT*) módulo. This consists of a specific training block, the contents of which are organised according to a set of productive activities characteristic of the professional profile. The most remarkable characteristic of this type of training is that it takes place in the workplace (the company), where learners can observe and take part in the activities and functions which are specific to certain professions. They also get to know the organisation of the productive processes or services and those related to labour relations. Learners are always guided and advised by their form teachers in their institutions as well as in the workplaces.

### 7.15.3. Education/employment links in university education

At university level, the *Centros de Orientación e Información para el Empleo, COIE* (Centres for Employment, Guidance and Information), are to be found in many universities. They are managed by the Autonomous Communities where this power has been transferred, and provide guidance and information services on course completion. Regarding employment, they also act as intermediaries between companies and learners. For further information on the *COIE*, see section 6.16.1..

### 7.15.4. Education/employment links in workshop schools, crafts training centres and employment workshops

Pupils enrolled in workshop schools, crafts training centres and employment workshops acquire skills and knowledge in relation to an occupation, qualifying them to accede to a job in the main occupation learned, or in other occupations of the same professional family.

Workers taking part in workshop schools, crafts training centres and employment workshops receive guidance, counselling, professional information and business training during the entire training process (training and experience). These programmes have the appropriate staff and methods to perform this task.

### 7.15.5. Education/employment links in vocational training for employment

In vocational training for employment, with the aim of promoting and spreading among enterprises and unemployed workers a training responding to their needs and contributing to the development of an economy based on knowledge, a series of objectives linking education and employment have been established (see section 7.4.6.).

In addition, an integrated vocational information and guidance system has been set up to guide unemployed and employed workers as regards opportunities for training and employment and the possibilities of recognition and accreditation of their qualifications. Such system is at the service of the definition and creation of individual professional pathways, in order to improve workers' employability, as well as the entrepreneurial spirit and the support to self-employment and business initiatives.

## 7.16. Private education

Private institutions engaging in adult education fall basically into three main types:

- Private non-profit. They are funded by a set of authorities and tend to take a prominent role in social activities. They also provide a wide range of cultural offerings in addition to strictly educational activities. Among such institutions, the People's Universities and People's Schools for Adults deserve mention. The former are grouped together in the Spanish Federation of People's Universities (FEUP) and are closely linked to the local administration. They are private institutions, usually related to a foundation, but funded by public subsidies. Besides dealing with adult education, they are also used as social and cultural institutions for the surrounding area. They work with a comprehensive proyecto educativo aimed at covering technical and labour qualifications, social and cultural intervention among marginal groups, the promotion of social participation, the obtaining of social resources, etc. They are to be principally found in rural areas rather than in large cities. People's Schools for Adults are grouped into the Federation of Adult Education Associations (FAEA). The FAEA is made up of community groups belonging to associations organising adult education activities. Its goal is to promote a kind of schooling characterised by a comprehensive, supportive and democratic nature in which all members of the community can participate.

- Private profit-making schools involving learner attendance. Essentially, these provide informal vocational and foreign language training with no official academic validation, as well as formal education to help learners achieve basic education certificates.
- Private, profit-making distance education centres. They mainly provide foreign language and vocational training courses. Most of these schools are members of the National Association of Distance Education Centres (*ANCED*).

## **7.17. Statistics**

Statistics on adult education are detailed in the following subsections.

### **7.17.1. Pupils**

**Table 7.1.: Number of learners enrolled in formal adult education, broken down by types of provision. School year 2007/08**

Type of provision		Number of learners	
<b>Total number of learners enrolled</b>		409,231	
<b>Basic education</b>	Basic literacy and numeracy	98,075	139,555
	consolidation of knowledge	41,480	
<b>Secondary education for adults</b>	Formal attendance programmes	85,295	122,903
	Distance education	37,608	
	Provision aimed at preparation for the examination leading to the Graduado en Educación Secundaria certificate	10,228	
<b>Technical-professional provision</b>	Provision aimed at preparation for the access examination leading to Intermediate Level cycles	4,138	
	Provision aimed at preparation for the access examination leading to Advanced Level cycles	14,215	
	Other types of Technical-Professional provision	55,231	
<b>Other types of provision</b>	Examinations leading to university access for people over 25	12,774	62,961
	Spanish language and culture for immigrants	48.034	
	Other co-official languages	2.153	

Source: *Estadística de las enseñanzas no universitarias*. Detailed results 2007/2008. Office of Statistics, Ministry of Education.

**Table 7.2.: Percentage of women in formal adult education, broken down by type of provision. School year 2007/08**

Type of provision		% Women
<b>Total number of learners enrolled</b>		63,1
<b>Basic education</b>	Basic literacy and numeracy	78.7
	consolidation of knowledge	71.8
<b>Secondary education for adults</b>		49.9
<b>Technical-professional provision</b>	Provision aimed at preparation for the access examination leading to intermediate level cycles	53.3
	Provision aimed at preparation for the access examination leading to advanced level cycles	59.2
	Other types of technical-professional provision	74.7
<b>Other types of provision</b>	Examinations leading to university access for people over 25	56.9
	Spanish language and culture for immigrants	49.9

Source: *Estadística de las enseñanzas no universitarias*. Detailed results 2007/2008. Office of Statistics, Ministry of Education.



**Table 7.3.: Percentage distribution of learners in formal adult education, broken down by age<sup>1</sup>. School year 2007/08**

	<b>% of learners</b>
16 to 19	19.8
20 to 24	14.2
25 to 29	9.2
30 to 39	14.2
40 to 49	14.1
50 to 64	15.4
> 64	13.1

<sup>1</sup>Learners not assigned to an age range have not been taken into account to calculate this information.

Source: *Estadística de las enseñanzas no universitarias*. Detailed results 2007/2008. Office of Statistics, Ministry of Education.

**Table 7.4.: Lifelong learning: students between 25 and 64<sup>1</sup>. 2008 (annual arithmetic mean, on the basis of quarterly data).**

	<b>(%) of students enrolled in some kind of provision</b>
<b>Total</b>	10.4
<b>Women</b>	11.3
<b>Men</b>	9.5

<sup>1</sup> Population included: those aged between 25 to 64 years old, both employed and unemployed, who in the last four weeks have taken any type of studies, whether or not within the framework of the workplace.

Source: Eurostat.

**Table 7.5.: Participation percentages in education activities, broken down by sex and highest level of completed studies. Year 2007.**

	Participation in formal			Participation in non-formal		
	education activities			education activities		
	Both sexes	Men	Women	Both sexes	Men	Women
<b>First stage of secondary education and lower levels</b>	1.54	1.38	1.70	13.76	14.48	13.06
<b>Intermediate studies</b>	6.33	5.89	6.82	30.13	30.05	30.22
<b>Higher and university studies</b>	12.07	11.23	12.90	42.75	40.94	44.52

'Intermediate studies' include: Bachillerato, intermediate technical-vocational training and their equivalents.

Source: National Institute of Statistics. *Encuesta sobre la Participación de la Población Adulta en las Actividades de Aprendizaje, EADA* (Survey on the Participation of the Adult Population in Learning Activities).

**Table 7.6.: Number of pupils enrolled in languages education, broken down by type of provision. School year 2007/08.**

Types of provision		Number of pupils	
<b>Total number of registered pupils</b>		370,473	
<b>Provision requiring attendance</b>	Basic level	174,669	
	Intermediate level	88,116	337,002
	Advanced level	74,217	
<b>Distance provision</b>	Distance English programme	33,471	

Source: *Estadística de las enseñanzas no universitarias*. Detailed results 2007/2008. Office of Statistics, Ministry of Education.

**Table 7.7.: Percentage of women in languages education, broken down by type of provision. School year 2007/08.**

Types of provision		% of women	
<b>Total number of registered pupils</b>		66.8	
<b>Provision requiring attendance</b>	Basic level	66.3	
	Intermediate level	66.7	67.1
	Advanced level	69.6	
<b>Distance provision</b>	Distance English programme	63.8	

Source: *Estadística de las enseñanzas no universitarias*. Detailed results 2007/2008. Office of Statistics, Ministry of Education.

**Table 7.8.: Percent distribution of pupils in languages education requiring attendance, broken down by age. School year 2007/2008.**

	<b>% of pupils</b>
<b>16 years old and younger</b>	10.4
<b>17 years old</b>	3.4
<b>18 years old</b>	2.9
<b>19 years old</b>	2.6
<b>20 years old</b>	2.5
<b>21 years old</b>	2.7
<b>22 years old</b>	2.8
<b>23 years old</b>	3.1
<b>24 years old</b>	3.5
<b>25 years old and older</b>	66.0
<b>Unknown age</b>	0.1

Note: It refers to the number of enrolled pupils. Pupils enrolled in more than one language are only counted once.

Source: *Estadística de las enseñanzas no universitarias*. Detailed results 2007/2008. Office of Statistics, Ministry of Education.

### 7.17.2. Teachers

**Table 7.9.: Number and percentage of adult education teachers according to school ownership. School year 2007/08**

	Number of teachers	% of teachers
<b>Total</b>	11,754	100
<b>Public institutions and provisions</b>	10,918	92.9
<b>Private institutions and provisions</b>	836	7.1

Source: *Estadística de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education.

**Table 7.10.: Number of languages education teachers in official languages schools. School year 2007/2008.**

	Number of teachers
<b>Total</b>	4,939

Source: *Estadística de las enseñanzas no universitarias*. Detailed results 2007/2008. Office of Statistics, Ministry of Education.

### 7.17.3. Schools

**Table 7.11.: Type and number of schools providing adult education and percentage of adult schools. School year 2007/08.**

	Number of schools	% public schools
<b>Total</b>	2.640	92.3
<b>Specific schools</b>	1.518	96.7
<b>Other type of schools</b>	325	91.7
<b>Actions</b>	797	83.6

Source: *Estadística de las enseñanzas no universitarias*. Detailed results 2007/2008. Office of Statistics, Ministry of Education.

**Table 7.12.: Number of schools providing languages education (official languages schools). School year 2007/08.**

	<b>Number of schools</b>
<b>Total</b>	288

Source: *Estadística de las enseñanzas no universitarias*. Detailed results 2007/2008. Office of Statistics, Ministry of Education.

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## 8. Teachers and Education Staff

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Over the last years, the Spanish legislative framework has promoted several changes and measures aimed at improving the professional status of teachers and the staff who carry out their professional activity within the education system. In particular, the 2006 *Ley Orgánica de Educación, LOE* (Act on Education) establishes the admission requirements to public service teaching, initial and in-service teacher training, and the conditions for the recognition, support and appraisal of the staff working at non-university educational institutions. In addition, the 2001 *Ley Orgánica de Universidades, LOU* (Act on Universities) and the 2007 *Ley Orgánica de modificación de la Ley Orgánica de Universidades, LOMLOU* (Act modifying the Act on Universities) constitute the reference education acts for the changes related to university education professionals.

### 8.1. Initial training of teachers

In Spain, the academic qualifications required to teach are uniform throughout the entire country, although they do vary according to the different levels of the education system where teachers work: pre-primary education, primary education, compulsory secondary education and Bachillerato, vocational training, enseñanzas de régimen especial and university education. On the other hand, initial teacher training at university level varies depending on whether they are civil servants or employed on a contractual basis.

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) establishes the academic qualifications teachers must have, as well as the initial education and the specific professional training they should have undertaken, depending on the educational level at which they are to teach.

In general terms, teachers must comply with the following requirements depending on the educational level at which they are to teach:

- Pre-primary and primary education teachers
  - Provision in the first cycle of pre-primary education (0-3 years of age) is offered by maestros specialised in pre-primary education (a three-year degree) or holders of a four-year Bachelor's degree in pre-primary education belonging to the body of maestros, or by other staff qualified to work with pre-school pupils.
  - Teachers of the second cycle of pre-primary education (3-6 years of age) should be maestros specialised in pre-primary education or holders of a Bachelor's degree in pre-primary education and belong to the body of maestros. They may be supported by maestros specialised in other areas when it is required.
  - Primary education teachers must be qualified maestros in primary education (a three-year degree) or have a four-year Bachelor's degree in primary education and belong to the body of maestros responsible for students' tutorials and are to teach all subjects at this educational level. However, Music, Physical Education, and Foreign Languages are taught by maestros specialised in the corresponding area.
- Compulsory secondary education and Bachillerato, vocational training and enseñanzas de régimen especial teachers.
  - Compulsory secondary education and Bachillerato are provided by teachers belonging to the Body of Secondary Education Teachers, who must hold a Licenciado, Engineer, Architect or equivalent Bachelor's degree (a four, five or six-year degree). Nonetheless, the Government, after consultation with education authorities of the various Autonomous Communities, may consider other qualifications suitable for teaching certain subjects or subject areas. Besides the abovementioned university degrees teachers must undertake pedagogical and didactic training (see section 8.1.6.2.).

○ Vocational training education can be provided by both the Body of Secondary Education Teachers and the Body of Technical Teachers of Vocational Training holding a Diplomado, Technical Engineer or Technical Architect degree. In certain cases, the latter may also teach some compulsory secondary education and Bachillerato subjects. Nevertheless, and as an exceptional case, other professionals, who work in the relevant field and who do not necessarily hold a degree, may be recruited to teach certain módulos. They are employed on a contractual basis in accordance with the regulations which govern public administration affairs or general employment.

○ Teachers of enseñanzas de régimen especial, in general terms, are grouped along with compulsory secondary education and Bachillerato teachers since they have to meet similar qualification requirements.

- University education teachers

○ University teachers are either career civil servants or employed on a contractual basis. Different qualification requirements have been established for each group. It should also be mentioned that, at present, an educational reform is being carried out to adapt the Spanish university system to the European Higher Education Area (EHEA), which is generating different changes in initial teacher training.

As regards civil servants, regulations prior to the 2007 university reform established the initial training for the following teaching bodies:

- Catedráticos de Universidad, who must hold the position of profesor titular de universidad or catedrático de escuela universitaria, have three years' experience in such positions and a Doctoral degree.

- Profesores titulares de universidad, for whom the Doctoral degree is required.

- Catedráticos de Escuela Universitaria, whose initial teacher training is the same as that required of profesores titulares de universidad.

- Profesores titulares de escuela universitaria who, in general terms, must hold a Licenciado, Architect or Engineer degree. However, for certain specific areas of knowledge in escuelas universitarias, a Diplomado, Technical Architect or Technical Engineer degree may be the only qualification required.

The subsequent university reform introduced a significant change: the abolition of two of the bodies, that of catedrático de escuela universitaria and that of profesor titular de escuela universitaria. The first may join the body of profesores titulares de universidad, remain in their present situation and retain their teaching and research post or apply for the accreditation to gain access to the body of catedráticos de universidad. On the other hand, profesores titulares de escuela universitaria may remain in their present situation or access the body of profesores titulares de universidad on condition that they hold a Doctoral degree.

In addition and in relation to those employed on a contractual basis, regulations prior to the university reform established the following qualification requirements:

Assistants: hired among those who have passed all subject areas included in a Doctoral programme.

- Assistant lecturers (PhD): the essential requirement is to hold a Doctoral degree and provide evidence of at least two years' teaching and/or research activity at centres unrelated to the relevant university. In addition, and prior to being hired, candidates must be positively assessed by the *Agencia Nacional de Evaluación de la Calidad y Acreditación, ANECA* (National Agency for Quality Evaluation and Accreditation) or by the external evaluation body established in the legislation of the corresponding Autonomous Community.

- Part-time associate lecturers: hired among Licenciados, Architects and Engineers or Diplomados, Technical Architects and Technical Engineers.



- Contract lecturers (PhD): must hold a Doctoral degree, be positively assessed by the ANECA or competent body and provide evidence of at least three years' teaching and research activity of a post-doctoral nature.
- Associate lecturers: hired from among specialists of renowned competence who provide evidence of working outside the university.
- Emeritus professors: recruited on a temporary basis from among retired civil servants of the university teaching bodies, who have rendered outstanding service to the university.
- Visiting lecturers: recruited on a temporary basis from among teachers or researchers of recognised prestige coming from other universities or research centres.

The new university legislative framework, established in 2007, regulates the following types of recruitment as regards university teaching staff: assistant lecturer, assistant lecturer (PhD), contract lecturer (PhD), associate lecturer and visiting lecturer. At present, direct access to the category of contract lecturer (PhD) for part-time associate lecturers with a permanent contract and a Doctoral degree is under examination. In addition, the new legislative framework modifies certain conditions related to the initial training of some of these figures:

At present, assistants may be hired from among those who are enrolled or about to enrol in Doctoral studies.

The Doctoral degree and the positive assessment by the ANECA or competent evaluation body is still required for PhD assistants. As regards teaching and research merits, priority is given to periods spent at prestigious Spanish or foreign universities or institutions other than the recruiting university.

Sections 8.1.1. to 8.1.8. deal in depth with initial teacher training.

### 8.1.1. Historical overview

Sections 8.1.1.1., 8.1.1.2. and 8.1.1.3. offer a brief historical overview of the initial training of teachers working at the different educational levels.

#### 8.1.1.1. Pre-Primary Education and Primary Education

In Spain, State regulations for primary education teacher training can be traced back to the very origins of the education system. However, it is not until the enactment of the 1970 *Ley General de Educación y Financiamiento de la Reforma Educativa*, LGE (General Act on Education and Financing of Educational Reform) that pre-primary and primary education teacher training was integrated into the university.

The LGE set up *escuelas universitarias* to train prospective Educación General Básica teachers. The aim of these university-level institutions was to improve the quality of the initial training provided to pre-primary and EGB teachers. The LGE stipulated that in order to teach at these educational levels, it was necessary to hold, at least, a Diplomado, Technical Engineer or Technical Architect degree, awarded after successful completion of a three-year university course. The specialisation of teachers covered the areas of Preschool Education, Science, Human Sciences, Philology and Special Education. In addition, the pedagogical training these teachers should have was also acquired at the *escuelas universitarias*, under the supervision of the *Institutos de Ciencias de la Educación*, ICES (Education Science Institutes).

With the 1990 *Ley Orgánica de Ordenación General del Sistema Educativo*, LOGSE (Act on the General Organisation of the Education System), the organisation and contents of the initial teacher education were redefined, with the aim of adapting teacher training to the new demands of the education system. However, teachers' initial education was still offered as first-cycle university studies, but now under the name of Maestro. Therefore, the Diplomado, Technical Engineer or Technical Architect degree was still required.

Later on, the 2002 *Ley Orgánica de Calidad de la Educación, LOCE* (Act on the Quality of Education) reorganised pre-primary education and, as a consequence, the qualifications required to teach at this educational level were modified. Preschool education (0-3 years of age) and pre-primary education (3-6 years of age) were established by this Act and, from this moment on, the Diplomado, Technical Engineer or Technical Architect degree were only necessary to teach at pre-primary and primary education.

Finally, the 2006 *Ley Orgánica de Educación, LOE* (Act on Education), currently in effect, repealed the previous Acts (*LGE, LOGSE* and *LOCE*) and set up the necessary adjustment of initial teacher training to the graduate and postgraduate system of the European Higher Education Area (EHEA), which is being progressively implemented in Spain (see section **8.1.**).

### **8.1.1.2. Secondary Education**

Teacher training for secondary education teachers has traditionally been provided at universities. At first, teachers had to undertake university tertiary education courses at the different faculties or colleges, specialising in one or various areas of knowledge, but no specific teaching training was required.

This situation changed when the 1970 *Ley General de Educación y Financiamiento de la Reforma Educativa, LGE* (General Act on Education and Financing of Educational Reform) was passed, as the Act made it compulsory for future teachers to undertake pedagogical training in addition to university studies. This training was provided by the *Institutos de Ciencias de la Educación, ICES* (Education Science Institutes). After its successful completion, the Pedagogical Aptitude Certificate (*CAP*) was awarded. Those holding a university degree in Pedagogy and those who had a year's teaching experience in a public or private school at the educational level at which they intended to work were exempt from this requirement. Such training was not required for Workshop maestros.

According to the *LGE*, the minimum qualifications required for teaching varied according to the area of secondary education at which teachers intended to work. The Licenciado, Engineer or Architect degree was required for bachillerato unificado y polivalente (BUP) and curso de orientación universitaria (COU); in order to teach at vocational training institutions other kinds of qualifications were required, depending on the subjects to be taught. Public-sector vocational training Teachers, entitled to teach the theoretical and practical subjects of the first (*FP I*) and second (*FP II*) levels of vocational training and, were required to hold a first-cycle university degree (Diplomado, Technical Engineer or Technical Architect). Workshop maestros teaching practical courses at the first level of vocational training were required to have a second level of vocational training diploma (*FP II*) as a minimum.

The 1990 *Ley Orgánica de Ordenación General del Sistema Educativo, LOGSE* (Act on the General Organisation of the Education System) established that in order to teach at secondary education it was necessary to hold a Licenciado, Engineer, Architect degree or equivalent qualification. The Diplomado, Technical Engineer and Technical Architect degrees were considered equivalent in certain vocational training areas or subjects. Furthermore, in both cases a Professional Specialised Educational Training Certificate was required. This certificate replaced the *CAP* and was awarded after successful completion of a pedagogical qualification course. Holders of a Maestro degree or a Licenciado degree in Pedagogy were exempt from taking this course.

With the 2002 *Ley Orgánica de Calidad de la Educación, LOCE* (Act on the Quality of Education) the Doctoral degree was required and, as in the case of the *LOGSE*, the Licenciado, Engineer, Architect or equivalent degree. This Act reintroduced the body of catedráticos set up by the *LGE* in secondary education. Civil servants belonging to the body of secondary education teachers, whose catedrático status had been recognised, would join the body of secondary education catedráticos. In addition, the *LOCE* stated that the Certificate of Pedagogical Specialisation (*TED*) would replace the certificate established by the *LOGSE*.

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education), which repeals the *LGE*, the *LOGSE* and the *LOCE*, states that in order to teach at the various educational levels it is necessary to hold suitable academic qualifications and have successfully completed the specific teacher training the Government will set for each level. In this sense, this Act introduces new initial training conditions for secondary education teachers (see section 8.1.)

### 8.1.1.3. University Education

From a historical point of view, universities have always been responsible for the provision of training programmes aimed at university teaching staff.

The 1970 *Ley General de Educación y Financiamiento de la Reforma Educativa, LGE* (General Act on Education and Financing of Educational Reform) established different qualification requirements for teachers with a civil servant status and those employed on a contractual basis. In turn, and in the case of civil servant teachers, qualifications required varied in accordance with the teaching body they wished to enter and, in the case of the teaching staff employed on a contractual basis, with the type of contract signed. University teaching staff was made up of civil servants who belonged to the body of tenured professors, senior lecturers, university associate lecturers, *catedráticos de escuela universitaria*, senior lectures of *escuelas universitarias*, assistant lecturers and other teaching staff under contract. In general terms, university teacher training has always focused on the subject matters or areas to be taught rather than on pedagogical training or teaching methodology. For this reason, the *LGE* established for the first time that the teaching staff should not only hold the relevant scientific qualification but also receive a specific pedagogical training provided by the Education Science Institutes while in preparation for their Doctorate or during their placement as assistant lecturers.

Furthermore, all university education regulations enacted after 1970 established qualification requirements taking into account if the teaching staff had a civil servant status or had been employed on a contractual basis. . Therefore, as changes have been introduced in the structure of the teaching bodies and in the types of recruitment, qualification requirements have also changed.

The 1983 *Ley de Reforma Universitaria, LRU* (Act on University Reform) simplified the structure of university teaching bodies. Teaching staff in the civil service might belong to the following teaching bodies: *catedráticos de universidad*, *profesores titulares de universidad*, *catedráticos de escuela universitaria* y *profesores titulares de escuela universitaria*. These teachers held different qualifications, depending on the teaching body to which they belonged, but were not required to have any additional teaching qualifications.

This Act also envisaged that universities might enter into a contract with associate and assistant lecturers on a temporary basis. Associate lecturers were recruited from among specialists whose expertise was widely acknowledged and who usually worked outside universities, as well as from among secondary education teachers. Assistant lecturers, whose work was geared towards the development of their own scientific training, were also engaged in teaching.

The 2001 *Ley Orgánica de Universidades, LOU* (Act on Universities) was passed and came to replace the 1983 *LRU*. The following university teaching bodies were established in the aforementioned Act: *catedráticos de universidad*, *profesores titulares de universidad*, *catedrático de escuela universitaria* and *Profesores titulares de escuela universitaria*. Furthermore, the Act allowed universities to recruit, on a contractual basis according to employment regulations, the following categories of teaching and research staff: assistant lecturer, assistant lecturer (PhD), part-time associate lecturer, contract lecturer (PhD), associate lecturer, emeritus professor and visiting professor see section 8.1..

Finally, the teaching bodies *catedrático de escuela universitaria* and *profesores titulares de escuela universitaria*, as well as part-time associate lecturers were abolished by the 2007 Act modifying the *LOU*. In

addition, emeritus professors cannot only be hired now, but also appointed among teachers who have rendered outstanding service to the university (see section 8.1.).

### 8.1.2. Ongoing debates and future developments

In order to make teaching a much more attractive profession, Spain is implementing a series of measures to improve initial teacher training, favour permanent posts for teachers in educational institutions, reinforce their authority over students and parents, and stimulate their appraisal and social acknowledgement, among other things.

One of the most important ongoing debates on initial teacher education focuses on the gradual adjustment of the Spanish university system to the new system of education qualifications of the European Higher Education Area (EHEA) encouraged by the Bologna Process. Since the schedule for the implementation of such measures comes to an end in the academic year 2010/11, at present, the syllabuses prior to the EHEA coexist with the new undergraduate and postgraduate qualifications, which are being developed and implemented (see section 8.1.6.) Thus, the need to modify initial teacher education in order to adapt it to the new situation due to be completed by the academic year 2010/11, has been highlighted. Until then, Spanish universities are allowed to offer currently existing programmes.

In addition, it should be mentioned that the Statute for the Teaching Staff in the Civil Service is still under negotiation between the Ministry of Education and the teaching unions (see section 8.2.2.1.). It is expected that the desired agreements will be reached soon and the career structure of non-university teaching staff with civil servant status will be regulated accordingly.

.Finally, in 2008, the Minister of Science and Innovation submitted the University Strategy 2015 to the Chamber of Deputies. This initiative, coordinated by the Spanish Government, the Autonomous Communities and the universities, is aimed at the improvement of university education and research, which must meet social needs and demands and adapt to the international context. Its goals include: the development of university education, taking into account quality and social adjustment criteria, within the European framework context and the new knowledge society, and the support for the professional development and social recognition of university staff (see section 6.2.).

Within the framework of the University Strategy 2015, the International Excellence Campus should be mentioned. Its aim is to provide Spanish universities with incentives, so that their teaching and research competence level may equal that of the best universities in the world.

The approval of the Student Statute and the Statute of the Teaching and Research Staff is also included in the University Strategy 2015.

With the aim of improving the quality of university teaching and research, the final Statute of the University Teaching and Research Staff will be passed in 2010. The Statute will define several aspects of the professional career, and proposals related to this issue are already under debate (see section 8.2.2.2.)

### 8.1.3. Specific legislative framework

In Spain, the legal framework for the initial training of non-university teachers is based on two general acts. On the one hand, the 2006 *Ley Orgánica de Educación, LOE* (Act on Education), and on the other hand, the 1990 *Ley Orgánica de Ordenación General del Sistema Educativo, LOGSE* (Act on the General Organisation of the Education System). Although repealed by the *LOE*, the *LOGSE* will continue to be the Act of reference until the process for the implementation of the reform related to the adjustment of the initial teacher training to the system of education qualifications established by the European Higher Education Area (EHEA) is over.

This also applies to the requirements related to the initial training of university teachers. The legislative framework in this case includes the 2001 *Ley Orgánica de Universidades, LOU* (Act on Universities), the 2007 *Ley Orgánica de modificación de la Ley Orgánica de Universidades, LOMLOU* (Act modifying the Act on Universities) and the Royal Decree 1393/2007 on the organisation of university education. However, certain aspects regulated by the 1983 *Ley Orgánica de Reforma Universitaria, LRU* (Act on University Reform), the Royal Decree 1497/1987 and subsequent legislation, are still taken as a point of reference until the university reform is finally completed.

Sections 8.1.3.1., 8.1.3.2. and 8.1.3.3. include the specific legal framework for initial teacher education according to the different educational stages of provision.

### **8.1.3.1. Pre-Primary and Primary Education**

The information regarding the general legal framework for initial teacher training for all educational levels is available in section 8.1.3..

The Maestro certificate, required to teach at pre-primary (0 to 6 years of age) and primary education (6 to 12 years), is regulated by the Royal Decree 1440/1991, which likewise lists the specialisations and general guidelines for the studies leading up to this qualification. However, this legislation will be applied until 2011, when syllabuses have been finally adapted to the European Higher Education Area (EHEA), in compliance with two Orders passed in December 2007 defining the requirements for the establishment of the new university degrees which qualify for the exercise of the teaching profession in pre-primary and primary education (see section 8.1.6.1.).

### **8.1.3.2. Secondary Education**

The information regarding the general legal framework for initial teacher education for all educational levels is available in section 8.1.3..

The initial training of secondary education teachers is regulated by the Royal Decree 1497/1987 and its subsequent development, where the general guidelines, common to the different syllabuses of the official university degrees, are laid down. This legislation will remain in effect until the process for the adaptation of the university degrees to the new system of education qualifications, derived from the recent university reforms, is finally completed.

The academic qualifications required to teach at the different levels of secondary education are laid down in the 2006 *Ley Orgánica de Educación, LOE* (Act on Education). Accordingly, teachers must hold a licenciado, Engineer, Architect or the equivalent Bachelor's degree in addition to the corresponding specific teacher training. As a result of the university reforms, an Order was passed in December 2007. The Order specifically regulates the general conditions of the new syllabuses leading to degrees that entitle the holder to pursue the profession of compulsory secondary education, Bachillerato, vocational training and foreign language teacher.

The Royal Decree establishing 44 teaching specialisations for secondary education and Bachillerato teachers and 29 for vocational training teachers, as well as the subjects each teacher is allowed to teach according to his/her specialisation was subsequently passed in November 2008. It also establishes the education required to teach at the same educational stages. Therefore, prospective compulsory secondary education, Bachillerato, vocational training and foreign language teachers must have not only an academic and scientific education but also the one-year official university Master's degree (60-European-credit) which provides the relevant specific teacher training (see sections 8.1.4.2. and 8.1.6.2.).

### 8.1.3.3. University Education

The information regarding the general legal framework for initial teacher education for all educational levels is available in section 8.1.3..

At present, initial university teacher training is still regulated by the Royal Decree 1497/1987 and its subsequent legislative development. However, once the new official undergraduate and postgraduate university studies required for university teaching have been fully implemented, this legislation will be replaced by the Royal Decree 1393/2007 establishing the organisation of the new official university education (see section 8.1.6.3.).

### 8.1.4. Institutions, level and models of training

Sections 8.1.4.1., 8.1.4.2. and 8.1.4.3., taking into account the different educational stages at which prospective teachers intend to work, describe the types of institutions providing initial teacher education and the various training models, specifying whether that education is provided or not at university level.

#### 8.1.4.1. Pre-Primary and Primary Education

Pre-primary and primary education teachers undertake their training programmes at university teacher training colleges, *escuelas universitarias* and teacher training institutions attached to these faculties.

Institutions providing this type of education may be public or private. Public-sector institutions may belong to one of two types: independent or attached. Attached institutions have signed an agreement with a public university and are therefore entitled to issue the same certificates under the same conditions as the university.

Initial training for pre-primary and primary education teachers responds to a concurrent teaching model. That is, from the very beginning, overall training is combined with theoretical and practical training of a professional character. The overall teaching time may range from 180 to 270 credits, of which 32 are allocated to the in-class integrated induction phase. However, in order to adapt university degrees to the European Higher Education Area (EHEA), some universities have already passed their new syllabuses leading to the Bachelor's degree in pre-primary education and the Bachelor's degree in primary education. The implementation of these four-year (240-European-credit) study programmes began in the academic year 2008/09. They are organised in three different *módulos*, each with a different teaching load (basic training; didactic and disciplinary training, which refers to the knowledge corresponding to the specific professional profile; and practical training, which includes an end-of-Bachelor's degree project). Both qualifications enable those who hold them to follow postgraduate studies (university masters and doctoral programmes) (see section 8.1.6.1.).

Lastly, in public institutions, experienced teachers monitor the first year of the teaching practice. With this system, both the tutor teacher and the trainee teacher share the responsibility over the teaching plan.

#### 8.1.4.2. Secondary Education

In order to become a secondary education teacher it is necessary to be a *Licenciado*, Engineer, Architect or have an equivalent Bachelor's degree or an equivalent degree qualifying for teaching. Therefore, the institutions where prospective teachers receive their initial training are Faculties, university colleges *escuelas técnicas superiores* or *Escuelas Politécnicas Superiores*.

Such training responds to a consecutive educational model. First, prospective teachers are provided with a general education related to the specific subjects of the chosen qualification and secondly, once they have been awarded the corresponding degree, they participate in a pedagogical and didactic training programme which includes a *practicum*. Current syllabuses to hold a *Licenciado*, Engineer or Architect degree may range

from 300 to 450 credits. Credits regarding practical training vary depending on the specific degree (see section 8.1.6.2.).

To become a Technical Teacher of vocational training it is necessary to hold a university degree: Diplomado, Technical Architect, Technical Engineer, or an equivalent Bachelor's degree or an equivalent degree for teaching purposes. These qualifications are awarded by Faculties, escuelas técnicas superiores, escuelas politécnicas superiores, escuelas universitarias and escuelas universitarias politécnicas. Training of Technical Teachers of vocational training also responds to a consecutive educational model, which requires between 180 and 270 credits.

However, in order to adapt university degrees to the European Higher Education Area (EHEA), the new Bachelor degree studies began to be implemented in some universities from the academic year 2008/09. 240 European credits is the minimum workload for the new Bachelor degrees. The syllabus for the new degrees includes a minimum of 60 European credits as regards basic training. At least, 36 of these credits are linked to the branch of knowledge to which the degree is attached and specified in subject areas that must be offered during the first half of the syllabus. If planned, the *practicum* comprises a maximum of 60 European credits and is offered, preferably, during the second half of the syllabus. In addition, syllabuses include an end-of-Bachelor's degree project, which constitutes the base for the evaluation of the competences attached to the degree. This project accounts for 6 to 30 European credits, carried out during the final phase of the syllabus.

In addition to the abovementioned qualifications, prospective secondary education teachers must have successfully completed the specific pedagogical and didactic teacher training set by the Government in accordance with the 2006 *Ley Orgánica de Educación, LOE* (Act on Education) and the new university legislation. The overall teaching load corresponding to this training must be of one year, with a total of 60 European credits (see section 8.1.6.2.). Under current regulations, universities assign the responsibility of providing and assessing the pedagogic and didactic teacher training to those university departments whose areas of knowledge cover the contents included in that specific training. The Autonomous Communities may establish the relevant agreements with the universities to develop such training.

Likewise, as in pre-primary and primary education levels, in public institutions, experienced teachers monitor the first year of the teaching practice (see section 8.1.4.1..

### 8.1.4.3. University Education

In order to teach at universities, candidates must hold a Licenciado, Engineer, Architect, or an equivalent Bachelor's degree. In these cases, the teaching load corresponding to the initial training of university teachers is the same as that of compulsory secondary education and Bachillerato teachers and is offered, in all cases, by university-level educational institutions (see section 8.1.4.2.).

Additionally, for certain types of provision, teachers must also have a Doctoral degree. These studies require the acquisition of a minimum of 32 credits, which are organised into two periods: a period of studies with a minimum of 20 credits, and a period with a minimum of 12 credits to be spent on research. Once these two periods have been successfully completed, an assessment is made of the knowledge obtained by the doctoral student. A positive assessment leads to the award of the Advanced Studies Diploma (*DEA*), a certificate-diploma accrediting the completion of advanced studies, which is recognised in all Spanish universities. This certificate accredits students' work carried out within a specific field of knowledge, as well as their research expertise.

Following this, those who wish to obtain the Doctoral degree must present and obtain approval of their corresponding doctoral thesis. The doctoral thesis comprises an original research project in a subject area related to the scientific, technical or artistic field included in the Doctoral programme followed by the candidate.

The planning of doctoral studies corresponds to the university research departments and institutes..

### **8.1.5. Admission requirements**

Admission requirements for those institutions providing initial training for teachers of the different educational stages are described in sections 8.1.5.1., 8.1.5.2. and 8.1.5.3..

#### **8.1.5.1. Pre-Primary and Primary Education**

Conditions for admission to *escuelas universitarias* or teacher training institutes are the same as those for other first-cycle university studies.

A new Royal Decree has been passed in November 2008 to regulate university access, establishing the new University Entrance Examination (*PAU*), in order to adapt it to students' choice preferences and the specific training requirements of Bachelor degrees. This new entrance examination will be held for the first time in June 2010 (see section 6.6.1.).

#### **8.1.5.2. Secondary Education**

Admission is subject to the same general requirements as those required to access to the first- cycle, the first and second cycle, only the second-cycle or the corresponding Bachelor university programmes, depending on whether the aim is to become a Technical Teacher of vocational training or a secondary education teacher. Just as happened with access to the initial training of pre-primary and primary education teachers, in this case, it is necessary to take the new University Entrance Examination (*PAU*) passed in November 2008 (see section 8.1.5.1.).

As regards admission to the specific pedagogical and didactic teacher training, the university level qualification of the prospective teacher determines which specialisations of those programmes she/he may have access to. In addition, universities may establish a maximum number of admissions to the different programme specialisations (see sections 8.1.3.2., 8.1.4.2. and 8.1.6.2.).

#### **8.1.5.3. University Education**

Initial education of university teachers comprises first-cycle, first and second cycle, only second-cycle or the corresponding Bachelor programme and third-cycle programmes (see section 6.10.1.). Admission requirements to access first-cycle, first and second cycle, only second-cycle or the corresponding Bachelor studies are identical to those established for secondary education teachers but, in this case, no pedagogic and didactic training is required (see section 8.1.5.2.).

In order to access third-cycle programmes, it is necessary to hold a Licenciado, Architect or Engineer university degree and satisfy the admission and selection requirements established by each university department.

The new organisation of university education sets the system to access the new Doctoral programmes and makes a distinction between the two stipulated periods: training period and research period. In order to gain access to the training period, it is necessary to hold a Spanish official university degree or any other certificate issued by a higher education institution of the European Higher Education Area (EHEA). In addition, in order to gain access to the research period, students must hold an official Master's degree or any other equivalent degree issued by a higher education institution of the EHEA. Students can also gain access if they meet any of the following conditions: either to have obtained 60 credits corresponding to one or several Master's degrees, or to hold a Bachelor's degree of at least 300 credits.



### 8.1.6. Curriculum, Special Skills, Specialisation

In sections 8.1.6.1., 8.1.6.2. and 8.1.6.3. there is detailed information about the curriculum, fields of study and specialisations corresponding to the initial training of teachers working at the different educational levels. .

#### 8.1.6.1. Pre-primary and Primary Education

Seven different specialisations are offered in the syllabuses related to the initial training of maestros, prior to the European convergence process: pre-primary education, primary education, Foreign Language (English and French), Physical Education, Music Education, Special Education, and Hearing and Speech therapy.

Thus, according to the specialisation studied, initial training of Maestros enables them to teach at pre-primary level or primary education. If they work at the latter level, they can also teach a certain group of pupils (Special Education or Hearing and Speech therapy pupils) or teach certain subject areas which require specialized training (Foreign Language, Physical Education or Music).

Teacher training includes a number of subjects related to the subjects taught in pre-primary education and primary education, and to psychopedagogical issues. The common core of these nationwide-established programmes, without affecting university autonomy, includes the following subjects:

- Psychopedagogical subjects Foundations of Special Education.
- General Education Theory.
- Organisation of Educational Institutions.
- Psychology of Education and Development at school age.
- Sociology of Education.
- Contemporary Education Theories and Institutions.
- Use of ICT in education and
- *Practicum* or induction phase, of at least 320 hours.

Apart from these common-core subjects, in all study programmes there are compulsory subjects to be included according to each specialisation, which are identical nationwide. In addition to these subjects, which are called common-core compulsory subjects and common-core specialised subjects, each university, in the exercise of its autonomy, is entitled to establish other compulsory as well as optional subjects.

Teaching time may range from 20 to 30 hours per week, including practical lessons. Under no circumstances should the time dedicated to lectures or theoretical classes exceed 15 hours per week.

The teaching load corresponding to the different syllabuses varies depending on whether they were established before or after university reforms (see section 8.1.4.1.).

#### 8.1.6.2. Secondary Education

In order to teach at secondary education, candidates must have a university degree (see the introduction to section 8.1.). For information on the curricular programmes for university education, see sections 6.10.1. and 6.11.1..

Candidates are also required to undertake specific teacher training.

In order to adapt the initial training of teachers to the European Higher Education Area (EHEA) a new programme of pedagogical and didactic teacher training that qualifies to teach at compulsory secondary education and Bachillerato, vocational training and language education has been organised. This

programme, which is an official Master's degree, began to qualify for the teaching profession on 1<sup>st</sup> October 2009. That is why, from the academic year 2009/10, the Pedagogical Aptitude Course and the Pedagogical Qualification Course are no longer offered. This Master consists of three different módulos: general, specific and practical training in educational institutions. The latter includes an end-of-Master project.

The teaching load corresponding to the pedagogical and didactic training is of 60 European credits. Attendance is required for, at least, the 80% of those credits. The syllabus must include, at least, the following módulos:

- A 12-European-credit general módulo which includes Personality Learning and Development, Educational Processes and Contexts, and Society, Family and Education.
- A 24-European-credit specific módulo comprising Complements for Training in the relevant speciality, Teaching and Learning of the relevant subject areas, and Teaching Innovation and Introduction to Educational Research.
- A 16-European-credit *Practicum* which includes the end-of-Master project.

Maestros and Licenciados in Pedagogy and Psychopedagogy have always been exempt from taking these teaching education courses. On the other hand, those, who by the end of the school year 2008/09, had accredited to have taught during two full academic years or, failing that, during a continuous or intermittent period of twelve months, at public or private educational institutions providing formal education, are also exempt from taking the said teacher training.

### **8.1.6.3. University Education**

The programmes offered by university-level institutions are organised into a maximum of three cycles (see sections 6.10.1. and 6.11.1.). Successful completion of these studies leads to first-cycle degrees (Diplomado, Technical Architect, Technical Engineer), first and second cycle or only second-cycle degrees (Licenciado, Architect, Engineer) and a third-cycle degree (Doctorate). In addition, in order to adapt the structure of university education to the European Higher Education Area, during the next years until 2011, the new Bachelor, Master and Doctorate studies passed in 2007 will be progressively implemented. Such provision will replace the previously mentioned first, second and third cycle studies.

### **8.1.7. Evaluation, Certificates**

The evaluation and certification carried out at the end of initial teacher education, according to the education levels at which teachers work, is dealt with in the following sections 8.1.7.1., 8.1.7.2. and 8.1.7.3..

#### **8.1.7.1. Pre-primary and Primary Education**

Assessment of university students is the responsibility of the relevant university department and staff (see section 6.13.1.).

Students successfully completing their teacher training obtain a Maestro certificate in the corresponding specialisation or the equivalent Bachelor's degree (see section 6.15.1.).

The requirements and procedures for awarding the new official university degrees of Bachelor, Master and Doctorate were regulated in 2007 (see sections 6.13.1. and 6.15.1.)

#### **8.1.7.2. Secondary Education**

Assessment of university students is the responsibility of the relevant university department and staff (see section 6.13.1.).

Certification varies depending on whether candidates are studying to be Technical Teachers of vocational training or secondary education teachers (compulsory secondary education and Bachillerato). After successful completion of first-cycle studies or the corresponding Bachelor programme, the Diplomado, Technical Architect or Technical Engineer, or Bachelor's degree is awarded, which qualifies the holder to work as a Technical Teacher of vocational training (see section 6.15.1.). In addition, after successful completion of first and second cycle or only second-cycle studies or the corresponding Bachelor programme, the Licenciado, Engineer, Architect or Bachelor's degree is awarded, which qualifies the holder to work as a secondary education teacher (see section 6.15.1.).

In addition to the abovementioned qualifications, it is necessary to undertake the corresponding pedagogical and didactic training (an official Master's-level education). The positive assessment of each area and subject area included in the relevant programme, as well as of the *Practicum* leads to the award of the university Master's degree (see section 8.1.6.2.).

### **8.1.7.3. University Education**

Assessment of university students is the responsibility of the university departments and teaching staff providing this education (see section 6.13.1.).

Certification awarded after successful completion of university studies varies in accordance with the different type of studies: first-cycle, first and second cycle, only second-cycle or the corresponding Bachelor programme, or third-cycle studies (see section 6.15.1.).

### **8.1.8. Alternative training pathways**

It is not possible for candidates to teach in pre-primary, primary, secondary or university education unless they have successfully completed the specific teacher training mentioned in sections 8.1.6.1., 8.1.6.2. and 8.1.6.3. and have obtained the corresponding certificate.

## **8.2. Conditions of Service of Teachers**

Lecturers' and teachers' working conditions are different in each Autonomous Community and vary depending on whether the institution's ownership is public or private, on their professional category and on the educational level at which they work..

Sections 8.2.1. to 8.2.16. deal in depth with the conditions of employment of the teaching staff.

### **8.2.1. Historical Overview**

Sections 8.2.1.1. and 8.2.1.2. present a historical overview of the conditions of employment of non-university and university teachers.

#### **8.2.1.1. Non-university teaching staff**

Throughout history, the working conditions of primary and secondary education teachers have differed widely.

With the 1970 *Ley General de Educación y Financiamiento de la Reforma Educativa*, LGE (General Act on Education and Financing of Educational Reform) those conditions improved considerably. For teachers of Educación General Básica, the improvements related to economic issues and working conditions were more pronounced, since traditionally, secondary education teachers had enjoyed better conditions of service due to their higher training requirements. This Act and the subsequent associated legislation regulated teaching staff's rights and duties, both in the public and private sectors and in all levels of education, including

university. It established the qualifications required to teach, access to teaching bodies, statutory regulations on teachers' conditions of employment, and other aspects related to teachers' working conditions.

Teachers who worked for the public administration were subject to the statutory regulations governing the Civil Service, that had to be modified. Access to the various teaching bodies was granted after passing official examinations in which candidates had to prove their suitability. Other merits were also taken into account in this selection process.

Reform of statutory regulations governing the Civil Service (including teaching staff) was a necessary corollary to the enactment of the 1978 Spanish Constitution, which gave rise to the State of Autonomous Communities.

The 1990 *Ley Orgánica de Ordenación General del Sistema Educativo, LOGSE* (Act on the General Organisation of the Education System) completed the general legal framework for public servants, with the aim of increasing the response to the needs of the teaching staff. Apart from the regulations laid down by the *LOGSE*, the 2002 *Ley Orgánica de Calidad de la Educación, LOCE* (Act on the Quality of Education) regulated the entry procedures to the teaching profession, the reorganisation of the different bodies and categories, cross-bodies mobility and the provision of posts by means of nationwide competitions for transfers and the requirements to become a head teacher.

In 2006 the *Ley Orgánica de Educación, LOE* (Act on Education) was passed, abolishing previous Acts (*LGE, LOGSE* and *LOCE*) and, therefore, simplifying the legislation on education related to the working conditions of teachers.

The Act on the Basic Statute of Civil Servants and Employees of Public Administrations published in 2007 establishes the basic rules regulating the labour relations of civil servants and employees of public administrations, which allows the specific regulation of certain groups, teachers included, in view of the special characteristics of their job. This Statute lays down the foundations of the legal framework which governs the Status of Civil Servants and Employees of Public Administrations, regulating the types of employees, the rights and duties of public-sector employees; the acquisition and loss of the condition of civil servant, the organisation of the professional activity, the administrative situations, the disciplinary measures, and the cooperation between the different administrations.

The Autonomous Communities, within the scope of their jurisdiction, establish their own regulations regarding teaching staff in the civil service but they must observe the basic State rules.

Teachers working in the private sector have been subject to their own employment regulations. The Government, after consulting with teachers' unions and acting according to a recommendation made by the Ministry of Education and the Ministry of Labour, established the statute for teachers and support staff in private-sector institutions and established their minimum salaries. At present, the working conditions of private-sector teachers are regulated by general employment laws governing contractual relations.

### **8.2.1.2. University teaching staff**

The now repealed 1970 *Ley General de Educación y Financiamiento de la Reforma Educativa, LGE* (General Act on Education and Financing of Educational Reform) improved the working conditions of university teachers, encouraging, among other actions, an increase in teachers' salaries and in the number of permanent teaching posts.

Nonetheless, the measures introduced by the *LGE* were insufficient due to the significant growth in the number of university students during the 1960s and 1970s..

Upon the adoption of the 1978 Spanish Constitution, the geographical and political division of Spain into 17 Autonomous Communities and the subsequent recognition of universities' autonomy modified the conditions of employment of their teaching staff..

Later on, the 1983 *Ley Orgánica de Reforma Universitaria, LRU* (Act on University Reform) renewed the legal framework of the Spanish University, in addition to regulating lecturers' working conditions.

The aim of the 2001 *Ley Orgánica de Universidades, LOU* (Act on Universities), which abolished the *LRU*, was to improve university quality and excellence. This Act regulated several aspects of teaching, among which the following should be mentioned: The institution of a new recruitment system for the teaching staff which guaranteed the principles of equality, merit and ability; the institution of the statute of teaching staff; and the promotion of lecturers' and researchers' mobility within the university system in Spain and overseas.

Finally, in 2007 the Act modifying the *LOU* was passed; it included several proposals to amend existing legislation regarding the working conditions of university teaching staff. Some of the major modifications are: the disappearance of the posts of profesor titular de escuela universitaria, and catedrático de Escuela Universitaria, the withdrawal of national validation examinations for senior lecturers and catedráticos, which were replaced by accreditation through merit, the incompatibility of teaching in both public and private universities at the same time, etc .

Private universities have always had plenty of autonomy to determine their own regulations regarding the organisation and running of their establishments and the conditions of employment of their teaching staff. The July 31, 1995 Resolution of the Directorate General for Labour establishing the registration and publication of the 8<sup>th</sup> State Collective Agreement for University Education and Research Institutions put the working conditions of private-sector university teaching staff on a level with public-sector university teachers, but always at the expense of the institution's specific regulations, that must comply with the education legislation and agreements established by the State or the Autonomous Communities. Therefore, there are certain aspects, namely recruitment and retirement, for which the relevant private university is still responsible. However, the types of contracts, allowances, welfare improvements and qualifications required to teach are made equal to those of public-sector teachers.

## **8.2.2. Ongoing debates and future developments**

The sub-sections 8.2.2.1. and 8.2.2.2. deal, respectively, with ongoing debates on the working conditions of non-university and university teachers.

### **8.2.2.1. Non-university teaching staff**

Since 2006, the Ministry of Education and the teaching unions have been involved in continuing negotiations to prepare the first Statute of Non-university Teaching Staff in the Civil Service. The negotiation process has not yet come to an end and has been affected by legislation which influenced the employment situation of the teaching staff was passed in the meantime, such as the 2007 Act on the adoption of the Basic Statute of Civil Servants and Employees of Public Administrations.

The Statute aims to clarify existing regulations regarding teachers' working conditions, to regulate the teaching profession for the first time and to establish a career-based professional model. The core contents of this Statute will take into account the limits between the various Autonomous Communities and the State and will develop the following issues, among others:

- The entry procedures to the teaching bodies of the civil service.
- The structure and organisation of public service teaching.
- The various categories and levels of teaching staff in the civil service.

- Criteria for the voluntary assessment of merits.
- Internal promotion and career advancement.
- Lifelong learning
- Competitions for transfers at national level.
- Administrative status of teaching staff in the civil service.
- Disciplinary measures.
- Access to, loss and restoration of career civil servant status and definition of incompatibility of duties.
- Teachers' rights and duties.
- Working time, holidays and leave of absence.
- Salary scales.
- Health and safety matters, based on the prevention of occupational hazards.
- The appointment of temporary civil servants.

In addition, the Ministry of Education, according to the 2006 *Ley Orgánica de Educación, LOE*, (Act on Education) contemplated issuing a Royal Decree on additional payments based on teachers' special dedication to the institution or to educational innovation, as an incentive to increase the number of hours when teachers are available at school and promote teachers' involvement in additional duties linked to teaching.

#### **8.2.2.2. University teaching staff**

The April 12 Act 4/2007 modifying the December 21 Act 6/2001 on Universities entrusts the Government with the task of drawing up a Royal Decree on the Statute of University Teaching and Research Staff. Thus, in November 2008, the Ministry of Science and Innovation submitted a draft Royal Decree to regulate the Statute of Spanish University Teaching and Research Staff. This draft is one of the key points of the University Strategy 2015, a Spanish Government initiative to modernize universities (see section 6.2.). This new regulation is aimed at regulating the legal status of teaching and research officials, as well as that of the teaching and research staff employed on a contractual basis, without detriment to what is established in the 2007 Act on the Basic Statute of Civil Servants and Employees of Public Administrations and to the Autonomous Communities' competences. The Statute's major goals are the regulation of a structured career-based system, based on teaching or research merits, as well as the conditions under which university teaching or research staff may participate in the management and exploitation of the results of their research. The Statute also aims at promoting the mobility of teachers and researchers (see section 8.2.8.2.). At present, the Statute's definitive version remains to be published, but its final approval is expected for the year 2010.

#### **8.2.3. Specific Legislative Framework**

The conditions of employment for teaching staff who are career civil servants are not only regulated by their specific legislation, but are also laid down in basic legislation applicable to all civil servants of all the Public Administrations. Among those, the 1984 Act on Public Service Reform Measures, amended by the 1988 Act, and the 2007 Act on the Basic Statute of Civil Servants and Employees of Public Administrations, which repeals several articles and provisions of the 1984 Act, should be highlighted. This Statute lays down the foundations of the legal framework which governs the Status of Civil Servants and Employees of Public

Administrations; regulating the types of employees; the rights and duties of public sector employees; the acquisition and loss of the condition of civil servant; the organisation of the professional activity; the administrative situations; the disciplinary measures and the cooperation between the different administrations.

Sections 8.2.3.1. and 8.2.3.2. deal with the development of the specific legal framework that regulates the conditions of employment of non-university and university teachers, respectively.

### **8.2.3.1. Non-university teaching staff**

In addition to the basic legislation mentioned in section 8.2.3., the 1985 Act on the Right to Education (*LODE*) expanded on the rights that the 1978 Spanish Constitution granted teaching staff: namely, academic freedom, freedom of association (union membership), right to participate in the control and management of publicly funded institutions, and freedom of assembly. It also established the criteria for recruiting and dismissing teachers in *centros concertados*.

Subsequent regulations develop specific aspects which affect non-university teaching bodies such as the 1995 Resolution regarding retirement and civil servants' entitlement to retirement pensions or the 1998 Royal Decree regulating competitions for transfers at national level.

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) introduced reforms in the Spanish education system which partly modified regulations regarding teaching staff. This Act established that in addition to the legal regulations included in the 1984 Act on Public Service Reform Measures, amended by the 1988 Act and partially repealed by the 2007 Act on the Basic Statute of Civil Servants and Employees of Public Administrations, the foundations of the statute for teaching staff in the civil service comprise the regulations included in the *LOE* and their subsequent development. They deal with access to the civil service, cross-bodies mobility of civil servants, reorganisation of teaching bodies' categories and their characteristics, and national competitive exams for transfers to cover vacancies in teaching bodies. The Government developed such basic regulations on some key issues in order to ensure that the general common framework for teaching staff in the civil service is implemented. In this sense, the Autonomous Communities organise their teaching staff in the civil service within the limits of their jurisdiction and duly observing the basic regulations mentioned above.

The Royal Decree 276/2007 amended by the Royal Decree 48/2010 ratified the regulations which govern procedures for entering the civil service, access to teaching bodies, and procedures by which members of teaching bodies dealt with in the *LOE* can acquire qualifications in new specialisations. These new regulations govern the procedures educational authorities must follow when they announce selection processes for teaching bodies of the civil service, or processes by which members of teaching bodies can acquire qualifications in new specialisations. This Royal Decree also regulates, in a transitional manner, a procedure for entry to the teaching bodies of the civil service. This procedure values in a preferential way previous teaching experience in public-sector institutions of the same education level. This provisional procedure to enter the teaching bodies will be completed in 2011 (see section 8.2.5.1.1.).

Non-university private teaching staff are subject to the general provisions of the 1980 Statute of Workers' Rights (redefined and modified by a Royal Decree in 1995) and of the collective agreements for this sector, as well as to the terms of employment established in each contract.

### **8.2.3.2. University teaching staff**

Besides the legislation mentioned in section 8.2.3., the 2001 *Ley Orgánica de Universidades, LOU* (Act on Universities) and the 2007 *Ley Orgánica de modificación de la Ley Orgánica de Universidades, LOMLOU* (Act modifying the Act on Universities), are the legal framework regulating working conditions for university

teaching staff, whether civil servants or employed under contractual basis. These regulations deal with working time and duties, the organisation of teaching, remuneration, mobility, disciplinary procedures, etc.

Several Royal Decrees, which are the legislative development of the *LOU and LOMLOU*, regulate different issues regarding university teaching staff: the system of national accreditation to enter university teaching bodies of the civil service, the competitive procedures for covering vacancies in these bodies; teaching staff salaries; full-time contracts for associate lecturers in public universities; procedures for evaluating research performance, etc.

In addition, since certain aspects prior to the *LOU* are still in force, it should be highlighted that certain working conditions of university teaching staff are still regulated by the Royal Decree 898/1985 on university teaching staff and the Royal Decree 1086/1989 on salaries, as well as their subsequent associated legislation.

In November 2008, the Ministry of Science and Innovation submitted the draft Royal Decree regulating the Statute of Spanish University Teaching and Research Staff. The definitive version of the Statute remains to be published, but its final approval is expected for the year 2010 (see section 8.2.2.2.).

General employment law provision governs the conditions of employment of teachers under contract: the statute of workers' rights, the collective agreements of this sector and the terms of the contract between the teacher and the employer.

#### 8.2.4. Planning Policy

Each Autonomous Community is responsible for planning and managing policies aimed at decision-making in education, including those related to teaching staff. In each Community, such responsibility falls to the Departments of Education.

However, two sectors contribute to the development of education policy:

- Sectoral Education Committee, whose members are: the Minister of Education, who is the President, and the Heads of the Departments of Education of the various Autonomous Communities. This Committee coordinates the education policy of the different education authorities across Spain.
- The Sectoral Bureau, which represents public-sector, non-university teaching staff in the civil service.

In general, the parameters taken into account to carry out an education policy planning are, in order of importance: introduction of educational reforms; trends in the number of pupils in each educational level; general demographic trends; migration movements; trends in the number of teachers, per educational level and per subject; unemployment rates, and others.

In relation to teaching staff, some of the aims of the planning policies which deserve mention are:

- 1) To meet the needs which may arise.
- 2) To guarantee staff flexibility in order to adapt teaching staff currently in service to the new specialised programmes of the Education System introduced to meet an ever-growing demand for new university and vocational qualifications.
- 3) To achieve the goals mentioned in 1) and 2), guaranteeing conditions for the stability of the teaching staff.

Some of the measures taken to achieve the aims of the education policy planning include: limiting the number of new posts offered in the civil service (career teaching staff); internal promotion of teachers who are career civil servants; teacher's acquisition of new specialisations; early retirement with incentives; etc. Time for policy planning varies in accordance with the area of management.



The Basic Statute of Civil Servants and Employees of Public Administrations, which came into effect in May 2007, abolished the Act 9/1987 on representation bodies for public-sector civil servants. This resulted in the disappearance of the sectoral bureaux established by the said regulation, including the one for non-university public education. Nevertheless, the Basic Statute of Civil Servants and Employees of Public Administrations takes into account the establishment of new Sectoral Bureaux and the provision of their relevant functions. The Sectoral Bureau has not been organised since the abovementioned date, although this has not been an obstacle to hold further negotiation meetings with the union representatives. Therefore, October 2007 negotiations focused on the issue: Proposals, debates and drawing-up of the Draft Statute of Non-university Teaching Staff in the Civil Service.

### **8.2.5. Entry to the Profession**

Sections 8.2.5.1. and 8.2.5.2. deal with access procedures and appointment of non-university teaching staff in the private and public sectors, and of university teaching staff.

#### **8.2.5.1. Non-university teaching staff**

In general, access to a teaching position in the public teaching sector is contingent upon passing a competitive examination specifically established for each of the various teaching bodies of the civil service. Nevertheless, it is also possible to teach in the public sector by means of an appointment as a temporary civil servant (see section 8.2.5.1.1.).

Private-sector teachers are employed by the head of the governing body/owner of the institution on a contractual basis (see section 8.2.5.1.2.).

##### **8.2.5.1.1. General requirements to qualify for public-sector teaching positions**

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) establishes the regulations that govern the following teaching bodies of the civil service:

- the body of Maestros, who work in pre-primary and primary education;
- the bodies of catedráticos of secondary education and secondary education teachers, who work in compulsory secondary education (*ESO*), Bachillerato and vocational training;
- the body of Technical Teachers of vocational training, who work in vocational training and, as an exception, in *ESO*.

Both the 2006 *LOE* and the Royal Decree 276/2007 which establishes the regulations governing access to the various teaching bodies of the civil service, as well as the procedure for acquiring qualifications in new specialisations, as established by the *LOE* regulate key aspects of entry procedures to the various non-university teaching bodies of the civil service. All procedures are publicly announced by the Autonomous Communities and the Ministry of Education for Ceuta and Melilla and overseas educational institutions.

In order to participate in entry procedures to obtain a teaching position in the civil service, candidates must meet several general requirements (nationality, age, health, and candidates' personal and professional circumstances), as well as other specific qualification requirements (see introduction to section 8.1.).

The Government, after consultation with the Autonomous Communities, establishes the suitability of other qualifications and their equivalence, for teaching purposes, to the qualifications mentioned above. This is the case of candidates wishing to enter the body of secondary education teachers, when the subjects or subject areas to be taught are especially relevant to vocational training. Also, it is the case of candidates wishing to enter the body of Arts and Design teachers, when the subjects are specially relevant to vocational training specialised in Art and Design, of candidates wishing to enter the body of technical teachers of vocational training and the body of workshop maestros, in relation to certain subjects or subject areas. In the case of

vocational training teachers and workshop maestros, work experience in a professional area related to the subject/subject area to be taught may also be required.

In addition, the *LOE* specifies that the Ministry of Education will suggest to education authorities measures aimed at reducing the percentage of temporary teachers in public-sector institutions. In this way, within four years of the Act being implemented, the maximum number of temporary teachers will not exceed the overall limit set for the civil service. During the years in which the *LOE* is being implemented, entry to the teaching bodies of the civil service is based on a temporary selection process. Thus, up to 2011, entry to the civil service is based on the following two-phase selection process:

- **Examination phase:** Consists of one test organised in two parts: 1) demonstration of the candidate's specific knowledge required to teach; and 2) assessment of the candidate's pedagogical aptitude and command of teaching techniques. This entails the candidate's designing of a teaching plan and an oral presentation of a teaching unit.
- **Competitive phase:** Entails the assessment of academic qualifications and, above all, of the previous teaching experience in public sector institutions of the corresponding educational level.

In order to be selected, candidates must pass all the examinations of the first phase. Only those who have qualified can take part in the second phase. The number of candidates finally selected cannot exceed the number of posts officially announced.

Candidates selected on the above grounds must follow an induction phase in an educational institution (see section 8.2.8.1.).

In certain cases, authorities may designate a teacher as a temporary civil servant in a public-sector institution (see section 8.2.7.1.). In exceptional circumstances, and depending on their needs, educational institutions may also recruit specialised teachers for certain módulos or subject areas. They are employed on a contractual basis in accordance with the regulations which govern public administration affairs or general employment. These specialist teachers, who carry out their activities outside the academic world, need not have any formal qualifications.

Lastly, in order to enter the bodies of secondary education *catedráticos*, candidates must belong to certain teaching bodies (secondary education teachers, official language school teachers, Music and Performing Arts teachers, and Plastic Arts and Design teachers); they must hold a Doctoral Licenciado, Architect, Engineer or the corresponding Bachelor's degree, or any equivalent qualification for teaching purposes. In addition, they must have, at least, eight years' teaching experience as career civil servants in the body they belong to and pass the selection process mentioned above. Entry procedures to the body of *catedráticos*, which do not include an induction period, are based on a single competitive phase aimed at the appraisal of merits related to scientific and professional development, participation in *proyectos educativos*, positive appraisal of teachers' performance and, if relevant, of the candidate's career as an artist. The number of posts allotted to the bodies of *catedráticos*, except for teachers of Music and Performing Arts must not account for more than 30% of the overall number of civil servants in the teaching body they belonged to.

#### **8.2.5.1.2. Teaching positions in the private sector**

The selection process for teaching staff in *centros concertados* must be public and observe the selection criteria agreed upon by the School Council, the school head and the owner of the institution. Teaching staff are classified according to the following categories:

- Teachers, who work at the second cycle of pre-primary education, primary education and the first two years of compulsory secondary education (*ESO*);

- Tenured teacher and associate teacher, junior teacher or assistant teacher, who work in the last two years of *ESO*, *Bachillerato* and vocational training.

Selection criteria, which are laid down in the 1985 *Ley Orgánica Reguladora del Derecho a la Educación, LODE* (Act on the Right to Education), basically include the appraisal of merits and the assessment of candidates' capability.

In non grant-aided private institutions, teachers are recruited by the owner of the institution on a contractual basis in accordance with the Statute of Workers' Rights, which includes four categories of teaching staff: tenured teacher, associate teacher, assistant teacher and instructor.

In addition, all newly recruited staff in private institutions must serve, unless otherwise agreed, a three or four-month probationary period, except in the case of pre-primary education teachers, who must serve a six-month probationary period. After the trial period, the teacher becomes a full member of the teaching staff with a permanent contract.

### 8.2.5.2. University teaching staff

Vacant teaching posts at public-sector universities can be covered either by career civil servants (or by contract teachers. In both cases, there are several professional categories with their corresponding entry requirements (see introduction to section 8.1.).

As a result of the 2007 Act modifying the 2001 Act on Universities (*LOU*), two different procedures coexist in Spain. They are a first step to enter the competition to access university teaching posts as civil servants. On the one hand, the preliminary national validation procedure announced prior to the coming into force of the reform of the *LOU*. On the other hand, the new national accreditation system, resulting from the 2007 reform, will replace the national validation procedure. According to the 2007 *Ley Orgánica de modificación de la Ley Orgánica de Universidades, LOMLOU* (Act modifying the Act on Universities) the new national accreditation system will not replace the national validation procedure until one year after the resolution of the last validation examinations announced in accordance with Royal Decree 774/2002 regulating the national validation procedure for access to civil servant university teaching bodies and the corresponding entry competitions.

In general, national validation examinations are annually announced by the Council of Universities, according to the teaching and research needs required by universities. In order to take part in this procedure, candidates must meet a series of general requirements regarding qualifications in accordance with the category of the teaching body they want to apply to. Following this, candidates may have to go through up to three different examinations, also depending on the category of the teaching body they want to apply to. In general, the requirements and tests to be passed by candidates to obtain the validation for each of the teaching bodies are the following:

- Profesores titulares de escuela universitaria in general terms, candidates must hold a Licenciado, Architect or Engineer degree (although for certain specific areas of knowledge in escuelas universitarias the teaching qualification required is a Diplomado, Technical Engineer or Technical Architect degree). Candidates must submit the academic and research record and his/her teaching plan, which will be discussed with the Committee. In addition, they also have to do an oral presentation, and subsequent debate with the Committee, of one topic out of three chosen at random.
- Profesores titulares de universidad and catedráticos de escuela universitaria: a Doctoral degree is required for both categories. Candidates must sit the same examinations as for the body of profesores titulares de escuela universitaria. In addition, they have to do an oral presentation of their own research project and subsequent debate with the Committee.

- Catedrático de universidad: candidates must already hold such a position in another university or the position of profesor titular de universidad or catedrático de escuela universitaria, and have, at least, three years' experience in such positions, as well as a Doctoral degree. However, those holding a Doctoral degree with at least eight years' experience are exempt from these requirements. Candidates must submit their academic and research record and their teaching plan and must do an oral presentation of their own research project and subsequent debate with the Committee.

On the other hand, the national accreditation system is a new system in which a permanent accreditation Committee assesses candidates' academic, professional, teaching and research merits as well as their academic and scientific management. This permanent accreditation Committee is in charge of deciding upon accreditation for each candidate.

In a second phase subsequent to the validation or the accreditation, universities publicly announce the corresponding entry competition regulated on the grounds of both the corresponding announcement and of the statute of the university making the call. The announcement is made by the university rector and it establishes the number of vacant posts, indicating the category of the teaching body and the field of knowledge and, if appropriate, the teaching and research duties to be carried out by candidates who obtain the position. All those who have the validation or the accreditation required to be eligible for the teaching body and area of knowledge in question may take part in entrance competitions to obtain a university position. Nevertheless, the competitions must assess the candidates' academic, teaching and research record and their teaching plan. In addition, candidates must contrast with the evaluation Committee their ability to do an oral presentation and a subsequent debate on a subject or specialisation in a public session. The panels that assess these competitive examinations will submit to the university rector a list with all the candidates, ranked in order of preference for their appointment, not exceeding the number of vacant positions established in the terms of the public announcement for the competitive process.

At public-sector universities, recruitment of contract university teaching and research staff is based on open, publicly announced competitions. These public announcements are submitted to the Secretariat-General of Universities for them to be advertised in all universities. In order to subscribe a contract with a university, candidates must be positively assessed by the National Agency for Quality Evaluation and Accreditation (ANECA), which by doing so, accredits candidate's eligibility for the vacant post.

On the other hand, vacant posts in private universities and university-level institutions are covered on the basis of individual contracts, with a maximum trial period of four months. The teaching staff of a private university cannot be a civil servant in active employment in a public-sector university. Private university teaching and research staff must hold the academic qualifications required in the regulations. According to the relevant collective agreement, teaching staff working at private universities may belong to, among others, the following categories: tenured lecturer, senior lecturer, associate lecturer, assistant lecturer and part-time associate lecturer. Besides, in accordance with the *LOMLOU*, at least, 50% of all the teaching staff must hold a Doctoral degree and, at least, 60% of all PhD lecturers must have obtained positive results when their teaching and research activity was assessed.

## 8.2.6. Professional Status

Sections 8.2.6.1. and 8.2.6.2. describe the professional status of non-university and university teachers, respectively.

### 8.2.6.1. Non-university teaching staff

In general, the teaching staff in public-sector institutions are career civil servants. This means that they have a permanent contract with the corresponding education authority.

In addition, public-sector educational institutions may have temporary teachers under almost the same working conditions as civil servant teachers. However, the contract with the education authority is usually for one academic year (see section 8.2.7.1.).

In private-sector institutions teachers are employed on a contractual basis. Working conditions are subject to the general provision set by the 1980 Statute of Workers' Rights (redefined and modified in 1995) and the collective agreements for this sector, as well as by the terms of employment established in each contract.

There is a code of good practices in Spain which all persons in teaching should observe. That code was sanctioned in Oviedo, in 1996. It includes teachers' main duties in relation to stakeholders: pupils, parents and guardians, teachers, other people working in education, educational institutions and society.

### **8.2.6.2. University teaching staff**

University teaching staff may have civil servant status or may have been recruited on a contractual basis (for further information regarding the different categories, see introduction to section 8.1.).

Teaching staff with civil servant status have a full-time permanent contract with universities.

The recruitment of contract teaching staff in public-sector institutions must be made through open competitions, and they carry out their duties under a specific work or service contract. Assistant lecturers and assistant lecturers (PhD) have a full-time, fixed-term contract (one to five years) which cannot be extended. Contract lecturers (PhD) have a full-time indefinite contract devoted to teaching and research activities. Associate lecturers have a fixed-term, part-time contract. Visiting lecturers are recruited among experienced teachers or researchers on a temporary basis, either full-time or part-time and length as agreed in the contract. Emeritus professors can be recruited on a temporary basis, and their status varies according to each university's Statute.

Entry into private university institutions is done through the signature of a free full-time or part-time contract between the worker and the owner of the institution. In this type of institutions the teaching staff may have a permanent or temporary contract, a specific work or service contract and a work-experience contract. The teaching staff employed under a specific work or service contract is recruited on a full-time basis for the time required by the specific work or service. In order to train prospective teachers, this type of institutions may sign a work-experience contract with holders of a university degree, an intermediate or advanced vocational training certificate, or an officially equivalent qualification, if they are qualified to exercise the profession within four years (six in the case of a disabled worker) following the completion of their studies. The maximum age limit to sign a contract of this kind is 24 years of age. The duration of the contract varies between a minimum of one year and a maximum of three.

## **8.2.7. Replacement Measures**

Sections 8.2.7.1. and 8.2.7.2. deal in detail with the replacement measures for non-university and university teachers, respectively.

### **8.2.7.1. Non-university teaching staff**

In certain cases, usually in order to cover vacancies or to replace absent career civil servants, teachers can be appointed temporary civil servants and be assigned to a public-sector institution. These vacancies are usually covered by candidates who have taken a competitive examination to access the body of teachers with a civil servant status but who have not obtained a position in the civil service.

The selection of temporary civil servants is based on the appraisal of merits, by means of a waiting list which is drawn up periodically. The waiting list, where eligible candidates are ranked according to score, is made public by the selection bodies. Previous teaching experience, academic background, marks obtained in the

competitive entrance examinations for teaching bodies of the civil service and other academic merits are some aspects which are taken into account when ranking candidates. Education authorities determine the score allocated to each of these aspects.

Every year, before the school year begins, there is a selection process to cover temporary vacancies by means of waiting lists (such procedure has been explained in detail in the previous paragraph). In addition, during the academic year and as new vacancies or replacements occur, applicants in the waiting lists will be called in according to the order of preference established by the list.

The waiting lists for each body or specialisation cease to be valid when new lists come out. The new lists are drawn up once a new competitive selection process to enter the civil servant teaching body is completed. During the academic year in which there has not been a competitive entrance examination for a specific specialisation, the validity of the previous waiting list will be extended and the order of preference of applicants will be maintained until a new competitive examination is publicly announced.

At the end of the school year the replacement contract of the temporary civil servant teacher terminates, so that it cannot be extended for the same teaching position. The following year, when there is a new assignment process to cover temporary vacancies, if a temporary teacher who was assigned to a post the previous year is selected again, he/she will be appointed to a different post.

Similarly, if a vacant post has to be covered by a temporary teacher more than once during the school year, different temporary teachers are assigned to such a post in order to comply with the regulations which do not allow one such contract teacher to cover the same post for several periods of time. Once the temporary teacher's appointment is completed, he/she is included in the waiting list in order to be assigned to another position as a temporary civil servant.

Covering vacancies on a temporary basis is limited to specific situations. Selection and appointment procedures may start only when the vacancy must urgently be, or cannot be, covered by a career civil servant. Vacancies to be covered by temporary teachers are usually allocated to those candidates who have taken part in the competitive examination that grants access to the relevant teaching body of the civil service but who have not obtained a post as career civil servants. Therefore, these candidates must meet the general requirements regarding qualifications, as well as the rest of the conditions required to take part in the selection process. The appointment of temporary teachers is governed by general regulations applicable to recruitment procedures for this type of teaching staff. The appointment of a temporary teacher, whose contract always has a limited duration, is revoked when the post is covered by a career civil servant, whether on a permanent or temporary basis, or because the career civil servant for whom the temporary teacher stood in resumes service, or because education authorities consider that the reasons of urgency and necessity that caused the recruitment of a temporary teacher no longer exist.

The selection, appointment and termination of employment of temporary teachers fall within the responsibility of the Department of Education of each education authority.

Temporary teachers are subject to the same disciplinary regulations as those applicable to career civil servants.

The 1985 *Ley Orgánica Reguladora del Derecho a la Educación, LODE* (Act on the Right to Education) laid down certain selection and dismissal conditions for teachers working at centros concertados.

As for non-subsidised private-sector institutions, collective agreements establish that teaching staff vacancies must be covered by teachers of the same group. The appointment of such teachers must be based on ability, qualifications, aptitude and teacher's seniority in the same school.

### 8.2.7.2. University teaching staff

According to the 2001 Act on Universities (*LOU*) and its subsequent associated regulations, universities are responsible for the selection of teaching and research staff, and they may recruit such staff under specific works or service contracts. Recruitment is based on open, public competitions. Thus, in order to cover vacancies during the academic year, universities may contract the necessary teaching and research staff. To do so, candidates must have the same requirements as the teacher being replaced.

As regards staff in private university institutions, they may have fixed-term contracts on a short notice basis. Recruitment of such temporary teachers may be due to several reasons: because a teacher has to stand in for another teacher on leave who is entitled to keep his/her post by statutory regulations, collective agreements or the terms of the contract subscribed; or because a post has to be temporarily covered until it is awarded on a permanent basis.. These teachers with a fixed-term contract may also stand in for teachers on sick leave, or on secondment to a governing body of the institution, to a research project or to any other post which entails a reduction of teaching duties. In such cases the contract teacher may be responsible for all, or part of, the teaching duties, and the seconded teacher is entitled to resume service in the post he/she had when the secondment period is over. Fixed-term contracts can be part-time, as established by regulations currently in force.

## 8.2.8. Supporting Measures for Teachers

Support measures for non-university and university teachers are described in sections 8.2.8.1. and 8.2.8.2..

### 8.2.8.1. Non-university teaching staff

Specific support measures aimed at new and experienced members of teaching staff are described below:

#### **I) Support measures for newly recruited teaching staff in the civil service.**

During their first year of teaching, candidates who have passed both phases of the selection process to access a teaching body must complete a final 'on-the-job' qualifying phase before they are appointed civil servants. During this phase, and as a support measure for newly appointed teachers, they are to be monitored by experienced teachers, so that responsibility for the trainee teacher's teaching plan is shared. This induction phase, which comprises teacher training activities, may have a duration ranging from, at least, three months to a maximum of one school year.

Education authorities are responsible for the regulation and organisation of the final 'on-the-job' qualifying phase. The trainee teacher's mentor is appointed by the appraising board, and must belong to the same teaching body and specialisation which the probationer intends to join. This mentor monitors and assesses the candidate's work during the probation period. Similarly, trainee teachers must submit a final report on the difficulties encountered and the support provided.

At the end of the probationary period, the candidate's teaching ability is assessed and he/she is declared eligible/not eligible. If a candidate is considered not eligible, education authorities may allow the candidate to retake this final phase. Those who do not take up their post or are declared not eligible for a second time lose their right to be appointed career civil servants.

#### **II) Support measures for teaching staff in general.**

Support measures for teaching staff in general include that education authorities must ensure teachers are respected and treated as trusted professionals, in line with the social relevance of their work. In particular, special attention should be paid to improving working conditions and promoting the general public's recognition of the social value of teaching.

As for public-sector teachers, education authorities must make arrangements to ensure teachers have legal protection and assistance, as well as insurance coverage against civil liability, should any problems arise in the course of their professional activity. Education authorities must encourage:

- The recognition of teachers' tutorial activities by means of personal or economic incentives.
- The recognition of teachers' work, taking into account their dedication to the educational institution and to the implementation of educational innovation plans, by means of professional or economic incentives.
- The recognition of teachers who work in bilingual schools and teach in a foreign language.
- The implementation of paid leave, with a view to fostering teachers' continuing professional development. Thus, teachers on leave can undertake in-training activities or work on educational research and innovation activities.
- A reduction of teachers' weekly workload for those aged 55 or over and who have asked for such a reduction or who may spend part of their working time engaged in activities other than teaching.

#### **8.2.8.2. University teaching staff**

For civil servant and contract university teaching and research staff, both the Government and the Autonomous Communities may establish additional allowances linked to high-quality performance in teaching, training, research technological development, transfer of knowledge or management.

In addition to this, as regards contract teaching and research staff, the Government may establish allowances as an incentive for teaching, research, technological development and transfer of knowledge.

The various Autonomous Communities also provide financial help to promote continuing professional development among lecturers. This help may take the form of allowances to attend scientific congresses or to carry out research projects.

The draft Royal Decree regulating the Statute of Spanish University Teaching and Research Staff, submitted in November 2008 by the Ministry of Science and Innovation, established the following support measures to be implemented by universities for the full realisation of staff rights:

- a) to inform, provide and give the teaching and research staff advice on the conditions that govern the development of their professional career;
- b) to promote initial and continuing training courses for the teaching and research staff, organise teacher training programmes for new university teachers and researchers, paying special attention to the offer of incentives for teacher training and educational innovation, promoting the use of the information and communication technologies, the implementation of different teaching-learning methodologies and the suitability and updating of teaching material;
- c) to draw up gender equality policies to promote a balanced representation of men and women in the governing, management and assessment university bodies; and
- d) to provide the instruments for their personal identification as university teaching and research staff, as well as the instruments to carry out their activities.

#### **8.2.9. Evaluation of Teachers**

Sections 8.2.9.1. and 8.2.9.2. deal with the ways in which the work of non-university and university teachers is assessed.



### 8.2.9.1. Non-university teaching staff

In order to improve teachers' practice and education quality, the education authorities of the Autonomous Communities are responsible for drawing up their own plans for the assessment of public-sector teaching in which teaching staff will participate. These plans, which must be publicly announced, define the aims and appraisal criteria, as well as the way in which teachers, the school community and education authority itself participate in the assessment process.

Likewise, education authorities promote teachers' evaluation on a voluntary basis. They are also responsible for establishing the necessary procedures so that the results of the appraisal of teaching practice are taken into account, in a preferential way, in competitions for transfers and career advancement, together with activities linked to in-service training, research, and innovation.

### 8.2.9.2. University teaching staff

One of the main aims of the 2001 *Ley Orgánica de Universidades, LOU* (Act on Universities) is to raise quality standards in university education by improving teaching and research, as well as university management. In order to do so, it is necessary to assess, certify and recognise teachers' work in the areas of teaching, research and management.

Thus, it provides mechanisms for assessing the two main areas of teachers' work: teaching and research.

- The assessment of teaching is based on certain general criteria established by the Council of Universities. The results of this assessment have a bearing on teachers' salary, more precisely, on allowances awarded according to various factors (special working conditions, extra responsibilities, etc.).
- The aim of assessing research work is twofold: 1) obtaining a productivity bonus (based on a graded scale) through the National Commission for Evaluation of Research Work; and 2) the development of research projects publicly announced by the National Plan for R&D, in which the *Agencia Nacional de Evaluación y Prospección, ANEP* (National Agency of Evaluation and Forecast) takes part.

The *LOU* also set up the *Agencia Nacional de Evaluación de la Calidad y la Acreditación, ANECA* (National Agency for Quality Evaluation and Accreditation) in order to evaluate tertiary education performance and increase its quality, transparency, co-operation and competitiveness. The Agency not only evaluates university education and research, teaching and management work, but also university services and programmes.

The *ANECA* and the evaluation agencies of the Autonomous Communities, are the main bodies in charge of assessing aspects of provision at university level, including those related to the teaching staff (see section 9.4.2.2.).

As far as the teacher's assessment is concerned, the *ANECA* develops some of the following specific programmes:

- The programme for contracting non-civil servant teachers, upon voluntary request of the candidate. As a result of the assessment process, the *ANECA* decides whether the candidate may or not be contracted by a university (see section 8.2.5.2.).
- The *ACADEMIA* programme to accredit civil servants nationwide; a prerequisite to enter some of the competitions to access the bodies of university teaching staff with civil servant status (see section 8.2.5.2.).
- The *DOCENTIA* programme to support the assessment of the teaching activity of university teachers. The *ANECA*, in cooperation with the evaluation agencies of the Autonomous Communities, tries to satisfy the demand of both universities and the education system as regards models and procedures to guarantee the

quality of university teaching staff, and to foster their academic and economic development and acknowledgement.

### **8.2.10. In-service Training**

Continuing professional development is both a right and a duty of all teachers and the responsibility of the education authorities and educational institutions. Training activities, which are voluntary, consist of undertaking regular activities to update their scientific, educational or professional expertise.

Education authorities are responsible for planning and organising in-service training within their management area, offering teachers the provision of a wide range of cost-free training activities

Sections 8.2.10.1. and 8.2.10.2. describe such arrangements aimed at non-university and university teaching staff, respectively.

#### **8.2.10.1. Non-university teachers**

Since in-service teacher training is a decentralised responsibility, the Autonomous Communities are free to establish their own priority guidelines for in-service teacher training, according to their own management characteristics, by regulating related issues such as public announcements, recognition, certification, as well as the terms of equivalence for research activities and university degrees, etc. Thus, both the content and the institutions in charge of this provision differ from one Autonomous Community to another.

In turn, the Ministry of Education may also provide State in-service training programmes for teachers working at any of the educational levels and establish the relevant agreements with other institutions. The Ministry of Education, in collaboration with the Autonomous Communities, will foster the international mobility of public school teachers, post-to-post teacher exchanges and visits to other countries.

Education authorities plan the training activities of public school teachers, provide a varied range of free training activities and take the necessary measures to foster teacher participation in these activities. They also facilitate teacher access to qualifications which allow mobility between the different teaching areas, including university education, through appropriate agreements with the universities.

All Autonomous Communities have a network of institutions which provide teacher training activities. The name of the network varies from one Autonomous Community to the next, although Teacher Training and Resource Centres is the most widespread name. In any case, each institution is responsible for a variable number of primary and secondary educational institutions to which they provide support in relation to professional development, resources or guidance to carry out innovation and improvement initiatives.

In addition to teacher training centres, university departments, institutes of educational sciences, professional associations and unions may also offer activities to foster in-service teacher training.

Finally, there are numerous private associations, groups or institutions (such as official professional associations, unions, pedagogical reform groups, foundations, etc.) whose aim is to foster in-service teacher training; education authorities may grant these institutions financial assistance to help them achieve such objective.

In-service teacher training activities may be grouped into three basic types: courses requiring attendance or on-line courses, seminars and team work. There are *teacher training projects in educational institutions* as well, which are an effective tool for meeting the training needs of a team or group of teachers who teach at a particular schools. Such projects are aimed at the theoretical and practical training of teachers and may include issues regarding school administration, management and organisation, proyectos educativos and their development, etc. Teachers may have to comply with a series of admission requirements (regarding

their qualification, teaching experience in certain educational levels, etc.) in order to take part in some of these activities.

In-service teacher training programmes are planned according to the priorities of the relevant education authority and the needs of teachers and are organised around specialisations and educational levels. The following are some of the priority lines established by the *LOE* for in-service training programmes:: to adapt knowledge and teaching methods to trends in education sciences and specific methodologies, as well as to all aspects of coordination, guidance, tutoring, attention to diversity and organisation aimed at enhancing the quality of education and the functioning of educational institutions; to include specific training on the subject of equality; education authorities will foster the use of information and communication technologies and foreign language learning for all teachers, regardless their specialisation, setting up specific training programmes in these areas. Education authorities will also be responsible for encouraging research and innovation programmes.

The comparative analysis between the priorities for in-service teacher training established by the Autonomous Communities corroborates the existence of common goals. Thus, the pedagogical use of Information and Communication Technologies (ICT) in the different curricular areas is seen as a training goal of the greatest importance for many Autonomous Communities. Furthermore, there is a strong commitment to training in coexistence and gender equality, updating the school curricula as regards the acquisition of basic competences, the quality management of educational institutions, the promotion of reading and writing, the study of foreign languages and bilingualism, which constitute the priorities common to most education authorities.

Undertaking in-service training activities has a direct impact on teachers' professional careers, as they are regarded as merits in competitive examinations (merit for transfers, secondments, management of educational institutions) or as a necessary requirement to be eligible for a salary bonus. The amount and name of this bonus varies in the different Autonomous Communities, but it is granted once the teacher proves he/she has attended training activities for a certain number of hours.

In addition, training activities organised by the Autonomous Communities are valid nationwide as long as they meet the basic requirements set by the Government.

### **8.2.10.2. University teachers**

In service training for university teaching staff is not subject to an overall plan or programme, as in the case of non-university teachers (see section 8.2.10.1.). Universities themselves as well as several public and private institutions are responsible for organising their teaching staff's training. Thus, the objectives, programmes and modalities used to carry out the different activities for in-service training may vary, depending on each university or institution and on their specific arrangements.

University departments and, where applicable, teaching support services, are responsible for the provision of training activities aimed at their teaching and research staff. In addition, various public and private institutions (foundations, associations, official professional organisations, etc.) may offer in-service training activities for university teaching staff. The most frequently organised activities are seminars, courses, workshops, lectures, etc.

Qualifications for participation are established for each kind of training activity, and are usually based on specific degrees in certain scientific fields, length of teaching experience at university level, etc.

Universities may grant study leaves, enabling lecturers to carry out teaching or research activities in association with domestic or foreign universities, institutions or centres, pursuant to the terms and conditions, including as regards duration, established in their statutes.

Undertaking in-service training activities has a direct impact on teachers' professional careers, as they are regarded as merits in competitive examinations and as a necessary requirement to be eligible for a salary bonus. These bonuses were introduced in the pay structure as an incentive to undertake educational and research activities.

### 8.2.11. Salaries

The salary of non-university and university teaching staff is described in sections 8.2.11.1. and 8.2.11.2., respectively.

#### 8.2.11.1. Non-university teaching staff

The pay structure for public-sector non-university teaching staff, as for civil servants as a whole, is based on a system of grades linked to professional group, category, seniority and post.

In general, teaching staff in the civil service may belong to one of these two categories:

- Sub-group A1: the body of secondary education teachers, vocational training teachers, teachers of enseñanzas de régimen especial and catedráticos.
- Sub-group A2: the body of pre-primary education maestros and primary education maestros.

Civil servants' remuneration includes two different types of payments: basic and additional. Basic payments comprise:

- Base salary: standard amount set at national level for all civil servants pertaining to the same sub-group. For the year 2010, the base salary is EUR 985.59 for maestros and vocational training teachers, and EUR 1,161.30 for secondary education and enseñanzas de régimen especial teachers and catedráticos.
- Bonus linked to length of service: determined at national level, according to the number of years in service and the bodies civil servants belong to. The amount of the bonus increases with every three-year period in service. For 2010, they amount to EUR 35.73 in the case of maestros and vocational training teachers, and EUR 44.65 for secondary education and enseñanzas de régimen especial teachers and catedráticos.
- Extra payments: There are two extra payments per year. Each time it amounts to one month's base salary plus the bonus linked to seniority and the *allowance linked to the post held*).

Additional payments include:

- *Allowance linked to the level of the post held*. For 2010, it amounts to EUR 498.25 for maestros; EUR 613.60 for secondary education and vocational training teachers and EUR 734.94 for catedráticos.
- A *specific allowance* which, in turn, has several components, as it is awarded according to the particular conditions of certain posts. Some of these factors may vary from one Autonomous Community to the next. In most Autonomous Communities this allowance is made up of three elements: a) a *general component*, applicable to all teachers. Its amount depends on the teaching body to which the teacher belongs; b) an *individual component*, linked to management duties related to individual governing bodies in educational institutions, or other individual posts; and c) a *teacher training component*, which includes an amount awarded after five or six years in the teaching profession and is linked to continuing professional development. This latter component is usually called quinquennium or sexennium and in order to be eligible for it, teachers must have undertaken between 60 and 100 hours of in-service training for each period of five or six years, depending on the Autonomous Community.

The base salary and the *allowance linked to the level of the post held* are the same in almost all the Autonomous Communities. Nevertheless, the *specific allowance* varies from one Autonomous Community to the next.

In addition, the pay scale of private-sector teachers is governed by the terms of the relevant collective agreements and settlements applicable to both centros concertados and private institutions.

In centros concertados the minimum salary for staff covered by these agreements is set out in the corresponding salary scale and it comprises: base salary, additional allowances, bonus linked to length of service, extra payments (paid twice in the same year). These salaries vary according to each Autonomous Community. Teaching staff salaries are paid by the relevant education authority.

In non grant-aided private-sector institutions, the salaries of those teachers included in the Collective Agreement for Mainstream Educational Institutions comprise the base salary and bonuses linked to length of service, as well as a productivity bonus and a transport allowance, both of which are paid for eleven months.

For further information on decision-making policies in relation to non-university education budgets, which have a bearing on teachers' salaries (see section 2.8.1..

#### **8.2.11.2. University teaching staff**

The government establishes the pay scale applicable to university teaching and research staff in the civil service, as laid down by general statutory regulations which govern the pay structure of the civil service. This pay scale takes into account the specific characteristics of university teaching and research staff. The Government defines for each teaching body the corresponding range levels or categories within each level, the criteria governing progression on the scale, and the actual sum to be paid in each case. For the year 2010, the base salary of full-time university teaching staff amounts to EUR 1,161.30 per month, plus an additional bonus of EUR 44.65 for every three years in the post. In addition, teachers obtain a bonus linked to the level of the post. Thus, for *catedráticos de universidad* it amounts to EUR 914.66, EUR 837.73 for *profesores titulares de universidad* and *catedráticos de escuela universitaria*, and EUR 734.94 for *profesores titulares de escuela universitaria*.

The Government and the Autonomous Communities may establish additional performance payments linked to relevant merits based on the teaching practice, research, technological development, transfer of knowledge and management

Additionally, university teaching staff in the civil service may also have two incentive payments for teaching and research activities. There are two types of bonuses: on the one hand, that linked to the appraisal of teachers' performance and merit which takes place every five years. On the other hand, the productivity bonus which, again, is linked to the appraisal of teachers' research work carried out every five or six years.

The salaries of contract teaching and research staff in public-sector universities is regulated by the Autonomous Communities, thus, they may vary from one Autonomous Community to another. Within the limits established by the Autonomous Communities, each university may agree to grant such bonuses linked to individual merits based on the teaching practice, training, research, technological development, transfer of knowledge and management. Besides, the government may establish relevant incentive programmes for contract staff.

In private universities, the salaries of teaching staff are regulated by the terms of employment stated in their contracts, in accordance with the limits and amounts established by statutory regulations. According to the 12<sup>th</sup> State Collective Agreement for Non-profit University Education and Research Institutions, full salaries include the base salary, a bonus linked to length of service and another bonus linked to the extra payment, which are paid on a permanent basis, and other additional payments. According to the 6<sup>th</sup> National Collective Agreement for For-profit Private University-level Institutions and Postgraduate Training Institutions, full

salaries include the base salary, voluntary bonuses, non-absorbable allowances, the teaching allowance and the functional allowance linked to the task entrusted to the person, where appropriate.. In both cases, the total sum earned by private-sector university teaching staff may vary according to various factors: teachers' workload, teachers' professional category and type of institution (faculty, escuela técnica superior, escuela universitaria, or other higher educational institutions).

For further information on decision-making policies in relation to university education budgets, which have a bearing on teachers' salaries (see section 2.8.2.).

## **8.2.12. Working Time and Holidays**

Working time and holidays of non-university and university teaching staff are specified in sections 8.2.12.1. and 8.2.12.2., respectively.

### **8.2.12.1. Non-university teaching staff**

The working time of teaching staff in the civil service varies according to the education authority they are ascribed to. In general terms, for most of the Autonomous Communities it consists of 35 hours a week. A minimum number of which must be spent at the institution (hours of availability at the institution range from 25 to 30 hours depending on the Autonomous Community). Teachers devote most of their time to teaching and the rest is devoted to complementary activities. The remaining time to make up the 35 hours per week is spent, *inter alia*, on class preparation, professional development and other complementary teaching activities undertaken off the institutions' premises.

In centros concertados the maximum weekly teaching time is 25 hours. Annual working time amounts to 1,180 hours, 850 of which are devoted to teaching.

The workload of teachers in private-sector schools depends on the collective agreement which covers them. The agreement for pre-primary education establishes 32 hours of availability at school per week. At the remaining education levels, the agreement establishes a workload of 27 hours a week plus 237 additional hours to be distributed over the school year, provided the overall working time does not exceed 8 hours per day. Besides, 50 more annual hours may be devoted to training, retraining and refresher activities.

Holiday periods for both public-sector and centros concertados teaching staff consist of 22 working days in summer, plus holidays at Easter (approximately eight days) and Christmas (around 15 days). However, public-sector teachers adjust their working calendar to the school calendar and thus are off duty from July 1st to August 31st.

Holidays in non grant-aided private schools are one month long, preferably in summer, plus ten more days distributed throughout the year, in the case of institutions which are covered by the agreement on pre-primary education. In the remaining institutions, holidays are also one month long in summer, plus five more days distributed over the school year and the Christmas and Easter holidays set for pupils. Each year 50% of the teaching staff has two more weeks' holiday in summer, except in boarding schools or schools that organize summer courses, in which case 50% of the teaching staff receive a bonus.

### **8.2.12.2. University teaching staff**

Most university teaching staff works on a full-time basis, but part-time staff may also be recruited. Their workload is, in all cases, compatible with scientific, technical or artistic projects. Lecturers' duties, depending on whether they work on a full-time or part-time basis, are defined in the Statute of each university and regulations on university teaching staff.

Full-time teaching staff weekly workload consists of 35 hours approximately. Full-time lecturers' weekly teaching time comprises eight hours devoted to teaching plus six hours devoted to tutorials. The weekly

workload of profesores titulares de escuela universitaria comprises 12 teaching hours plus six hours for tutorials. The rest of their working time is devoted to research as well as to administrative and management duties in their respective department, institution or university. Only full-time university staff may hold management posts in the university they work for. Under no circumstances may two posts be held simultaneously.

The weekly workload of part-time teaching staff depends on the time they should devote to teaching, tutorials and students' guidance. It ranges from six to three hours' teaching per week, plus the same number of weekly hours devoted to tutorials. In any case, their workload must be compatible with scientific, technical or artistic projects.

The weekly workload of private-sector university teaching staff depends on whether they work on a full-time or part-time basis. In the case of non-profit educational institutions, full-time lecturers must be available at university 37.5 hours per week and they must devote part of this time (up to 15 hours) to ordinary teaching and seminars, while the remainder is spent on class preparation, research, management, and other university activities. Full-time teachers are not allowed to perform any other type of work outside the institution unless permission to do so is granted. Next to full-time teachers, the teaching staff that must be available at university 30 hours per week (13 of which are devoted to teaching) is to be mentioned. The overall working time of part-time teachers is defined in the terms of the contract which the employer and each teacher agree upon.

In the case of for-profit educational institutions, teachers' working year consists of 1,685 or 842 hours, depending on whether they work on a full-time exclusive or ordinary basis. In both cases, and similarly to non-profit institutions, up to 15 hours per week are devoted to teaching. Around 30 hours per week are devoted to other university activities in the case of exclusive teachers, and 14 in the case of ordinary lecturers. The duties carried out during these hours coincide with those undertaken at non-profit educational institutions, since they include, among others, management tasks, research projects, class preparation and tutorials.

Holiday periods are the same for university teaching staff and students: 22 working days in summer, plus holidays at Easter (approximately eight days) and Christmas (around 15 days).

### **8.2.13. Promotion, Advancement**

Sections 8.2.13.1. and 8.2.13.2. deal with promotion and career advancement of non-university and university teaching staff, respectively.

#### **8.2.13.1. Non-university teaching staff**

Civil servants' promotion is based on several criteria such as ability, merits, length of service and the civil servants' own preferences and choices. Likewise, to be eligible for promotion, a teacher must meet the requirements and pass the tests set by the relevant education authority. Promotion of public-sector teachers which implies holding other posts and performing other tasks relates to:

**a) School management:** Head Teacher, Head of Studies or Secretary (see section 2.6.4.1..

**b) Access to another body within the same group and level:** As long as they meet the qualification requirements and successfully complete the selection process, irrespective of length of service. This process takes into account their teaching experience and the results of the examinations they sat in order to gain access to the body.

**c) Access to the bodies of secondary education teachers and Arts and Design teachers:** *themaestros* may move up to the bodies of secondary education teachers and Arts and Design teachers provided they have the required qualifications, have at least six years' experience as career civil servants, meet the merits

required by education authorities and pass the examination which consists of a written examination on one of the topics included in the syllabus of the branch in which they intend to teach. This examination aims to assess the candidates' specific knowledge of the subject area and their command of teaching and pedagogical techniques.

**d) Access to the body of catedráticos:** teachers belonging to the body of secondary education teachers, official language schools, Music and Dramatic Arts, and Plastic Arts and Design teachers may access the corresponding body of catedráticos as long as they have at least eight years' experience and pass a specific competition which takes into account several merits regarding scientific and didactic update, participation in educational projects, teaching activity or the candidate's artistic career.

**e) Access to the body of inspectors:** teachers with civil servant status, with at least six years' experience and who pass both the competitive examinations and the training period may join the body of inspectors (see section 8.4.1.).

**f) University education as associate lecturer:** under the terms of the agreements between the Ministry of Education and the Autonomous Communities and the universities, the recruitment of non-university teaching staff by university departments as full-time or part-time lecturers should be promoted.

**g) Educational administration tasks:** on secondment to different departments, depending on the location and nature of the post: central services of the Ministry of Education or of the Autonomous Communities, teacher institutions, etc.

With regard to the promotion of teachers working at centros concertados and non-subsidised private institutions, the Collective Agreements on Private-sector Educational Institutions states that vacancies in higher categories of teaching staff must preferably be covered by staff from lower levels in the same group, on the basis of their ability, qualifications, eligibility and length of service in the institution.

### 8.2.13.2. University teaching staff

University teachers' career advancement is based on several criteria: ability, merits, seniority and lecturers' own choices and preferences.

Civil servants may move up on the status scale by participating in the competitive examinations announced by universities. Candidates must meet the requirements (linked to qualifications, merits and seniority) and pass the qualifying examinations established by each university. In addition, university teaching staff may also undertake posts in management and executive bodies within the university.

As for contract teaching staff, vacancies in higher categories must preferably be covered by staff from lower levels in the same group, on the basis of their ability, qualifications, eligibility and length of service in the institution. They may also participate in competitive examinations for civil servant status provided they meet all requirements.

In the case of for-profit private institutions, the 6<sup>th</sup> National Collective Agreement for Private Universities, Private University-level Institutions and Postgraduate Training Institutions establishes the conditions for the promotion of the teaching staff, specifying that teachers' advancement to the category immediately above is done by the company taking into account certain criteria (length of service, publications, qualifications, established quotas, specific tests, research projects, training, etc.), according to the candidate's aptitudes. In the case of non-profit private institutions, teachers' advancement conditions are established in the 12<sup>th</sup> State Collective Agreement for University Education and Research Institutions. The agreement specifies that the promotion of this teaching staff is subject to the statutes and internal rules of each institution.



## 8.2.14. Transfers

Sections 8.2.14.1. and 8.2.14.2. describe non-university and university teaching staff mobility, respectively.

### 8.2.14.1. Non-university teaching staff

Education authorities announce nationwide competitions for transfers to cover vacancies every two years. In these competitions, civil servants can apply for posts in other administrations and access to those derived from the competition itself. All career civil servants may participate in such competitions, irrespective of the Autonomous Community they work for or worked for when they joined the teaching public service, provided they have the necessary qualifications. Those passing the State competitions for transfers keep their category and salary conditions.

Announcements for transfers are made public through the official Spanish State gazette and the gazettes of the corresponding Autonomous Communities. These competitive processes include one merit scale covering in-service training and updating courses, academic and professional merits, length of service, voluntary appraisal of performance and, when applicable, having the *catedrático* status. Civil servants who pass these competitions must stay a minimum of two years in their posts.

In the school years when there are no nationwide public announcements for transfers the Autonomous Communities may organise the appropriate procedures to cover vacancies in their regions.

The new 2010/11 nationwide public announcement for transfers of civil servant teachers took place in December 2010.

### 8.2.14.2. University teaching staff

Intra-university or inter-university teaching staff mobility is subject to competition for vacancies on the basis of merit, provided candidates meet all the requirements specified in the relevant section of the public announcement (see section 8.2.5.2.).

Public authorities promote mobility mechanisms between universities and research centres through funding programmes. Thus, the Human Resources instrumental line of the National Plan for Scientific Research, Development and Technological Innovation (R&D&I), developed by the Ministry of Science and Innovation, includes the National Programme for the Mobility of Human Resources, which is aimed at facilitating the geographic and interinstitutional mobility of those involved in R&D and innovation activities. The programme covers both the mobility to Spain of foreign researchers and the mobility of Spanish researchers to other international or national centres. This National Programme includes three sub-programmes. The March 17, 2009 Resolution has made public the second announcement, which includes the different sub-programmes and modes aimed at the mobility and cooperation of those involved in R&D&I activities. It covers both the mobility to Spain of foreign researchers and the mobility of Spanish researchers to other international or national institutions.

The aim of the National Programme is to foster temporary mobility of university teaching staff, for a period ranging from three months to an academic year. In this programme, in addition to the teacher's usual salary, they are granted financial assistance for travel expenses and other allowances.

In the same way, cooperation among universities, non-university educational institutions, public administrations, companies and other public or private institutions is encouraged in order to facilitate temporary mobility between universities' staff and staff working for the other institutions mentioned above.

## 8.2.15. Dismissal

Sections 8.2.15.1. and 8.2.15.2. deal with conditions for dismissal and career changes for non-university and university teaching staff, respectively.

### 8.2.15.1. Non-university teaching staff

Every teacher with civil servant status is entitled to security of tenure once they are admitted into the civil service. Nevertheless, they may be immediately suspended from public service through disciplinary action on the grounds of gross misconduct, loss of Spanish nationality, or loss of nationality of any of the European Union Member States or disqualification sentence from holding a public position.

The appointment of a temporary teacher, whose contract has a limited duration, finishes in the following circumstances: when the career civil servant for whom the temporary teacher stood in resumes service, when the post is covered by another career civil servant, or when education authorities consider that the reasons of urgency and necessity that caused the recruitment of a temporary teacher no longer exist. In any case, termination of contract occurs at the end of the school year. In the same way, career civil servants' disciplinary regulations are also applicable to temporary teachers.

In the case of teachers working at centros concertados and non-subsidised private institutions, who have been recruited on a contractual basis, termination of employment occurs when the contract expires, unless it is renewed. They may also be dismissed during the probation period which all contract staff has to complete, or for breach of contract (or any of the terms of the contract).

The 1985 *Ley Orgánica Reguladora del Derecho a la Educación, LODE* (Act on the Right to Education) regulates dismissal in centros concertados. The dismissal of a teacher working in a centro concertado must be approved by the School Council of the institution after a motion passed by absolute majority. The motion must state the reasons for dismissal.

### 8.2.15.2. University teaching staff

The information on disciplinary procedures applicable to non-university teaching staff with civil servant status is applicable to career civil servant pertaining to university teaching staff (see section 8.2.15.1.).

The rector is responsible for disciplinary action against a member of the teaching staff, except when it leads to permanent exclusion from the civil service. In such cases, the Secretariat-General of Universities will submit the penalty imposed on the teacher to the competent body, for its subsequent processing.

Contract teachers who do not have civil servant status are dismissed when their contracts expire. They may also be dismissed during the probation period which all contract staff has to complete, or for breach of contract (or any of the terms of the contract).

## 8.2.16. Retirement and pensions

Conditions for retirement and the characteristics of pensions for non-university and university teachers are described in sections 8.2.16.1. and 8.2.16.2., respectively.

### 8.2.16.1. Non-university teaching staff

Retirement of teaching staff with civil servant status may take place under the following circumstances:

- Compulsory retirement: retirement is compulsory at the age of 65 or at the end of the academic year when reaching this age. However, those demanding so may stay up to the age of 70 or up to the end of the academic year when reaching this age. As regards economic aspects, the pension amount varies depending on the number of years of service.

- Early retirement on a voluntary basis: upon request and provided they have been in continuous active service for 15 years as members of the teaching staff of educational institutions before early retirement is requested, they have reached the age of 60 and have officially completed at least 15 years of service in the civil service. In this case, the pension is reduced compared to the one obtained with compulsory retirement. It will be based on the number of years of service and on the number of years still outstanding until the official age of retirement (65) is reached. In addition, those civil servants who request early retirement on a voluntary basis and who have completed at least 28 years of service at the moment of the request may receive, together with their last monthly salary, a lump sum which varies according to the person's age, the number of years of service and the additional payments established for the group he/she belongs to.
- Retirement due to permanent disability: it is granted whenever officials suffer from a disabling somatic or psychological pathology, injury or disorder.

Compulsory retirement age in centros concertados is set at 65. On the other hand, in private-sector non grant-aided institutions teachers retire when they reach 65 years of age. However, in this case, teachers may negotiate a later retirement date or have access to an early retirement.

### **8.2.16.2. University teaching staff**

Compulsory retirement for university teaching staff in the civil service is set at the age of 70, and voluntary retirement at the age of 65. Retirement for contract university teaching staff takes place at the age of 65. In any case, retirement is not effective until the end of the academic year when the teacher reaches that age. A third type of retirement might be due to permanent disability and is granted whenever officials suffer from a disabling somatic or psychological pathology, injury or disorder.

However, according to regulations, both education authorities and universities are to promote gradual reduction of the activities of teaching staff upon reaching the age of 60.

Compulsory retirement for private-sector teaching staff is set at 65 although it may be extended up to the age of 70 by mutual agreement in the case of non-profit university institutions. Retired lecturers whose expertise is widely acknowledged may continue collaborating in academic activities, as emeritus professors do in public universities, on an annual basis. As for private educational institutions, teachers may opt for early retirement as established by current regulations, subject to mutual agreement.

## **8.3. School Administrative and/or Management Staff**

Non-university educational institutions publicly financed have two different types of mixed-membership governing bodies (the School Council and the Teachers' Assembly) and a management team (which includes the head teacher, the head of studies and the secretary). These two types of governing bodies are in charge of the pedagogic organisation as well as of the economic and administrative management. For further information on management staff and, in particular, on head teachers, see section 2.6.4.1.

As regards universities, the Governing Council, which is chaired by the Rector, is the highest university governing body; the University Senate, is the maximum body for university community representation; the University Social Council is the body for participation of society in the university; the General Conference for University Politics is the coordinating and cooperating body on university politics; and the University Council is the cooperating, consultative, proposing and academic coordinating body on educational issues.

With the regulations recently approved by the Council of Universities, the Secretariat General of the University Coordination Council is no longer in operation. It was abolished in July 2009.. At present, the Secretariat-General of Universities is responsible for the administrative relation between the Council of Universities and the Ministry of Education. For further information on these bodies and in particular, about the rector's duties, see section 2.6.4.2.

### 8.3.1. Requirements for Appointment as a School Head

Both the educational community and the education authorities take part in the selection process for school heads. The selection is through competition from official teachers of any of the types of provision offered by the school. The selection must be carried out in accordance with the principles of equality, publicity, merit and ability.

Applicants for school head posts must meet the following criteria in order to be eligible for the selection process:

- Have a length of service of at least five years as official teacher.
- Have worked as official teacher for a five-year period teaching any of the types of provision offered by the school concerned.
- Work in a public school teaching any of the types of provision offered by the school concerned, with a length of service of at least one year by the time the vacancy is announced.
- Submit a management project including, among other aspects, its objectives, lines of action and assessment.

The election takes place in the school concerned and is carried out by a committee made up of representatives of the education authorities and the school (at least one third of the members must be teachers appointed by the Teachers' Assembly and another third must be selected from members of the School Council who are not teachers). Priority is given to teachers of the school concerned. If there are no applicants from the school in question or if they are not selected, the committee considers applicants from other schools.

Before they are appointed as school heads, those applicants who have been selected must complete an initial training programme, organised by the education authorities. Applicants with at least two years' experience or who are going to work at specific institutions established by the education authority are exempt from attending the course.

Upon successful completion of this programme, the education authorities appoint applicants as school heads of the corresponding school for a four-year period. The appointment may be renewed, for periods of the same duration, provided their performance has been successfully assessed. School heads with a positive evaluation gain personal, professional and economic recognition throughout their headship. Both the criteria and procedures for this assessment are public. Education authorities can also set a limit on the renewal of the term of office of school heads. When the term of office is over, the school head returns to his/her original teaching post.

If there are no applicants, in the case of newly created schools or if the corresponding committee has not selected any of the applicants, a career civil servant teacher is appointed school head by the relevant education authority for a maximum of four years.

For detailed information about school heads' duties and requirements for their appointment, see section 2.6.4.1., for information on their initial training, see section 8.1.

At university level, requirements for the appointment of the rector, as well as his/her selection process and duties, are specified in section 2.6.4.2. The information on his/her initial training is available in section 8.1.

### 8.3.2. Conditions of Service

In general terms, conditions of service of school heads are similar to those of the rest of teachers with civil service status, though some considerations must be observed (see section 8.2.).

As regards school heads, their salary is the same as that of any other teacher with civil servant status belonging to the same body (see section 8.2.11.1.), although they are granted a *specific allowance* for headship. The economic recognition is kept during the teacher's active service; thus, the teacher is still granted part of the specific allowance he/she received while being the school head.

Furthermore, school heads have the same working hours as the rest of the teachers (section 8.2.12.1.). The specific tasks of the school head position are included in his/her teaching time and therefore, his/her teaching load is reduced.

School heads are assessed at the end of their term of office; those with a positive evaluation obtain personal, economic and professional acknowledgement throughout their headship.

Having worked as a school head is highly appraised as far as competitions for transfers is concerned.

## 8.4. Staff involved in Monitoring Educational Quality

The 1978 Spanish Constitution confers responsibility for monitoring the education system on public authorities and entrusts the State with the Senior Inspection Service (see section 9.5.), the Autonomous Communities' Governments with the Education Inspection services, and the universities with the Services Inspection.

### I) Non-university education

Control and administrative inspection mechanisms at non-university education levels fall within the responsibility of the Education Inspectorate services of the Autonomous Communities. Each Autonomous Community determines its own organisational model, which adapts and responds to the characteristics of its territory. Thus, at regional level, the Education Inspection is basically organised in three different forms:

- Directorate or Sub-directorate General, responsible for specific inspection tasks.
- Bodies dependent on any Directorate General within the Departments of Education.
- Services directly linked to Education Councillorships or Vice-councillorships.

Additionally, within the area of management of each Autonomous Community, education inspections are organised into administrative regions, establishing inspectors' action areas or districts. Therefore, Education Inspection tasks are planned at different levels of specification, from regional to weekly plans, going through regional or territorial and district plans.

Education Inspection is responsible for the monitoring, supervision, enforcement of regulations, and the provision of advice, support and information to educational institutions. These duties are carried out by the Body of Education Inspectors (see section 9.4.2.1.).

Education Inspectors are responsible for monitoring and supervising teaching and organisational procedures in public and private educational institutions as well as the programmes in which these institutions are involved. They also participate in the evaluation of the education system and of all its components, including teaching and management of educational institutions. They ensure that institutions comply with the laws and regulations governing education and implement practices based on principles and values such as gender equality. Besides, they also advise, guide and inform the school community about their rights and duties, and inform on the educational initiatives launched by the Autonomous Communities. Their general duties are set out nationwide, although the Autonomous Communities are responsible for defining their specific tasks.

In order to carry out these duties properly, Education Inspectors must be empowered to have direct knowledge of the activities carried out at the educational institutions, to which they have free access; to

assess and check the academic and administrative records of institutions, and to receive, from the members of the educational community, the necessary cooperation to carry out their activities.

## **II) University Education**

University Inspection is developed at two different levels. On the one hand, the inspection carried out by the Social Council, which is aimed, mainly, at monitoring and controlling the adequate use of universities' financial resources. And, on the other hand, the so called Services Inspection, which is in charge of monitoring all its services and helping in preliminary investigation of disciplinary proceedings, and of monitoring academic discipline.

The university Services Inspector supervises and guarantees academic discipline and leads preliminary proceedings prior to disciplinary action. On the other hand, he/she provides advice and information to all institutions, departments, units and offices at the request of the individuals responsible for them, or at the rector's request, in relation to any matter within the Inspector's competence. He/she deals with applications for reports or inspections in order to monitor and evaluate the performance of teaching services. He/she submits an annual report on activities to the rector and also an annual report to the Governing Council.

### **8.4.1. Requirements for Appointment as an Inspector**

#### **I) Non-university education**

The education inspectors of the Autonomous Communities are recruited by means of competitive examinations, which include an induction phase. Candidates must meet the following requirements to participate in this process:

- 1) Hold a Doctorate, Licenciado, Engineer, Architect, Bachelor's degree or an equivalent degree.
- 2) Belong to any of the bodies of teachers with civil service status.
- 3) Accredited a length of service as a career civil servant and at least six years' teaching experience.
- 4) Accredited competence in the co-official language of the corresponding Autonomous Community.

The competitive examination phase comprises three parts which assess candidates' knowledge of teaching techniques, administrative issues and legislation on education as well as the knowledge and command of appropriate techniques to carry out inspection duties.

The competition phase assesses candidates' career and teaching merits, positive assessment in management posts and belonging to any of the bodies of catedráticos.

Successful candidates must undergo an induction period after which they are appointed as members of the Body of Education Inspectors of the Civil Service. The duration of this induction period ranges from three-months to one academic year. The education authority of the Autonomous Community which announced the competition is responsible for the organisation of the induction period.

Education authorities may put aside up to a third of the vacancies for those teachers who meet the general requirements described above and have been successfully assessed as school heads for at least three whole periods. In this case, access to this body is by means of competition.

#### **II) University education**

Services Inspectors are appointed and dismissed by the rector. They belong to the university teaching staff and their appointment entails a reduction of their teaching duties. They can also belong to the university administrative staff or be chosen from the civil servants who are members of the Social Council. The rector is also responsible for the appointment and dismissal of the Chief Inspector of Inspection Services.

### 8.4.2. Conditions of Service

The conditions of employment of Education Inspectors are equivalent to those of the rest of teaching staff in the civil service (see section 8.2.). Their salary corresponds to that of the body of *catedráticos* (see section 8.2.11.1.).

## 8.5. Educational Staff responsible for Support and Guidance

Educational guidance is organised into three levels of action:

- Classroom level. The class teacher, through tutoring (which is part of the teaching activity), is the person responsible for pupils' guidance as a group.
- Level of direct intervention at educational institutions. Actions related to the direct involvement with pupils, teachers and families, as well as advice regarding the development of the institution's documentation, prevention measures, etc. These structures may be internal to the institution (Guidance Departments and Units) or external (Educational and Psychopedagogical Guidance Teams, Early Care Teams or Specific Teams). These teams are mainly made up of counsellors (psychologists, pedagogues and psychopedagogues) and social workers (see section 4.15.).
- Level of indirect or specific intervention with educational institutions. Actions supporting the guidance structures directly involved with pupils, teachers and families. These structures, external to the institutions, are of two types (specific resource centres or advice centres) and have different names in each Autonomous Community. Guidance Teams, Guidance Units and Guidance Departments provide support for a group of educational institutions.

The initial training conditions of employment and duties of form teachers, counselors and social workers are described below. The three of them carry out their duties at all educational levels, with the exception of university higher education.

### **I) Class or Form teachers**

Class or form teachers are teachers who work at pre-primary, primary, secondary and non-university higher education institutions.

At pre-primary and primary education level, they focus on the pupils' satisfactory integration in the group of classmates (section 4.15.), whereas at secondary education they focus on more specific aspects of academic and professional guidance.

Form teachers are appointed by the school head in most Autonomous Communities, at the proposal of the Head of Studies from the teaching staff of the educational institution and for a one-year period, which can be extended every year. Since they are teachers, information on their initial training and conditions of employment can be found in sections 8.1. and 8.2., respectively.

### **II) School Counsellors**

They belong to the body of secondary education teachers and must hold a [Licenciado](#) degree in Psychology, Pedagogy or Psycho-pedagogy. The counsellor is member of a guidance team or department. Their duties involve providing support, advice and specific guidance to all students at non-university levels and co-operating with the educational institutions and their teaching staff in planning and preparing different activities, tutorials and academic and professional guidance. They are responsible for the psycho-pedagogical assessment of pupils and contribute to the work of the Pedagogical Coordination Committee or a similar body in schools. They may teach at one or more educational institutions. In the secondary education institutions of some Autonomous Communities they also teach subjects related to their field. Since they

belong to the body of secondary education teachers, their conditions of employment are similar to the rest of the teaching staff with a civil servant status. For further information on such conditions, see section 8.2..

### **III) Social Workers**

Social workers are members of the Educational and Psycho-pedagogical Guidance Teams, Guidance Units or Guidance Departments in pre-primary, primary, secondary and non-university higher educational institutions. They hold a first-cycle university degree diplomado in Social Work and they are mainly responsible for identifying pupils with a low attendance record and for analysing the causes of their problems, including educational aspects, in order to ensure that they return to school and reintegrate satisfactorily. For further information on their conditions of employment, see section **8.2.**

## **8.6. Other Educational Staff or Staff working with Schools**

In addition to teaching, which is entrusted to the teaching staff, the educational endeavour involves other activities carried out by staff with different qualifications: therapists, volunteers, scientists, etc.

In sections 8.6.1. and 8.6.2., staff is classified as non-teaching staff related to educational action, administration and service provision, and as volunteers, respectively.

### **8.6.1. Non-teaching staff related to educational action, administration and service provision**

Sections 8.6.1.1. and 8.6.1.2. present the different categories of non-teaching staff related to educational action, administration and service provision both at non-university and university levels, respectively.

#### **8.6.1.1. Non-university Education**

Staff categories of non-teaching staff related to educational action, administration and service provision are included in the Collective Agreements for the various groups of the staffing structure of Autonomous Communities and in the Settlement on Employment in Private Education.

In public-sector institutions, this type of staff may be recruited on a contractual basis or belong to different bodies or levels of the civil service, depending on the qualifications required for entry. Staff in private institutions works under contract, in accordance with the various types of contracts established by current regulations.

Sections 8.6.1.1.1. and 8.6.1.1.2. present the staff directly involved in education and administrative and service staff, respectively.

##### **8.6.1.1.1. Staff directly involved in education**

In educational institutions there are different types of professionals responsible for support in the fields of education and/or health. They are specialists who have been specifically trained to perform such duties. Schools may have all or some of these professionals on their staff depending on the institution's needs. According to their qualification, this staff may be classified as follows:

Higher education graduates: licenciados, physicians, architects, etc. Their duties correspond to their respective training.

Intermediate graduates:

- Registered Nurses: within the scope of their professional qualifications, they monitor and care for pupils who fall ill, supervise the administration of prescribed medication, etc.



- Speech Therapists: they provide specific treatment for speech disorders in coordination with other professionals involved in each case.
- Physiotherapists: provide specific treatment to students with physical problems and are responsible of students' health care if there are not any nurses on the staff. They are also responsible for monitoring and evaluating the treatment the student is undergoing, in coordination with the rehabilitation physician, as appropriate, and for teaching pupils how to handle and use any equipment or aids adapted to their needs, etc.
- Occupational Therapists: provide specific treatment for functional recovery by teaching students how to handle aids and prostheses, by training them in various kinds of activities and by designing or making adaptations that contribute to students' learning and well-being. They are responsible for monitoring and evaluating the treatment the student is undergoing, in coordination with the other professionals in the institution.

Other qualifications:

- Practical Nurses: professionals with training in intermediate ciclos formativos in the field of health care. They perform the tasks entrusted to them by a physician or a registered nurse, who supervise their work.
- Play workers: cooperate with the Maestro to plan leisure and free time activities. They are responsible for carrying out such activities and assisting pupils during such activities; they coordinate and monitor extracurricular teaching and cooperate in monitoring pupils' schooling, liaising between the institution and families, etc.
- Técnicos Especialistas III in Education (Supervisors): persons with a second-level vocational training certificate or equivalent qualifications who provide additional support to pupils with disabilities, assisting them on the school bus, helping them with their daily personal care and also in the dining room, during the night and in other similar situations. They also monitor hallways during classroom changes, students' toilets, classrooms (when the teacher is absent) and school playgrounds (during breaks) in coordination with teaching staff, who are directly responsible for such activities.
- Infant Assistants: they help other staff look after pre-primary education pupils, especially in relation to their diet, their well-being and personal attention to children. They are specifically in charge of pupils' hygiene in the classroom.

#### **8.6.1.1.2. Administrative and service staff**

This group includes all professionals providing general services in educational institutions.

- 1) Administrative staff: engaged in administrative work at different levels (administrators, clerks and administrative officers, bursars, telephone operators, etc).
- 2) Site staff: cleaning and laundry staff, catering staff and kitchen assistants, cooks and catering managers, facilities managers and caretakers, security staff, drivers, gardeners, lift operators, etc.
- 3) ICT technicians: staff with various types of professional qualifications. They install and maintain software and hardware and provide technical support.
- 4) Library staff: librarians, assistant librarians, documentalists, etc.

#### **8.6.1.2. University Education**

University administrative and services staff is made up of the following categories:

- civil servants belonging to various levels/categories of the university;
- non teaching contract staff;
- civil servants who are members of the bodies and categories of other public administrations.

The rector of each university is responsible for decisions related to the administrative status and disciplinary measures applicable to administrative and services staff with the exception of suspension.

University staff categories are structured according to the degrees required for the respective positions. The university Statute establishes the regulations which ensure that vacancies are covered by means of selection processes which must observe the principles of publicity, equality, ability and merit; as well as staff's professional development and career advancement.

General services staff may negotiate their conditions of employment in accordance with existing employment legislation.

Non-university teaching staff is defined in the 12<sup>th</sup> State Collective Agreement for Non-profit Private University Education and Research Institutions, according to the following categories:

- 1) Qualified staff, holders of the relevant short cycle certificate (Technical Engineer or Architect, Construction Technician, Registered Nurse, Social Assistant, Social Work Graduate, Library Assistant and Computer Programmer) as well as holders of long cycle university degrees (Licenciado, Engineer, Architect, Librarian and Analyst).
- 2) Research staff: researcher, scientific associate and research assistant.
- 3) Administrative staff: includes administrative and office staff (head administrative officers, heads of section and sub-department, different levels of clerks, aides and trainees); data processing staff (analysts, programmers, operators, trainees); and library staff (librarian/technician, qualified librarian assistant, librarian aide and trainees).
- 4) Site staff: porters or caretakers, security staff, telephone operators, cleaning staff and trainees.
- 5) General services staff: drivers, labourers, gardeners, bar staff, different levels of auxiliary aides, unskilled workers, etc.

On the other hand, with regard to universities, the 6<sup>th</sup> State Collective Agreement for For-profit Private Universities, Private University-level Institutions and Postgraduate Training Institutions defines non-teaching staff according to the following categories:

- 1) Qualified staff holding a short cycle or long cycle certificate.
- 2) Research staff (principal researcher and assistant to the researcher).
- 3) Support and administrative staff (counsellor and hall of residence warden, computer specialist, operator and programmer and 1st and 2nd class skilled worker).
- 4) Other staff (laboratory technician and assistant, library employee, auxiliary nurse and general services staff).

### **8.6.2. Volunteers**

Parents' Associations (AMPAs) and volunteer activities have helped bridge the gap between the school and the community and improve their relationship. For this reason, volunteer activity in publicly-funded mainstream educational institutions was regulated.

According to these regulations, pupils' and parents' associations, former students' associations and any other public or private non-profit associations or entities engaged in volunteer work in educational institutions or contributing to them have a volunteer status.

Persons of legal age who selflessly devote some of their free time to cooperate with educational institutions may undertake such activities through the abovementioned entities, for which they do not receive any reward, financial or otherwise. Minors over the age of sixteen may also act as volunteers, subject to parents' or legal guardian's authorisation. Pupils enrolled in the institution and who perform volunteer work must do so after school hours.

The main purpose of volunteer work is to broaden and enhance all pupils' opportunities to participate in extracurricular and complementary activities and contribute to offsetting any possible social, personal or financial inequalities.

Autonomous Communities offer financial assistance for carrying out volunteer work in complementary educational activities in educational institutions. These aids may be allocated either to the AMPAs or other types of non-profit associations.

## 8.7. Statistics

**Table 8.1: Active population working in education. Year 2010, first quarter.**

	<b>Total</b>	<b>Women</b>	<b>Men</b>
<b>Total active population</b>	23,006,900	10,213,300	12,793,600
<b>In employment</b>	18,394,200	8,154,200	10,239,900
<b>Unemployed</b>	4,612,700	2,059,000	2,553,700
<b>Total working population in education</b>	1,213,400	806,800	406,600
<b>% of working population in education</b>	6.6	9.9	4.0

Source: Working Population Survey. Instituto Nacional de Estadística, INE (National Institute of Statistics).

**Table 8.2: Trends in the number of teachers in mainstream education at non-university level by institution's ownership**

		1997/98	2007/08
<b>Total</b>		491,696	639,393
<b>Public sector</b>	<b>Total</b>	366,154	467,796
	<b>Maestros</b>	197,787	230,749
	<b>Secondary Education Teachers</b>	132,494	175,188
	<b>Technical Vocational Training Teachers</b>	17,207	21,775
	<b>Other teaching staff</b>	18,666	40,084
<b>Private sector: grant-aided and non grant-aided institutions</b>		125,542	171,597

Source: *Estadística de las enseñanzas no universitarias*. Detailed results for 2007/08. Office of Statistics, Ministry of Education.

**Table 8.3: Trends in the number of teachers working in public-sector universities**

	1997/98	2007/08
<b>Total</b>	74,098	96,462
<b>Teaching bodies</b>	42,209	51,262
<b>Catedráticos de Universidad</b>	6,888	9,075
<b>Profesores titulares de Universidad</b>	21,262	28,509
<b>Catedráticos de Escuelas Universitarias</b>	1,860	1,973
<b>Profesores titulares de Escuelas Universitarias</b>	11,019	11,480
<b>Other teaching staff</b>	1,180	225
<b>Contract teaching staff</b>	31,889	45,200

Source: Estadística de la enseñanza universitaria . Instituto Nacional de Estadística, INE (National Institute of Statistics). Estadística del Personal docente e investigador universitario. Academic year 2007-08. Secretariat of State for Universities. Ministry of Education.

**Table 8.4: Percentage of teachers, broken down by age group and body/category. Academic year 2007/08**

	< 30	30 - 39	40 - 49	50 - 59	> = 60
<b>Maestros</b>	15.7	25.3	28.3	26.7	4.0
<b>Secondary education teachers</b>	6.9	30.4	34.6	23.9	4.1
<b>University teachers</b>	3.4	25.0	34.7	25.8	11.1

Source: *Estadística del Personal docente e investigador universitario*. Academic year 2007-08. Secretariat of State for Universities. Ministry of Education.

**Table 8.5: Percentage of female teachers, broken down by educational level and institution's ownership. Academic year 2007/08**

		Total	Public-sector institutions	Private-sector institutions
<b>Mainstream education</b>	Pre-primary and primary education	80.5	79.5	83.1
	Compulsory secondary education, 'Bachillerato' and vocational training <sup>1</sup>	55.1	54.9	55.8
	Both groups <sup>2</sup>	69.5	72.3	66.2
	Specific special education	79.9	81	77.5
<b>'Enseñanzas de régimen especial'</b>	Plastic Arts and Design	48.7	48.36	53.52
	Music	40.0	38.97	45.21
	Dance	71.9	69.4	80.0
	Dramatic Arts	46.1	48.1	34.2
	Language Education	74.4	-	-
	Sports Education	8.2	13.8	6.8

<sup>1</sup> Including social guarantee programmes teachers.

<sup>2</sup> Those who are allowed to teach in two levels (pre-primary / primary and secondary education / vocational training) during the same school year.

Source: *Estadística de las enseñanzas no universitarias*. Detailed results for 2007/08. Office of Statistics, Ministry of Education.

**Table 8.6: Number of non-university teachers working at mainstream institutions, broken down by Autonomous Community and institution's ownership. Academic year 2007/08**

	<b>Total</b>	<b>Public schools</b>	<b>Private Schools</b>
<b>Total</b>	639,393	467,796	171,597
<b>Andalusia</b>	110,539	88,782	21,757
<b>Aragon</b>	18,052	13,029	5,023
<b>Asturias</b>	13,429	10,682	2,747
<b>Balearic Islands</b>	14,581	10,360	4,221
<b>Canary Islands</b>	27,966	23,172	4,794
<b>Cantabria</b>	8,419	6,334	2,085
<b>Castile and Leon</b>	34,434	25,893	8,541
<b>Castile-La Mancha</b>	31,710	27,664	4,046
<b>Catalonia</b>	102,922	68,258	34,664
<b>Valencian Community</b>	68,779	50,859	17,920
<b>Extremadura</b>	16,818	14,395	2,423
<b>Galicia</b>	37,389	29,845	7,544
<b>Madrid</b>	84,311	49,764	34,547
<b>Murcia</b>	23,209	18,511	4,698
<b>Navarre</b>	9,092	6,436	2,656
<b>Basque Country</b>	31,065	18,614	12,451

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<b>Rioja</b>	3,973	2,926	1,047
<b>Ceuta</b>	1,387	1,134	253
<b>Melilla</b>	1,318	1,138	180

Source: *Estadística de las enseñanzas no universitarias*. Detailed results for 2007/08. Office of Statistics, Ministry of Education.

**Table 8.7: Teaching staff, broken down by type of institution and institution's ownership. Academic year 2007/08**



		<b>Total</b>	<b>Public schools</b>	<b>Private schools</b>
<b>Total</b>		789,858	603,387	186,471
<b>Non-university mainstream institutions</b>	<b>Total</b>	639,393	467,796	171,597
	Pre-primary schools <sup>1</sup>	31,083	15,362	15,721
	Primary schools <sup>2</sup>	217,638	209,923	7,715
	Primary and compulsory secondary education schools <sup>2</sup>	69,777	16,525	53,252
	Compulsory secondary education and/or 'Bachillerato' and/or vocational training schools <sup>3</sup>	233,547	220,631	12,916
	Primary, compulsory secondary education and 'Bachillerato'/vocational training schools <sup>2</sup>	78,371	301	78,070
	Specific special educational institutions	7,082	3,932	3,150
	Specific distance educational institutions	240	235	5
	Social guarantee programmes	1,655	887	768
<b>Régimen Especial institutions</b>	<b>Total</b>	33,677	28,211	5,466
	Art Schools and Colleges of Plastic Arts and Design	4,049	3,765	284
	Music schools	11,875	9,922	1,953
	Dance schools	992	757	235
	Music and/or dance schools	10,773	8,281	2,492
	Drama schools	514	438	76
	Official Language Schools	4,939	4,939	0
	Sports schools	535	109	426
<b>University institutions</b>		105,034	96,462	8,572
<b>Adult Education institutions and programmes</b>		11,754	10,918	836

<sup>1</sup>Providing only pre-primary education.

<sup>2</sup>They can also provide pre-primary education.

<sup>3</sup>They provide one or several of the following provisions: Compulsory secondary education, Bachillerato and vocational training ciclos formativos,

Source: *Estadística de las enseñanzas no universitarias. Estadísticas e Indicadores*. 2010 Edition. Office of Statistics, Ministry of Education. *Estadística del Personal docente e investigador universitario*. Academic year 2007-08. Secretariat of State for Universities. Ministry of Education.

**Table 8.8: Teachers working in mainstream education at non-university level, classified by level at which they teach and institution's ownership. Academic year 2007/08**

	Total <sup>1</sup>	Public schools <sup>2</sup>	Private schools
<b>Total</b>	640,040	468,440	171,600
<b>Pre-primary and primary</b>	314,415	226,963	87,452
<b>Secondary, 'Bachillerato' and vocational training</b>	290,208	220,819	69,389
<b>Teachers working in two levels<sup>3</sup></b>	24,949	13,545	11,404
<b>Specific special education</b>	10,468	7,113	3,355

<sup>1</sup> The difference between the figures shown in this table and those in table 8.2 (Trends in the number of teachers in mainstream education at non-university level) is due to the fact that teachers working at Arts schools providing Bachillerato in the modality of Arts and teachers working at adult institutions providing mainstream education have been taken into account.

<sup>2</sup>Including social guarantee programmes teachers.

<sup>3</sup>Those who are allowed to teach in two levels (pre-primary / primary and secondary education / vocational training) during the school year.

Source: *Estadística de las enseñanzas no universitarias*. Detailed results for 2007/08. Office of Statistics, Ministry of Education.

**Table 8.9: Average teacher/pupil ratio, classified by type of institution and institution's ownership(non-university mainstream education). Academic year 2007/08**

	<b>Total</b>	<b>Public schools</b>	<b>Private schools</b>
<b>Total</b>	11.2	10.3	13.7
<b>Pre-primary institutions</b>	9.5	9.2	9.8
<b>Primary institutions</b>	12.1	12.1	14.0
<b>Primary and compulsory secondary education institutions</b>	13.0	9.2	14.2
<b>Compulsory secondary education and/or 'Bachillerato' and/or vocational training institutions</b>	9.1	9.0	11.4
<b>Primary, compulsory secondary education, 'Bachillerato' and vocational training institutions</b>	15.0	6.4	15.0
<b>Specific special educational institutions</b>	3.7	3.3	4.1

Source: Estadística de las Cifras de la Educación en España. Estadísticas e Indicadores. 2010 Edition.. Office of Statistics, Ministry of Education.

**Table 8.10: Average annual salaries<sup>1</sup> (in Euros) of non-university teaching staff (career civil servants) according to seniority. Academic year 2007/08<sup>2</sup>**

	<b>Initial salary</b>	<b>15 years of service</b>	<b>Maximum salary<sup>3</sup></b>
<b>Pre-primary and primary education Maestro</b>	27,962	32,193	39,410
<b>Secondary education Maestro<sup>4</sup></b>	29,351	33,582	40,788
<b>Secondary education teacher</b>	31,925	36,818	44,558
<b>Secondary education 'Catedrático'</b>	34,134	39,027	46,771

		Primary	Secondary
<b>Additional payment to head teachers<sup>5</sup></b>	Small institutions	4,295	6,314
	Large institutions	6,095	7,670

<sup>1</sup> Average weighted by the number of maestros and teachers working in public-sector institutions of each Autonomous Community, Ceuta and Melilla.

<sup>2</sup> The results for 2007/08 have been calculated by weighting 2007 figures by 33%, and 2008 figures by 67%.

<sup>3</sup> 40 years is the maximum length of service for maestros and 38 years for secondary education teachers and Catedráticos.

<sup>4</sup> Teachers who belong to the body of maestros and teach at the first stage of compulsory secondary education.

<sup>5</sup> It corresponds to year 2007. Average additional payment to head teachers, weighted by the number and size of pre-primary, primary, secondary educational institutions of each Autonomous Community, Ceuta and Melilla.

Source: Office of Statistics, Ministry of Education.

**Table 8.11: Minimum and maximum basic gross annual salaries of teachers and head teachers in primary and secondary education, as a percentage of per capita GDP<sup>1</sup>. Academic year 2007/08**

			Minimum	Maximum
<b>Primary education (ISCED 1)</b>	Teachers		119.2	168.0
	Head teachers	Small schools	137.5	186.3
		Large schools	145.2	194.0
<b>Lower secondary education (ISCED 2)</b>	Teachers		133.3	185.9
	Head teachers	Small schools	163.0	216.8
		Large schools	168.8	222.6
<b>Upper secondary education (ISCED 3)</b>	Teachers		136.1	189.9
	Head teachers	Small schools	163.0	216.8
		Large schools	168.8	222.6

<sup>1</sup>2007 GDP per capita.

Source: Office of Statistics. Ministry of Education.

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## 9. Evaluation of Educational Institutions and the Education System

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In Spain, the evaluation of the education system is viewed as an essential element in order to improve the quality of education, since it constitutes a valuable instrument for the monitoring and assessment of both the functioning and the results of the education system, as well as for the improvement of processes delivering these results. This is evidenced by the fact that the legal framework stresses the need to evaluate all the elements making up the education system: pupils' learning processes, educational results, curriculum, teachers' performance, teaching processes, the managerial function, the running of schools, educational inspection and education authorities themselves. The collection of objective data and their rigorous analysis facilitates the knowledge and appraisal of the achievements and deficiencies present in both the entire system and all its levels and elements. Thus, the necessary foundations are laid for an effective decision-making, which should have an effect on the process for the improvement of the education system.

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education), devotes titles VI and VII to educational evaluation and inspection, respectively, and considers both to be key aspects to improve the education system. Thus, evaluation is an essential element to increase the education system's transparency, which must be applied to all its areas, including inspection. In turn, with the aim of ensuring the compliance with regulations on education, the educational inspection takes part in the evaluation of the education system and its elements. Evaluation procedures of all areas and elements of the education system have been established, which has committed the relevant authorities and the different agents of the system to account for the current situation and its evolution. All these evaluation tasks are aimed at improving the quality of the education system.

The general evaluation of the education system at the non-university levels is the responsibility of the Ministry of Education, through the Institute of Evaluation (*IE*) (<http://www.institutodeevaluacion.mec.es/>). This body, reporting to the State Secretariat for Education and Vocational Training, works in collaboration with the relevant evaluation institutions of the different Autonomous Communities. The latter are responsible for the evaluation of the education system within their respective territory.

University education, however, has a more complex evaluation structure, due to the convergence of the principles of accountability and university autonomy. To this end, the then Ministry of Education, Culture and Sport set up the National Agency for Quality Assessment and Accreditation (*ANECA*), a State foundation whose aim is to contribute to improving the quality of the Higher Education system, by means of evaluation, certification and accreditation of studies, teachers and institutions.

### 9.1. Historical overview

The Spanish education system was globally evaluated for the first time in 1976, when the Nation's Government commissioned the evaluation of the results obtained after the enactment of the 1970 *Ley General de Educación y Financiamiento de la Reforma Educativa, LGE* (General Act on Education and Financing of the Educational Reform).

After this experience, during the 1980's, the then *Centro de Investigación, Documentación y Evaluación, CIDE* (Centre for Research, Documentation and Evaluation), currently called *Instituto de Formación del Profesorado, Investigación e Innovación Educación, IFIIE* (Institute for Teacher Training and Educational Research and Innovation) undertook several appraisals on experimental reforms and certain elements of the education system at non-university levels. Beginning in 1986, the Educational Inspectorate has also run studies with regard to evaluation at non-university levels.

The 1990 *Ley Orgánica de Ordenación General del Sistema Educativo, LOGSE* (Act on the General Organisation of the Education System) devotes title IV to quality in education, stressing the importance that public powers must bestow upon the evaluation of the education system, as a basic agent for quality assurance. In addition, this Act represented a significant boost to the evaluation of the education system, with the creation of the National Institute of Quality and Evaluation (*INCE*), nowadays Institute of Evaluation (*IE*). The Institute's major task is to periodically carry out a general evaluation of the non-university educational levels, as well as to coordinate Spanish participation into international evaluation projects. The *CIDE* therefore ceases to carry out the evaluation functions it had performed and focuses on educational research, innovation and documentation.

The carrying out of punctual internal and external evaluation by private organisations has a long tradition in Spain. Nevertheless, the evaluation of schools, promoted by education authorities through a systematic plan, does not start until the beginning of the 1990's. A pilot experience on the external evaluation of educational institutions, called Plan for the Evaluation of Schools (*Plan EVA*) and carried out by the Inspection Service, was implemented in the school year 1991/92 by the Ministry of Education in those schools within its area of management. One of its main objectives was to spread an evaluation culture in the field of education, as well as to stimulate internal evaluation processes in schools through external formative evaluation.

The 1995 *Ley Orgánica de la Participación, la Evaluación y el Gobierno de los Centros Docentes, LOPEG* (Act on Participation, Evaluation and Administration of Educational Institutions) established the various contents and types of evaluation as well as the powers of the different institutions in relation to this issue and regulated the exercise of the Educational Inspectorate. According to this Act, evaluation is to be applied to pupils, educational processes, teachers, schools, and authorities themselves. It also states that the responsibility of the different education authorities is to formulate and implement periodic evaluation plans in publicly financed institutions, the *INCE* being in charge of carrying out the general evaluation of the education system, as well as supporting the education authorities with their respective evaluation plans and programmes.

Regulations establishing the evaluation framework for publicly-funded schools were passed in 1996. From then on, education authorities started regulating evaluation within their territories. The evaluation process is mainly focused on evaluating schools, although attention is also paid to elaborating and developing programmes aimed at the evaluation of the education system as a whole or its stages, the teaching practice, school management tasks and educational inspection.

In 2000, the completed process of transferring educational powers from the former Ministry of Education, Culture and Sport to the Autonomous Communities revealed the necessity for all Autonomous Communities to design their own internal and external school evaluation plans.

From then on the use of evaluation systems based on models as the one used by the European Foundation for Quality Management (EFQM) start being promoted. One of the key elements of this model is self-evaluation, that is, a global and systematic assessment of the activities and results of an organisation whose reference is an excellence model. Self-evaluation may be applied to the whole organisation or to individual departments, units or services. Self-evaluation seeks to identify strong points and improvable areas within the organisation. This internal evaluation is complemented by a subsequent external evaluation.

In addition, the 2002 *Ley Orgánica de Calidad de la Educación, LOCE* (Act on the Quality of Education) dealt with evaluation and inspection of the education system in its titles VI and VII, respectively. This Act established that evaluation should cover all fields of education under its regulation, and should be applied to students' learning processes, educational processes, teachers' practice, schools, educational inspection and education authorities themselves. Additionally, the former National Institute of Quality and Evaluation (*INCE*) became the National Institute of Evaluation and Quality of the Education System (*INECSE*), although its functions remain the same. Besides, the Act pointed out, among other aspects, the necessity for

specialisation of the Educational Inspectorate. It granted the Autonomous Communities the power to develop its organisation and functioning.

In 2006, the *Ley Orgánica de Educación, LOE* (Act on Education) was passed. The Act, in an attempt to simplify the complex current legal situation, repealed the previous acts (*LOGSE, LOPEG and LOCE*) and became the basic regulation for the general organisation of the Spanish education system. The *LOE* introduces in the Spanish education system goals shared with the other members of the European Union (EU), including the improvement of the quality and effectiveness of the education and training systems. To this end, in accordance with the previous acts, the new Act emphasises both educational evaluation and inspection as factors favouring the quality of education, to which public powers should pay priority attention. It also sets up the *Instituto de Evaluación, IE* (Instituto de Evaluación), replacing the *INECSE*. The *IE* is from then on the body in charge of the evaluation of the education system. Its functions, which are carried out in coordination with education authorities in the Autonomous Communities, are the following:

To carry out multi-annual plans for the general evaluation of the education system.

- To coordinate the participation of the Spanish State in international evaluations.
- To carry out the National System of Education Indicators, contributing to the knowledge of the education system and to guide decision-making regarding education.
- To collaborate in general diagnostic evaluations in order to obtain relevant data, both on pupils and schools.

As regards the evaluation of the university system, it bears mentioning that each university has autonomy concerning evaluation and, during the last years, they have developed different programmes. Thus, the Council of Universities coordinated, from 1992 to 1994, the Experimental Programme on the Evaluation of the Quality of the University System, with the participation of 17 universities. This programme was part of the Pilot Project for the Evaluation of the Quality of Higher Education, sponsored and implemented by the EU, and it was the basis to approve, at the end of 1995, the National Plan for the Evaluation of the Quality of Universities. This Plan had a duration of five years and the following objectives:

- To promote the institutional evaluation of quality as regards university education, research, organisation and management.
- To elaborate homogeneous methodologies and common basic criteria for the evaluation of quality compatible with the practice currently in force in the EU.
- To provide society as well as education authorities and the Council of Universities with objective information.

This Plan was followed by the 2001 2<sup>nd</sup> Plan for the Quality of Universities. This second Plan, with an expected duration of six years, was drawn up to be implemented through calls for institutional evaluation projects. The Plan adopted a mixed evaluation model equivalent to the one used in international university systems and combined both internal and external evaluation. Some of its aims were:

- To continue institutional evaluation and promote the implementation of comprehensive quality systems in universities to achieve continuous improvement.
- To promote the participation of Autonomous Communities in developing and managing the Plan, favouring the creation of bodies devoted to such aim, in order to create a Network of Agencies for University Quality, coordinated by the Council of Universities.
- To develop methodologies in line with those of the EU, which enable establishing verified standards to accredit the achieved quality.



- To implement an information system for universities, public administrations and society, based on the evaluation of results and supported by an indicators catalogue that may be used as a reference for decision-making within the scope of their respective competences.
- To establish an accreditation system of training programmes, academic degrees and institutions, which makes it possible to guarantee quality in accordance with international standards, also covering doctorate and postgraduate programmes.

The Plan was abolished in 2003 and its aims have been promoted by the National Agency for Quality Assessment and Accreditation (*ANECA*) ever since. This Agency was established by the 2001 *Ley Orgánica de Universidades, LOU* (Act on Universities), with the aim of acting as an external mechanism for independently evaluating the performance of the public service in higher education, reinforcing its quality, transparency, cooperation and competitiveness and contributing to the improvement of university education and research as well as to the management of universities. This Agency evaluates not only provision, research, teaching and management, but also universities' services and programmes, offering useful information for decision-making.

The 2007 Act modifying the Act on Universities (*LOMLOU*) stresses the coordination role of the *ANECA* in quality assurance processes and establishing that this Agency must define university evaluation criteria, following approval from the General Assembly of University Policy.

## 9.2. Ongoing debates and future developments

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) establishes that both the Institute of Evaluation (*IE*) and the relevant bodies of the Autonomous Communities must collaborate in the implementation of 'general diagnostic evaluations' in order to gather representative data on students and schools both at regional and national levels. These evaluations should examine the basic competences of the curriculum and be conducted in both primary and secondary education.

The Autonomous Communities must organise, in all schools, a 'diagnostic evaluation' on the basic competences acquired by students on completion of the second cycle of primary education (10 years of age) and at the end of the second year of compulsory secondary education (14 years of age). Such evaluations have an educational and counselling nature for schools and will be informative for families and the educational community.

General diagnostic evaluations started being performed in the school year 2008-2009, therefore the first evaluation in primary education took place in the spring of 2009, and it will take place in the spring of 2010 in the case of compulsory secondary education. For further information, see section 9.5.1..

As far as university education is concerned, the Act modifying the 2001 Act on Universities (*LOMLOU*) was passed in 2007. This Act includes in its contents the European agreements regarding higher education and the boost that the European Union intends to give to research. The new features introduced by the *LOMLOU* are aimed at promoting the autonomy of universities, as well as at increasing their requirements regarding reporting on the fulfillment of their duties.

The *LOMLOU* also changes the functions of the National Agency for Quality Assessment and Accreditation (*ANECA*), which used to be a foundation, in accordance with the Act on State Agencies for the Improvement of Public Services. This new Act bestows more importance upon the *ANECA*, set up in 2001 by the *LOU*, as the agency in charge of the evaluation, certification and accreditation processes at the university level in Spain. Its main task is to coordinate and revitalise quality management policies in Spanish universities, acting as mediator in order to reconcile the principle of autonomy of public universities with the accountability of Spanish universities. Therefore, the *LOMLOU*'s impact on the activities of the *ANECA* derives from the legislative display developed on the basis of this Act, which makes reference to the new organisation of

studies (October 29<sup>th</sup> Royal Decree 1393/2007) and the accreditation of civil servant teachers (October 5<sup>th</sup> Royal Decree 1312/2007). The group of deep changes that the ANECA is experiencing has brought about a reflection on its strategy to avoid differences between a very fast evolution of external demands and its capacity to adapt to them. The Agency drew up a Strategic Plan for 2010, which has guided the organisation during the last five years. This document was conceived as an instrument for reflection and action, which is indispensable for a body as the ANECA to be able to efficiently manage the complexity and diversity of the higher education system where it performs its task.

An internal reflection process was carried out in 2009, which rephrases the bases of the Strategic Plan for 2010 with the aim of adapting it to the new functions it has since the 2007 Act. The new version of the ANECA's Strategic Plan has been drawn up on the basis of the analysis of the degree of achievement of the previous Plan, as well as the different action plans of the ANECA and other documents and information of the Agency. This new version of the Strategic Plan starts with a new mission and vision of the ANECA: to provide external quality assurance to the university system and contribute to its constant improvement, as well as to be acknowledged as a national and international reference of quality assurance of the higher education system and to generate credibility and confidence due to its usefulness, transparency, efficiency and agility.

The objectives of this new Strategic Plan are:

1. To develop and guarantee assessment, verification and accreditation processes of studies leading to obtaining official certificates, as well as the evaluation and accreditation of university teachers.
2. To contribute to constantly improve the quality of the university system, with an autonomous responsibility regarding its operation and paying attention to the action criteria used in similar international institutions.
3. To be a reference for reliable and rigorous information on the quality of the university system.
4. To raise confidence and credibility in all the agents involved.
5. To set up an appropriate organisation to respond to the proposed functions and challenges with quality, agility and efficiency.

The ANECA's 2010 Action Plan is in line with the strategic objectives established in the Strategic Plan and with the specific yearly objectives. Furthermore, the Plan will be implemented taking into account a strict planning regarding time and resources, incorporating quality assurance mechanisms.

### 9.3. Administrative and legislative framework

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) emphasizes the importance of educational experimentation, evaluation and research in the fundamental principles underlying the education system. Likewise, it insists on the importance of the education system evaluation as regards both the planning and organization as well as on the teaching-learning processes and their results. Finally, the cooperation between the State and the Autonomous Communities in the definition, implementation and evaluation of education policies is equally essential.

The *LOE* also stresses that public powers should pay priority attention to all factors favouring the quality of education: teachers' qualification and training, their teamwork, the allocation of educational resources, educational research, experimentation and innovation, the promotion of reading and the use of libraries, the managerial function, educational and vocational counselling, as well as educational inspection and evaluation.

The evaluation of the education system is considered an essential element to improve education and increase the transparency of the education system of the Autonomous Communities. As stipulated by the

*LOE*, such evaluation has several aims, among others, contribute to the improvement of quality and equity, direct educational policies, and provide information on the degree of achievement of the Spanish and European educational objectives as well as the educational commitments made concerning the demand of Spanish society and the goals set in the context of the European Union.

The general evaluation of the education system is carried out by the Institute of Evaluation (*IE*) and by the relevant bodies established by the education authorities, responsible for the evaluation of the education system within their range of authority.

In addition, the State is in charge of High Educational Inspection, in order to ensure compliance with the constitutional principles and regulations developing article 27 of the Spanish Constitution, which establishes the right to education. The September 11 Royal Decree 1950/1985 sets up the State High Inspection Services in the field of education. Article 32 of the April 14 Act 7/1997 on the organisation and functioning of the General State Administration is also devoted to High Educational Inspection.

Finally, the *LOE* stipulates that public authorities are responsible for the inspection of the education system. Educational inspection is conducted on all elements and aspects of the education system, in order to ensure compliance with the law, the guarantee of rights and the observance of duties of those participating in the teaching and learning processes, the improvement of the education system and the quality and equity of education. The *LOE* also includes the functions and organisation across the nation of the Educational Inspectorate and the powers of inspectors, which are listed below:

- To supervise and monitor, from an educational and organisational point of view, the running of educational institutions, as well as their programmes.
- To supervise the teaching practice and the managerial function, as well as to cooperate in their constant improvement.
- To participate in the evaluation of the education system and of its constituting elements.
- To ensure that the acts, regulations and other provisions in effect applying to the education system are enforced in schools.
- To guarantee compliance and implementation of the principles and values of the *LOE*, including those aimed at promoting real equality between men and women.
- To provide counselling, guidance and information to the various sectors of the educational community on the exercise of their rights and compliance with their obligations.
- To submit the reports required by the relevant education authorities or derived from the knowledge obtained from the Educational Inspection itself, through the established procedures.
- Any other function as established by the education authorities, within their range of authority.

Education authorities conduct the Educational Inspection of the Autonomous Communities through public civil servants of the Educational Inspectorate (*CIE*). The work of the members of the Inspectorate focuses mainly on educational institutions, coordinating the various activities they carry out in each school, which are included in the general plans of action drawn up for each academic year. Within the exercise of their duties, the inspectors are to be treated as public authorities and, therefore, they are entitled to: be directly informed of all the activities carried out in all educational institutions, to which they can have free access; examine and check any academic, pedagogical and administrative documentation of the schools which they deem necessary; and have the necessary collaboration of other civil servants and people responsible for public and private educational institutions and services in order to carry out their tasks.

The Autonomous Communities have regulated and passed their own instructions for the organization and functioning of its Inspection Service on the basis of the existing regulations (February 29, 1996 Order of the Ministry of Education and Science (*MEC*), which regulates the education inspection organization and operation at a regional level partially modified by the August 3, 1996 Order).

As regards university provision, the April 12, Act 4/2007, modifying the Act 6/2001 on Universities (LOMLOU), establishes that the General Conference for University Policy, without detriment to the powers conferred on the university coordination bodies of the Autonomous Communities, is the body of agreement, coordination and cooperation of the general university policy. Its responsibilities include the approval of the coordination criteria related to the evaluation, certification and accreditation tasks. Finally, the Agencia Nacional de Evaluación de la Calidad y Acreditación *ANECA* (National Agency for Quality and Accreditation Evaluation) and the relevant bodies of the Autonomous Communities are responsible for the coordination and development of these tasks.

The LOMLOU grants more importance to the *ANECA* as the State agency in charge of the evaluation, certification and accreditation processes at the university level in Spain. Its main functions are:

- To promote the improvement of the teaching, research and management activities of universities.
- To contribute to the measurement of higher education performance according to objective procedures and transparent processes.
- To provide public authorities with suitable information for decision-making.
- To inform society about the achievement of goals in the activities of universities.

In addition, the December 2, 1994 Order, modified by a 2008 Order, and that of November 16, 2000 established and updated the procedures for evaluating the research activity of university teachers.

Concerning the regional legal and administrative framework, each Autonomous Community has powers as regards educational evaluation and inspection. The evaluation units in the different Autonomous Communities are the following:

**Table 9.1. Evaluation units in the Autonomous Communities**

	<b>Evaluation and/or Inspection Units</b>
<b>Andalusia</b>	Agencia Andaluza de Evaluación Educativa, AGAEVE (Andalusian Agency for Education Evaluation)
<b>Aragon</b>	Servicio de Equidad y Evaluación. Unidad de Evaluación (Equality and Evaluation Service, Unit of Evaluation)
<b>Asturias</b>	Servicio de Evaluación y Calidad Educativa (Department for Educational Evaluation and Quality)
<b>Balearic Islands</b>	<i>Instituto de Evaluación y Calidad de las Islas Baleares, IAQSE</i> (Institute for Evaluation and Quality of the Balearic Islands)

<b>Basque Country</b>	<i>Instituto Vasco de Evaluación e Investigación Educativa, IVE/ISEI</i> (Basque Institute for Educational Evaluation and Research), <i>Agencia Vasca para la Evaluación de la Competencia y la Calidad de la Formación Profesional</i> (Basque Agency for the Evaluation of Competence and Quality in Vocational Training), and <i>Inspección de Educación</i> (Educational Inspection).
<b>Canary Islands</b>	<i>Instituto Canario de Evaluación y Calidad Educativa, ICEC</i> (Institute for Educational Evaluation and Quality of the Canary Islands).
<b>Cantabria</b>	<i>Unidad Técnica de Evaluación y Acreditación</i> (Evaluation and Accreditation Technical Unit)
<b>Castile and Leon</b>	Servicio de Supervisión de Programas, Calidad y Evaluación (Dirección General de Calidad, Innovación y Formación del Profesorado) (Department for the Supervision of Programmes, Quality and Evaluation - Directorate General for Quality, Innovation and Teacher Training).
<b>Castile-La Mancha</b>	Oficina de Evaluación (Evaluation Bureau)
<b>Catalonia</b>	Consejo Superior de Evaluación del Sistema Educativo, CSDA (Supreme Council for the Evaluation of the Education System).
<b>Extremadure</b>	Servicio de Inspección General y Evaluación (General Inspection and Evaluation Service).
<b>Galicia</b>	Servicio de Evaluación y Calidad del Sistema Educativo (Education System Evaluation and Quality Service)
<b>La Rioja</b>	Unit reporting to the Dirección General de Educación (Directorate General for Education) and Inspección Técnica Educativa (Educational Technical Inspection).
<b>Madrid (Community of)</b>	Subdirección General de Evaluación y Análisis (Sub-directorate General for Evaluation and Analysis)
<b>Murcia (Region of)</b>	Servicio de Evaluación y Calidad Educativa (Department for Educational Evaluation and Quality)
<b>Navarre</b>	Sección de Evaluación (Evaluation Area) of the Servicio de Inspección Técnica (Technical Inspection Service).
<b>Valencian Community</b>	Servicio de Estudios y Evaluación (Studies and Evaluation Service)

Likewise, agencies for the evaluation of university education have been set up in most Autonomous Communities.

Table 9. 2. University evaluation units in the Autonomous Communities

	University Evaluation Units
<b>Andalusia</b>	<i>Unidad para la Calidad de las Universidades Andaluzas, UCUA</i> (Unit for the Quality of Andalusian Universities) and <i>Agencia Andaluza de Evaluación de la Calidad y Acreditación Universitaria, AGAE, de Andalucía</i> (Andalusian Agency for the Evaluation of University Quality and Accreditation of Andalusia).
<b>Aragon</b>	<i>Agencia de Calidad y Prospectiva Universitaria de Aragón, ACPUA</i> (Agency for University Quality and Planning in Aragon).
<b>Balearic Islands</b>	<i>Agencia de Calidad Universitaria de las Islas Baleares, AQUIB</i> (Agency for University Quality in the Balearic Islands).
<b>Basque Country</b>	<i>Agencia de Evaluación y Acreditación de la Calidad del Sistema Universitario del País Vasco</i> , (Agency for the Evaluation and Accreditation of the Quality of the University System in the Basque Country).
<b>Canary Islands</b>	<i>Agencia Canaria de Evaluación de la Calidad y Acreditación Universitaria, ACECAU</i> (Agency for the Evaluation of University Quality and Accreditation in the Canary Islands).
<b>Castile and Leon</b>	<i>Agencia para la Calidad del Sistema Universitario de Castilla y León, ACUCYL</i> (Agency for the Quality of the University System in Castile and Leon).
<b>Castile-La Mancha</b>	<i>Agencia de Calidad Universitaria de Castilla-La Mancha, ACUM</i> (Agency for University Quality in Castile-La Mancha).
<b>Catalonia</b>	<i>Agencia para la Calidad del Sistema Universitario de Cataluña, AQU</i> (Agency for the Quality of the University System in Catalonia).
<b>Galicia</b>	<i>Agencia para la Calidad del Sistema Universitario de Galicia, ACSUG</i> (Agency for the Quality of the University System in Galicia).
<b>Madrid (Community of)</b>	<i>Agencia de Calidad, Acreditación y Prospectiva de las Universidades de Madrid, ACAP</i> (Agency for the Quality, Accreditation and Planning of Universities in Madrid).
<b>Valencian Community</b>	<i>Agencia Valenciana de Evaluación y Prospectiva</i> (Valencian Agency for the Evaluation and Prospective Studies)

## 9.4. Evaluation of schools/institutions

This section describes the two types of school evaluation processes: internal evaluation (see section 9.4.1.), carried out by members of the school, and external evaluation (see section 9.4.2.), conducted periodically by evaluation experts external to the school within the framework of the relevant evaluation plan of every Autonomous Community.

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) establishes the general framework of both the general evaluation of the education system and the evaluation of educational institutions. In addition, the education authorities of the Autonomous Communities, within their range of authority, can draw up and carry out school evaluation plans, which must consider the socio-economic and cultural situations of families and pupils, the environment of the school and its resources. They also support and facilitate self-evaluation in educational institutions with awards, specific plans and assistance. This is the case of Andalusia, Asturias, Cantabria, Castille and Leon, Castille-La Mancha, Catalonia, Extremadure and Galicia.

The evaluations of the schools are always accompanied by an improvement plan adapted to each school depending on the results of the evaluation.

As regards university education evaluation, universities must gather an annual report of their teaching and research activities to their corresponding Autonomous Community and to the University Policy General Council. Besides, in the last years, an increasing number of university institutions has implemented self-evaluation plans to assess their activities, their teachers' work and their students' results.

As it has been mentioned before, the Agencia Nacional de Evaluación de la Calidad y Acreditación ANECA (National Agency for Quality and Accreditation Evaluation), the Social Council and the equivalent bodies of the Autonomous Communities are the bodies involved in this evaluation. The ANECA and the equivalent bodies of the Autonomous Communities are responsible for organising, coordinating and revitalising the policies of quality management in Spanish universities with the aim of increasing the competitiveness of the Spanish university system. For this purpose, they organize the processes for the evaluation of institutions through specific programs for the evaluation of official university degrees, as well as the evaluation of the activities by the said degrees, being universities themselves the main agents of such evaluation processes. Besides, the ANECA tries to implement new modalities for the evaluation of teachers following the new university legislation and it writes reports about the quality of the teaching staff and of the universities. Likewise, it enhances the development of new projects with the agencies of the Autonomous Communities and the international agencies. The ANECA consolidates the participation of students in evaluation processes and in the consultive bodies of the agency, making sure that all the projects it develops are transparent. This agency must develop its activities following certain principles of technical and scientific competence, legal and judicial security, independence and transparency. Likewise, it must collaborate with the evaluation bodies created in the Autonomous Communities, employing international quality standards and establishing cooperation and mutual examination mechanisms.

In order to carry out the evaluation of higher education institutions, the ANECA develops the Institutional Evaluation Programme (PEI), whose aim is to facilitate an evaluation process to improve the quality of education leading to the awarding of official university degrees valid nationwide, through their self-diagnosis and the assessment of external evaluators. This programme also aims at encouraging evaluation processes which favour the establishment or continuity of quality assurance systems as well as providing students, their families, society as a whole, universities' governing bodies and public authorities with information on the quality of university education and their action plans. On the other hand, it intends to consolidate the evaluation culture at Spanish universities and to prepare them for successfully facing the new existing challenges within the European Higher Education Area, which includes the design and implementation of stable quality guarantee systems.

The programme consists of three phases:

- 1) Self-evaluation: The unit evaluated (a specific type of university provision), through the Self-Evaluation Committee, describes and assesses its situation according to the established criteria and identifies those improvement proposals which constitute the basis for the preparation of the action plans that are to be implemented once the whole process has been completed. The result is the Self-Evaluation Report.
- 2) External evaluation: In this phase, a group of evaluators external to the unit evaluated, appointed by the ANECA and under its rule and supervision, analyses the Self-Evaluation Report (through both a documentary study and a visit to the unit evaluated) and gives advice and proposals for improvement. The result of this phase is the External Evaluation Report.
- 3) Final evaluation: It provides the main outcomes of the evaluation process. During this phase, the Plan for Improvement of the unit is drawn up. This includes a list of the actions for improvement observed in the self-evaluation phase, the establishment of the tasks to be undertaken for their achievement, as well as the people in charge, the resources involved and the schedule for its implementation. The follow-up indicators of the improvement actions are also identified, as well as the expected benefits derived from them.

### 9.4.1. Internal evaluation

Since the enactment of the 1990 *Ley Orgánica de Ordenación General del Sistema Educativo, LOGSE* (Act on the General Organisation of the Education System) self-evaluation is compulsory for all educational institutions. Its aim is that all the educational decisions taken in the exercise of the pedagogical autonomy can be revised and, if necessary, propose the relevant changes towards the achievement of a quality education for all students. The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) strengthens the importance of internal evaluation in schools and entrusts the Educational Inspectorate with supporting the drawing up of the evaluation projects and school self-evaluation.

Self-evaluation of universities is regulated by the evaluation plans of each university and by the aims, activities and programmes currently developed and promoted by the National Agency for Quality Assessment and Accreditation (ANECA) and the equivalent bodies of the Autonomous Communities.

#### 9.4.1.1. Internal evaluation of non-university educational institutions

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) establishes that the education authorities must support and facilitate school self-evaluation since it constitutes a necessary tool in order to obtain information about the running of schools, which allows drawing up improvement plans adapted to their characteristics and needs. The Educational Inspectorate must facilitate these internal school evaluation processes by providing schools with support and advice.

The Autonomous Communities, responsible for the design and implementation of the evaluation plans of the schools within the territory they administrate, have established their own self-evaluation models, although all of them are aimed, in some way or another, at detecting the strong and weak points of the educational provision of schools, in order to draw up action plans to go in depth into the achievements and correct deficiencies. These plans are also aimed at consolidating evaluation as an integral part of the school culture.

The Autonomous Communities have implemented different evaluation models:

- Most of them have adopted the internal evaluation model, the one proposed by the State in 1996 Order by the Ministry of Education and Science, (as it was called before) although with slight variations. According to this model, educational institutions are responsible for evaluating their own running, the results achieved at the end of each academic year, and for preparing an annual report with the most significant conclusions of the self-evaluation as a basis for an Improvement Plan. The governing and educational



coordination bodies of schools must promote internal self-evaluation in the following way: the School Council assesses, at the end of each school year, the proyecto educativo of the school, as well as the programación general anual, the implementation of complementary school activities, the evolution of pupils' academic performance and the efficiency in the management of human and material resources. In its turn, the Teachers' Assembly assesses all teaching aspects included in the proyecto educativo and in the programación general anual of the school.

- Other Autonomous Communities have decided to carry out a comprehensive evaluation model, usually based on quality management programs (EFQM, ISO rules, etcetera), taking self-evaluation as a first step in the evaluation process, which will be useful to complement and contrast the results of the subsequent external evaluation.
- Other administrations, regardless of the evaluation model they may use, have implemented plans and projects specifically aimed at promoting school self-evaluation. To this end, they make models and tools available to schools in order to help in this process and to support and finance experimental self-evaluation strategies arising from the initiative of schools.

Although the common objective of the abovementioned self-evaluation initiatives is the writing of an Improvement Plan, each Autonomous Community is free to accommodate and adjust them according to its specific context and needs, focusing evaluation on the aspects that they consider as the most relevant ones. Thus, in some cases, the contents to be evaluated concern the whole institution; in others, they deal with partial aspects of the school activity, such as attention to diversity measures, basic curricular competences, the equity and efficiency of education, school coexistence, etc. Certain evaluation institutes of the Autonomous Communities also draw up, by way of guidance, some internal evaluation indicators, although each school, taking into account its own context, establishes in its self-evaluation plan the indicators to be selected and the procedures to be used.

In any case, all educational institutions, in accordance with what is established by the relevant education authority, draw up an annual report including the most significant conclusions of the self-evaluation, from which an Improvement Plan is prepared.

#### **9.4.1.2. Internal evaluation of higher educational institutions**

Universities have to submit an annual report on their teaching and research activities both to the Autonomous Community to which they report and to the General Conference for University Policy. Over the past few years, an increasing number of university institutions have implemented internal evaluation plans of their activities, teachers' practice and students' results.

The General Conference for University Policy, without detriment to the powers conferred on the university coordination bodies of the Autonomous Communities, is the body for harmonisation, coordination and cooperation of the general university policy. Its responsibilities include the approval of the coordination criteria related to the evaluation, certification and accreditation tasks. In its turn, the ANECA and the relevant bodies of the Autonomous Communities are responsible for the coordination and development of these tasks.

Other university governing body involved in evaluation processes is the Social Council of each Autonomous Community, a body that enables society to take part in University and to supervise the performance of university services. The aim is to contribute to the improvement of the higher education system quality, to promote its research potential, and to enhance the social, economic and cultural progress of the hosting society. For this purpose, it passes an annual plan of actions which promotes relations between the university and its cultural, professional, economic and social environment to provide quality services. In order to develop its functions it counts on the information and assessment from the ANECA and the similar bodies of the Autonomous Communities.

The ANECA has the mission of contributing to the improvement of higher education quality by means of the evaluation, certification and accreditation of the studies, teachers and university institutions. With this aim, it coordinates and provides the university centres with evaluation tools, although the university institutions are the ones in charge of drawing up and carrying out their own evaluation plans.

The evaluation of university institutions, coordinated by the ANECA, is organised through the Institutional Evaluation Programme (*PEI*) (see section 9.4.). The Agency bases on a report prepared by the European Association for Quality Assurance in Higher Education (ENQA), which establishes that universities must create and develop a culture acknowledging the importance of quality and its assurance in daily work. To this end, they must develop and implement a strategy aimed at its constant improvement.

The first phase of the *PEI*, the self-evaluation, consists of an internal evaluation of universities. In order to conduct it, the ANECA publishes a self-evaluation guide in its web page (<http://www.aneca.es/>) which specifies the different activities to be developed as well as their deadlines and the role to be performed by the most important agents of the process. It also provides those registered in the programme with a protocol for the drawing up of the self-evaluation report, designed to include, in a structured way, all the information resulting from the self-evaluation of the relevant type of provision.

This self-evaluation is a process through which all members of the university community directly involved in a specific type of provision (lecturers, students and administrative and service personnel), headed by the management team, must describe, analyse and assess its situation, taking objective data as reference. This process must have the support of the Governing Council of the university.

Through this self-evaluation, the institution knows the situation of provision with regard to the criteria of the model proposed by the ANECA, which constitutes the starting point to conduct the Plan of Improvements. The evaluation model followed is based on six criteria which define the most relevant aspects to be considered during the self-evaluation process. They are the following: training programme, organisation of provision, human resources, material resources, training process and results.

Although the involvement of the entire university community is required, two are the main agents of the self-evaluation process:

- The Self-Evaluation Committee, responsible for conducting the self-evaluation process, writing the Self-Evaluation Report, acting as interlocutor to the team of external evaluators, as well as drawing up the Plan of Improvements. It should be chaired by the person in charge of the qualification to be evaluated and comprised of members of the type of university provision evaluated which are representative of the internal organisation of the institution (those responsible for university provision, lecturers, administrative and service personnel, students, and a member of the Technical Unit for Quality).
- The Technical Unit for Quality, in charge of facilitating and providing the Self-Evaluation Committee with all the information available at the different administration services of the university (statistics, tables, reports, etc.). It also offers technical support throughout the entire process.

The result of the self-evaluation process of university education must facilitate knowledge of its real situation, aspects that require greater efforts and proposals for improvement. The result of this phase is the Self-Evaluation Report, which is submitted to the ANECA in order to verify that it adjusts to the methodology proposed and that it offers the necessary information. If it is the case, the ANECA submits it to the External Committee and the second phase of the evaluation programme begins.

Apart from the ANECA and the evaluation agencies of the universities of the different Autonomous Communities, Spanish universities promote their own institutional quality plans, which consist of self-evaluations conducted with the aim of achieving excellence in all areas and actions of the institution. An

important aspect of these self-evaluations is the analysis of the changes universities must face in order to respond to the new demands of higher education.

## 9.4.2. External evaluation

The following sections include information on the external evaluation of both non-university (see section 9.4.2.1.) and university education (see section 9.4.2.2.).

### 9.4.2.1. External evaluation of non-university educational institutions

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) establishes that one of the foundations of education is the evaluation of the education system as a whole, including pupils' results, teachers' activity, educational processes, the managerial function, the running of schools, inspection and education authorities themselves.

The Autonomous Communities are responsible for defining school evaluation plans, where they include the external evaluation processes that are part of such plans.

Thus, those Communities which implement an external-internal evaluation model as independent but not mutually exclusive tasks, they use external evaluation as a cross-current element of the process, which can be used to evaluate the basic competences of pupils, the organization and running of schools, and the development of teaching and learning processes, distributing such tasks throughout the whole evaluation plan.

On the other hand, the authorities which develop an evaluation model using specific plans for education quality improvement (EFQM, ISO standards, total quality models, etcetera), conduct this evaluation as a second stage of the process, which complements and contrasts self-evaluation. This entails, in some cases, to collaborate with other evaluation institutions belonging to the Autonomous Communities.

Regardless of the evaluation system used, some common characteristics can be found in the external school evaluation:

- It is conducted by the Educational Inspectorate.
- It is aimed at evaluating the areas and dimensions established by the relevant body in terms of education.
- The procedure used is the analysis of programmatic school documents, the conduction of interviews to gather the opinion of the different sectors of the educational community, the participation in some of the work sessions of the different governing or educational coordination bodies, as well as direct observation of specific teaching and learning situations.
- It is incorporated as a regular task in the action plan of the Inspectorate and may include other external agents who are experts in any of the areas evaluated.
- The evaluation process concludes with the drawing up of a report for each school.
- Both the Teachers' Assembly and the School Council are informed of the conclusions of the evaluation.
- It ends with the proposal of an Improvement Plan.

In the case of the Autonomous Communities which have defined and approved their own school evaluation plan, the Inspectorate carries out the external evaluation in accordance with the Plan, which occasionally implies collaborating with other regional evaluation institutions (see section 9.3.). Some of the actions of

these institutions are the establishment of educational indicators, the evaluation of the different stages of the education system and the revision of the external and internal school evaluation plans.

The Educational Inspectorate includes the schools, programs and education services evaluation as a regular task in its action guidelines. Consequently, it becomes the link between the administration and educational institutions, and it plays a key role in the external school evaluation processes.

#### **9.4.2.2. External evaluation of higher educational institutions**

The National Agency for Quality Assessment and Accreditation (*ANECA*) is the external and independent body in charge of coordinating and promoting the evaluation of the Spanish university system (see sections 9.3. and 9.4.1.2.).

The aims of the *ANECA* include the design of processes and the definition of criteria and indicators to evaluate university activity, which is based on the assessment carried out by external and independent experts of renowned academic, technical and professional prestige. This activity is channeled through procedures that take the form of programmes, among them, the Institutional Evaluation Programme (*PEI*), whose aim is to facilitate an evaluation process to improve the quality of education leading to the award of official university degrees valid nationwide, through their self-diagnosis and the assessment of external evaluators.

The Institutional Evaluation Programme (*PEI*) consists of three phases: self-evaluation, external evaluation and final evaluation (see section 9.4.). The second phase, the external evaluation, is conducted by an External Committee, which is made up of a group of evaluators external to the unit being evaluated. These evaluators are appointed by the *ANECA* and work under its rule and supervision. On completion of the first stage of the programme, the Self-Evaluation Report is submitted by the *ANECA* to the External Committee, which analyses it in accordance with the process defined in the External Evaluation Guide. In addition, the Committee visits the educational institution in question in order to contrast the information provided by the qualification or service being evaluated.

The result of this second phase is the External Evaluation Report, in which the External Committee's recommendations and proposal for improvements are included. This report is submitted to the *ANECA* and, if the methodology is approved by the Agency, to the Vice-Rector in charge of university quality issues, the person responsible for the provision being evaluated as well as the Technical Unit for Quality, so that the unit evaluated can make the relevant comments or objections.

The final stage of the process includes the Plan of Improvements agreed and negotiated with the different university bodies responsible for its implementation. This Plan of Improvements is prepared by the Self-evaluation Committee, taking into account the results of both the Self-evaluation Report and the External Evaluation Report.

The Autonomous Communities with their own evaluation bodies coordinate with the *ANECA* to carry out the evaluation of university degrees, so that the process may follow the guidelines established by the latter.

External evaluation enhances and validates evaluation processes, strengthening the reliability and credibility of the results derived from universities' self-evaluation processes.

Another tool developed by the *ANECA* for the evaluation of university education is the Accreditation Programme. It is a process carried out after offering a specific provision and is aimed at the accreditation of this provision once its compliance with certain quality criteria has been verified. Accreditation may be considered as a key element in the transparency of the actions carried out by university institutions. The *ANECA* has designed a model with the criteria and guidelines for the accreditation of studies leading to officially recognised Spanish Bachelor's and Master's degrees promoted by the regulations of the European Higher Education Area (EHEA).

The ANECA also runs the Evaluation Programme for the assessment of officially recognised postgraduate programmes, aimed at evaluating proposals of postgraduate degrees of universities in those Autonomous Communities without evaluation agencies and universities reporting to the Ministry of Education (*Universidad Nacional de Educación a Distancia* and *Universidad Internacional Menéndez Pelayo*). In order to conduct this Programme, the Agency has drawn up a handbook of procedure to guide evaluators in the evaluation of the proposals. For the design of this Programme, criteria and guidelines for quality assurance in the EHEA, as established by the ENQA, have been taken into account.

Lastly, it is worth mentioning the University Services Evaluation Programme: the ANECA-CEG (Club for Excellence in Management) Agreement. This is a programme organised by the ANECA through an open call, which offers universities the possibility of evaluating their services or management departments in accordance with the EFQM model, the one used at the international level by highly prestigious organisations acknowledged for their high quality standards on management.

## 9.5. Evaluation of the education system

Regarding the evaluation of the organisation and running of the education system, it is important to distinguish, on the one hand, the task of evaluating the education system, carried out at national level by both the Institute of Evaluation (*IE*) (see section 9.5.1.), as regards non-university levels, and the General Conference for University Policy and the National Agency for Quality Assessment and Accreditation (*ANECA*) (see section 9.5.2.), concerning university provision; and, on the other hand, the function of the High Inspection, conducted by the State.

As stipulated by the 2006 *Ley Orgánica de Educación, LOE* (Act on Education) the aim of the evaluation of the education system has several components: among others, contribute to the improvement of quality and equity, direct educational policies or provide information on the degree of achievement of the Spanish and European educational objectives, as well as the educational commitments made concerning the demand of Spanish society and the goals set in the context of the European Union. The Act also establishes that evaluation must be focused on all educational areas and, particularly, on pupils' learning processes and results, teachers' activity, educational processes, the managerial function, the running of schools, inspection and education authorities themselves.

In accordance with the *LOE*, the general evaluation of the education system is carried out by both the *IE* and the relevant bodies established by the Autonomous Communities, responsible for the evaluation of the education system within their range of authority.

As regards higher education, the General Conference for University Policy is the highest consultative and coordination body of the university system, responsible for the approval of the organisation criteria related to the evaluation, certification and accreditation tasks proposed by the ANECA. This Agency, which is responsible for university evaluation, must report to the Ministry responsible for universities and the Council of Universities about evaluation, certification and accreditation processes in Spain, for which it will be able to ask for or provide collaboration to the evaluation bodies in the Autonomous Communities, if applicable.

Finally, concerning the evaluation of the education system, it is worth mentioning the work performed by the High Educational Inspectorate, which was set up as a result of the political organisation of Spain as a State made up of Autonomous Communities. Its main aim is to ensure compliance of the educational powers conferred to the State and of national regulations, as well as observance of the constitutional principles and regulations and the different acts on education in the Autonomous Communities. In other words, the High Educational Inspectorate is in charge of verifying the implementation of the general organisation of the education system and the core curricula in the different Autonomous Communities. The High Educational Inspectorate, organised into 17 High Inspectorates (one for each Autonomous Community), is one of the means of the Ministry of Education to run and manage Spanish educational policy and the education system

within its range of authority. Although its activity is subordinated to the central administration, it requires the cooperation of the Autonomous Communities.

### 9.5.1. Evaluation of non-university education

The improvement of the quality of the education system calls for previous evaluations establishing a rigorous and reliable diagnosis of the current situation. According to the 2006 *Ley Orgánica de Educación, LOE* (Act on Education), the general evaluation of the education system is carried out by the Institute of Evaluation (*IE*), reporting to the Ministry of Education, and by the relevant bodies established by the education authorities in the Autonomous Communities, responsible for the evaluation of the education system within their range of authority (see section 9.3.).

The *IE* is the national body in charge of the general evaluation of the education system at non-university level. The structure and functions of the Institute have been established by the Government with the aim of guaranteeing the participation of the education authorities of all the Autonomous Communities. Its main aim is to provide the Ministry of Education, the Autonomous Communities and citizens with relevant information regarding the extent to which the education system meets its stated goals.

The *IE*, in collaboration with the relevant bodies of the Autonomous Communities, draws up multi-annual plans for the general evaluation of the education system at national level. These plans include evaluations of the different educational stages, general diagnostic evaluations to obtain representative data on students and schools at regional and national levels, the State System of Educational Indicators, as well as Spanish participation into international evaluations.

In addition, with the aim of working out accountability for the running of the education system, the Institute must submit an annual report to the Parliament summarising the results of the general diagnostic evaluations, other evaluation tests, the main indicators of Spanish education and the most outstanding aspects of the annual report of the State School Council.

The evaluation bodies of the different Autonomous Communities collaborate with the *IE* in the different activities for the evaluation of the Spanish education system and are in charge of conducting the evaluation of the education system within their territory. However, each Autonomous Community has adopted a different structure, corresponding to any of the following three models: specific evaluation institutions or bodies, assignment of the evaluation tasks to another regional institution or body, or assignment of these functions to bodies which are not exclusively devoted to the evaluation of the system.

The evaluation instruments vary depending on the type of study. Objective tests to measure student performance and questionnaires related to the school context to gather information on the educational institution, teachers, educational processes, families, etc. are the most widely used.

Each Autonomous Community is responsible for drawing up its own plans for assessing the teaching staff in the civil service, with the aim of improving the quality of education and the teaching practice. These plans, which need to be made public, include the aims and assessment criteria, as well as the way in which teachers, the school community and education authorities themselves participate in the assessment process.

The different evaluation projects of the Spanish education system are briefly described below:

#### **General diagnostic evaluations**

The 2006 *LOE* establishes that the *IE* and the relevant bodies in the Autonomous Communities must collaborate to carry out 'general diagnostic evaluations', which make it possible to gather representative data, both regarding pupils and schools in the Autonomous Communities and the entire State. Such evaluations are carried out in primary and secondary education and deal with the curriculum basic skills, which are the following:

1. Linguistic communication competence.
2. Mathematics competence.
3. Competence in knowledge and interaction with the physical world.
4. Information treatment and digital competence.
5. Social and civic competence.
6. Learning to learn competence.
7. Personal autonomy and initiative.

The general diagnostic evaluations are sample evaluations based on representative samples collected in schools of every Autonomous Community, which make it possible to obtain representative data from all Autonomous Communities and the entire State.

These evaluations are applied to pupils in selected schools at the end of the 4<sup>th</sup> grade of primary education and 2<sup>nd</sup> grade of compulsory secondary education (*ESO*), with the aim of getting to know the level of basic skills achieved by pupils in those grades. In addition, information on teachers, resources and other aspects of the school are also gathered, in order to relate these variables to pupils' results.

A pilot evaluation was carried out in 2008, both of 4<sup>th</sup> grade of primary education and 2<sup>nd</sup> grade of compulsory secondary education. The first primary education evaluation was performed in 2009, and its results will be presented in June 15<sup>th</sup> 2010. The first secondary education diagnostic evaluation was performed at the end of the school year 2009-2010. In this first cycle of evaluations, the same four basic skills have been evaluated both in primary and secondary education: linguistic communication, mathematics, competence in knowledge and interaction with the physical world and social and civic competence.

The decision regarding the skills to be evaluated next will soon be taken, as well as regarding when the next cycle of general diagnostic evaluations will take place.

Before the *LOE* established the need to evaluate basic skills, the Autonomous Communities and the *IE* carried out another type of evaluations which, even if they aimed at getting to know the state of the education system, they did so on the basis of objectives and contents of the curricula, instead of evaluating basic skills. Thus, a pilot study on pre-primary education was developed in 2007. Primary education evaluations are also carried out every four years, the last one also in 2007. In 2000, an evaluation of *ESO* was performed.

### **Diagnostic evaluations**

Apart from the statewide evaluations, and in accordance with the *LOE*, each Autonomous Community must carry out its own diagnostic evaluation yearly, evaluating basic skills achieved by its pupils at the end of the second cycle of primary education (at age 10) and the second grade of compulsory secondary education (*ESO*) (at age 14). The aim of this evaluation is to get to know the state of schools and pupils, and to propose improvement plans if necessary. Unlike general diagnostic evaluations, these evaluations are comprehensive, since they are carried out in every school and to every pupil in the 4<sup>th</sup> grade of primary education and 2<sup>nd</sup> grade of *ESO*, except in Andalusia and in the Valencian Community, where the evaluations are only carried out in publicly-funded schools (in the Valencian Community they are also applied in the 2<sup>nd</sup> grade of primary education). They are formative and internal, and education authorities are responsible for their development and control and must provide the relevant models and supports so that all schools may perform the evaluations successfully.

Just like general diagnostic evaluations, these evaluations deal with pupils' basic skills, and must involve the commitment to review and improve education on the basis of their results. However, unlike the evaluations

performed at State level, which are only informative, these are formative and a guide for schools and informative for families and for the educational community. Since the Autonomous Communities are responsible for them, they have different contents and methodology depending on the Autonomous Community.

### **The State System of Educational Indicators**

With the aim of providing an overview of the education in Spain, comparing it with other countries and contributing to guiding decision-making, the *IE*, in collaboration with the Autonomous Communities, draws up the State System of Educational Indicators. This System started being designed in 1994 due to the conviction that educational indicators are an indispensable instrument to describe and know the educational reality of a country and make it possible to define educational objectives and adopt the suitable policies to achieve them. The information used to draw them up comes from statistical data, results of other evaluations, surveys, etc.

The first publication of the State System of Educational Indicators came out in 2000, and it was followed by the 2002, 2004, 2006 and 2007 versions. The indicators are organised into five areas:

- education context
- resources
- schooling
- processes, and
- educational results.

Initially, the system had 29 indicators, which have been increasing every year. The last version, published in 2007, includes 38 indicators. In addition, a sub-group of indicators of the State System was defined in 2006 as 'priority indicators'. The criterion used to select priority indicators was their relevance to provide basic information to monitor the Spanish and European reference points linked to the European Union educational objectives for 2010. These priority indicators were agreed to be updated every year, except for those referring to pupils' performance, which are updated whenever results from national and international evaluations are available.

### **Participation in international studies**

Spain currently participates in the following international evaluation projects:

- International Indicators of Education Systems (INES) (OECD). Spain has participated in this international project since it was established in 1992.
- Programme for International Student Assessment (PISA) (OECD). Spain has participated in all cycles of the PISA Project and has also drawn up national reports based on Spanish results in this programme.
- Progress in International Reading Literacy Study (PIRLS) 2006 (IEA). This study is carried out every five years.
- Teaching and Learning International Survey (TALIS) (OECD). In this study, important aspects regarding teaching and learning are examined by means of surveys answered by teachers and school heads of compulsory secondary education schools throughout the 24 countries taking part in the study.
- Study on School Leadership (OECD).
- VAM (Value-Added Models): study on the development of value-added models in education systems (OECD).



- RNFIL (Recognition of Non-Formal and Informal Learning) (OECD).
- PIAAC (Programme for the International Assessment of Adult Competencies) (OECD).
- International Civic and Citizenship Education Study (ICCS) (IEA).
- Learning to Learn Project (European Commission).

Publications regarding these evaluation projects are available at the web site of the IE: (<http://www.institutodeevaluacion.mec.es/>).

### 9.5.2. Evaluation of university education

The evaluation of the university system is ruled by the 6/2001 Act on Universities (*LOU*), which establishes that the quality promotion and assurance of Spanish universities, both at national and international levels, is an essential aim of the university policy. This evaluation has the following objectives:

- Measuring the performance of the university education public service and its accountability towards society.
- Transparency, comparison, cooperation and competitiveness of universities at national and international levels.
- Improving the teaching and research practice, as well as university management.
- Informing public authorities for decision-making within the scope of their competences.
- Informing society, in order to promote excellence and student and teacher mobility.

This Act also establishes that such objectives must be achieved by establishing certain common criteria for quality assurance, which make evaluation, certification and accreditation of the following matters easier:

- Studies leading to the award of official certificates with statewide validity.
- Studies leading to the award of certificates and diplomas designed by universities and other higher education schools.
- Activities, programmes, services and management of higher education schools and institutions.
- Teaching and research activities, as well as activities regarding the management of university teachers.
- Other activities and programmes that may be carried out as a consequence of teaching and research quality promotion promoted by public authorities.

The 4/2007 April 12<sup>th</sup> Act modifying the Act on Universities (*LOMLOU*) establishes that the General Conference for University Policy, notwithstanding the functions of the university coordination bodies in the Autonomous Communities, is the body responsible for the harmonisation, coordination and cooperation of the general university policy. Its responsibilities include the approval of the coordination criteria related to evaluation, certification and accreditation tasks, addressed at promoting and guaranteeing Spanish universities' quality and efficiency. In turn, the *ANECA* and the relevant bodies in the Autonomous Communities are responsible for coordinating and developing evaluation, certification and accreditation tasks.

With the aim of evaluating different aspects of university education, evaluation and accreditation programmes have been launched and implemented at State level by the National Agency for Quality Assessment and Accreditation (*ANECA*).

## **I. Programme for the organisation of university studies (VERIFICA)**

With the aim of adapting university education to the objectives established for setting up the EHEA, a new structure for Spanish university studies and certificates has been established, on the basis of the *LOMLOU*.

The 2007 Royal Decree organizing official university studies established that syllabuses leading to the award of official certificates must be verified by the Council of Universities and that the *ANECA* must establish the procedures, protocols and guidelines for the verification of such official certificates, as well as evaluate the syllabuses proposals.

The evaluation process starts with the proposal of syllabuses submitted by universities, which must ask the Council of Universities for their verification. If they comply with the required protocols, the Council of Universities passes the proposal to the *ANECA*, for it to send it to the universities.

Once the syllabuses have been verified, they must be evaluated every six years, from the date when they are inscribed in the Register of Universities, Institutions and Certificates (*RUCT*), with the aim of keeping their accreditation.

Accreditation is an ex post evaluation process whose objective is to monitor the execution of syllabuses presented by universities, as well as to verify their observance. It leads to a public, formal and independent decision on the adaptation of studies to certain quality criteria.

## **II. Programme for the recognition of quality assurance systems in university institutions (AUDIT)**

Due to the EHEA framework and some recent changes in Spanish regulations, Spanish universities must ensure the fulfilment of the goals related to their different degree programmes, in a context of constant improvement. As a result, universities should have formally established policies and internal quality assurance systems (*SGIC*), contained in a publicly available statement.

This programme targets university schools or institutions, with the aim of guiding them when establishing internal quality assurance systems and supporting them when implementing such systems. Thus, it intends to guide the design of the *SGIC* for them to integrate activities they had been developing regarding quality assurance. Although these guidelines target institutions, there are some cross-cutting elements that target the entire university (for instance, concerning academic staff, material resources and services, etc.).

## **III. Doctorate**

1. *Evaluation of the training period of doctorate studies*: the Royal Decree organising university education establishes that the training period of doctorate programmes is made up by 60 postgraduate-level credits, corresponding to training activities that are not included in university master's degrees. It also establishes that, in order to obtain a positive verification of this period, it is necessary to have the corresponding favourable report from the *ANECA*.

In accordance with this rule, the Ministry of Education asks the *ANECA* to carry out an evaluation report on the training activities that are part of the doctorate programme, in accordance with the evaluation protocol of the training period of official doctorate studies, elaborated by the *ANECA* itself. The report resulting from the evaluation process will determine the subsequent verification of the doctorate programme.

2. *Mention of Quality in doctorate programmes*: its aim is to award and renew the Mentions of Quality of Spanish universities doctorate studies. Therefore, the global improvement of doctorate studies is boosted in order to compete with other universities in our surrounding countries with quality assurances. The Mention of Quality must be a reference in doctorate training programmes and it is also a requirement derived from the greater interaction of national university systems within the EHEA.

The Mention of Quality acknowledges the scientific, technical and training reliability of the doctorate programme as a whole, as well as of the groups or departments that perform the doctorate training. Obtaining the Mention of Quality also entitles public and non-profit private universities to apply for certain financial assistance provided by the Ministry of Education.

The Mention of Quality is valid for four school years from its concession or renewal, as long as it is proven that the monitoring process has been passed.

Doctorate programmes holding the Mention of Quality are included in a list of Quality Doctorate Programmes of Spanish universities, which the Directorate General for Universities publishes, spreads and updates periodically.

#### **IV. Evaluation of official postgraduate programmes**

This programme evaluates the proposals for postgraduate studies of the universities in the Autonomous Communities with no evaluation agency, as well as the universities dependant upon the Ministry of Education (*Universidad Nacional de Educación a Distancia, UNED, and Universidad Menéndez Pelayo*).

During the evaluation process, the quality assurance criteria and guidelines of the EHEA, established by the European Association for Quality Assurance in Higher Education (ENQA), are taken into account. Thus, universities send their proposals of official postgraduate studies to the relevant education authority (which may be the university itself), which is then responsible to send them to the ANECA for it to elaborate the report on their viability and, when applicable, the evaluation report for each of the certificates the proposal includes.

#### **V. University services evaluation: ANECA-CEG (Club for Excellence in Management Agreement)**

The Club for Excellence in Management (CEG) is a non-profit organisation which aims at fostering the implementation of high quality management systems based on the EFQM model in Spain, by promoting the exchange of experiences in order to improve the competitiveness of companies and organisations located in Spain.

The ANECA, in coordination with the CEG, has implemented a university services evaluation programme which offers universities the possibility of evaluating their services or management departments in accordance with the EFQM model. This programme aims to provide with:

- A model for the evaluation of university management services, based on the European recognition pattern of the EFQM.
- Excellence recognition patterns, compatible with European standards.
- Mechanisms for the external evaluation of university services.
- Participation in training courses and evaluation procedures, with a cost inferior to those of the market as a result of an agreement signed with all the Spanish universities.

#### **VI. National accreditation for access to the university teaching staff**

Due to the new organisation of the university system, universities are responsible for guaranteeing teachers' qualifications and competences, and evaluation agencies are then the ones to ensure the compliance with basic quality standards among those taking part in a hiring process or a process to enter the civil service. Once the requirements are evaluated, universities select their teachers.

The ANECA evaluates university teachers in different ways, depending on whether the candidate applies for a civil servant post or not.

A legislative reform took place in 2007, modifying the access to university teaching civil service posts. This is why, from then on, two different procedures coexist:

- National habilitation examinations, which have been announced before the 2007 reform.
- The new national accreditation system, result of the 2007 legislative reform.

Furthermore, whenever the candidates do not intend to enter the civil service, their accreditation has also been regulated for hiring university teaching and research staff.

National accreditation and a PhD are required for access to the university teaching staff in the civil service as organised by universities. This aims at previously assessing the merits and competences of candidates, so that their quality is ensured and the subsequent selection of official university teachers is conducted in the best conditions of efficiency, transparency and objectivity.

The procedure to obtain the national accreditation is regulated by the principles of publicity, merit and capacity, and it is carried out in accordance with the international evaluation standards of teaching and research quality. A permanent accreditation commission assesses the academic, professional, teaching and research merits of the candidates, as well as their academic and scientific management merits.

The assessment of the merits and competences of candidates is carried out by accreditation committees whose members are proposed by the ANECA to the Council of Universities, and they must report to the ANECA. At least an accreditation commission for the access to the body of profesores titulares de universidad and another one for the body of catedráticos de universidad are set up, in the following fields: Arts and Humanities, Sciences, Health Sciences, Social Sciences and Law, and Engineering and Architecture. These commissions carry out an examination and judge the candidates on the basis of the documents they present, and they issue the corresponding resolution.

The ANECA reports this resolution to the Council of Universities, which issues, when appropriate, the corresponding accreditation certificate. The accreditation certificate is valid throughout the country and accredits the teaching and research quality of the holder, regardless of the branch of knowledge in which he/she has been evaluated.

## **VII. Accreditation programme for hiring teaching and research staff**

The ANECA and the different regional evaluation agencies have accreditation programmes for lecturers, with different criteria and scales, which are applied to fill the vacancies for university teachers with non civil servant status. The one conducted by the ANECA focuses on the evaluation of the teaching and research activities as well as the academic training of lecturers as an essential requirement in order to be recruited, in any of the following positions:

- PhD contract lecturer
- PhD assistant lecturer
- Assistant lecturer
- Private university lecturer

Within the powers of the ANECA related to the recruitment of lecturers of any of the universities throughout the State, the Agency has the power to recruit lecturers, which requires the positive evaluation of their previous activity. In the case of these candidates, the Agency conducts free evaluations throughout the year and delivers a report which is valid for an unlimited period all over the country. In order to be able to gain

access to a contract lecturer position as a PhD contract lecturer or a PhD assistant lecturer, the candidate must have a positive evaluation, in any public university in Spain.

As far as the figure of private university PhD lecturer is concerned, the 2007 *LOMLOU* established that, within the six years after it was passed, 60% of all PhD teaching staff in a private university must have had a positive evaluation from the *ANECA*.

### **VIII. Teaching Performance Assessment Programme (*DOCENTIA*)**

This programme was launched jointly by the *ANECA* and the regional evaluation agencies in order to satisfy the demands from universities as well as to provide the education system with mechanisms that ensure the quality of university teachers and foster their development and recognition. Knowing the way teachers plan, develop, assess and improve their teaching practice makes it possible to judge their teaching competence.

This programme was designed with the aim of guiding universities, considering their autonomy, as well as fostering their increasingly important role concerning the evaluation of the teaching performance and the development of teacher training plans. The programme provides a reference model and guidance for universities to draw up their own teaching performance evaluation procedures adapted to their specific needs.

In this programme, the assessment of the teaching performance is defined as the systematic assessment of teachers' performance, considering their professional role as well as their contribution towards the achievement of the objectives of the qualification in which they are involved, according to the institutional context of the qualification.

Although the assessment of the teaching performance must be understood as an internal assessment of teachers conducted by the university in order to ensure compliance with the objectives of the studies they teach, this does not prevent external agents from participating, if required by any external authority or the university itself.

Apart from the *ANECA* programmes and the *DOCENTIA* programmes, in order to promote the academic and research activity of university teachers, the evaluation bodies in the Autonomous Communities have units for the Evaluation of Additional Complements, whose function is to evaluate the applications to obtain additional remuneration complements in relation with the teaching and research activity, as well as with the university teachers management, through public evaluation protocols.

At national level, the National Committee for the Evaluation of Research Activity (*CNEAI*) evaluates the research activity of lecturers and members of the Spanish National Research Council (*CSIC*) for periods of six years. Asking for an evaluation is voluntary in both cases, and it aims at achieving a motivational productivity complement.

## **9.6. Research into education linked to evaluation of the education system**

There are two bodies within the Ministry of Education which specifically deal with educational research and evaluation: the Institute for Teacher Training and Educational Research and Innovation (*IFIIE*) and the Institute of Evaluation (*IE*).

The *IFIIE* is an administrative unit devoted to teacher training and innovation, and also in charge of educational study and research. Its aim is to provide education authorities, researchers, teachers and society in general with objective information, documentary support and ideas derived from research that will contribute to the improvement of quality in education. Thus, the *IFIIE* gives support to the higher and

management bodies through the preparation of studies and analyses of the overall education system, especially on those aspects and problems which comprise current education issues.

The functions which are more directly linked to research are carried out by the Area of Educational Studies and Research. This Area conducts studies and research projects on different aspects of the education system, promoting educational research in Spain. It also organises the National Educational Research Awards, which are intended for teachers and other education professionals who work in publicly financed Spanish educational institutions or private schools across the entire State, with the aim of promoting the production of works and studies that contribute to update the teaching practice and meet the needs of the education system. Among the priority issues of these awards are:

- Basic competences
- Ethics education
- Coexistence
- Attention to immigrant pupils
- Intercultural education
- Promotion of reading
- Foreign language teaching

The *IFIE* is also in charge of advising the ministry of Education, as well as other national and international authorities, on the relevant educational issues. The publications section plays a key role in this advisory task, especially the collection *Investigamos*, which provides different resources and models for educational research and evaluation focused on specific issues regarding the Spanish education system, in order to allow for closer and more plural research and to provide tools for good practices.

The Institute of Evaluation (*IE*) carries out studies on the evaluation and quality of the education system (for further information on these studies, see section 9.5.1.).

The Autonomous Communities have two ways of promoting educational research: one of a general character, carried out through regional plans or programmes and another especially aimed at educational research and innovation through the departments of education. Most Autonomous Communities have regional plans or programmes, through which research and innovation projects are financed.

The university is the area in which the majority of educational research projects is performed, and as such is the main beneficiary of financing from district plans, the educational research actions carried out by the *IFIE* and the regional plans of the Autonomous Communities. University departments are the basic entities responsible for organising and carrying out research within their area of knowledge. The University Institutes for Educational Sciences, apart from being responsible for continuing teacher training, carry out and promote educational research and innovation activities.

Finally, the Inter-University Association for Pedagogical Research (*AIDIPE*) has the following aims:

- To promote, stimulate and foster empirical educational research in all its aspects and spheres.
- To disseminate the results of this research.
- To group those people who are involved in this area of knowledge, either teaching or doing research, in Spain.
- To collaborate with the education authorities in the improvement of the education system.

- To favour the specialised training and development of the research staff and professionals who participate in educational research.
- To guarantee the scientific and professional quality of those activities related to educational research.
- To ensure respect and compliance with the professional ethics of scientific research in the psychopedagogical area.
- To facilitate and encourage the exchange of educational and methodological experiences among the professionals of education, by promoting their self-improvement and the improvement of educational quality.
- To favour the connection between research and the environment.

This association promotes the different branches of educational research, such as the evaluation of educational institutions.

## 9.7. Statistics

**TABLE 9.1: Proportion of inspectors in relation to the number of teachers<sup>1</sup>. School year 2007/08**

	Average number of teachers per inspector
<b>Public and private education teachers</b>	407
<b>Public education teachers only</b>	306

<sup>1</sup>Only non-university general education teachers are considered.

Source: Office of Statistics, Ministry of Education.

**TABLE 9.2: Expenditure of public authorities on educational research in non-university education.**

	Thousands of EUR	% in relation to the total public expenditure on education
<b>2005</b>	49,165.2	0.1
<b>2006<sup>1</sup></b>	119,030.8	0.3
<b>2007</b>	143,561.3	0.3

Source: *Estadística del Gasto Público en Educación 2007*. Office of Statistics, Ministry of Education.

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## 10. Special Educational Support

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This chapter covers attention to diversity from the evolution of the concept itself to the organisation of attention to diversity measures, which are defined as the range of organisational, human and material resources provided by the education system in order to meet the continuum of educational needs that all pupils have.

### 10.1. Historical overview

The concept of attention to diversity has evolved over the last decades, as has been reflected in the series of educational reforms implemented in Spain. The terminology used to refer to this concept has changed; however, this has not only been a change in the term, but also, and mainly, a conceptual change. Diversity is no longer understood as a feature of a reduced group of pupils, but as something inherent in every person and, therefore, in all pupils. In addition, diversity is seen as an element of inestimable value that contributes to the improvement of the whole group and favours interdependence and social cohesion.

The 1978 Spanish Constitution guarantees all citizens the right to education and urges public authorities to implement a policy of planning, treatment, rehabilitation and integration of people with physical, sensory and psychological disabilities in every social area and, therefore, in education.

The principles set down by the Constitution are embraced and legally embodied with the enactment in 1982 of the *Ley de Integración Social de los Minusválidos, LISMI* (Act on the Social Integration of People with Disabilities). The Law establishes a series of measures regarding personal, social and employment assistance for people with disabilities. Among these measures are basic educational guidelines aimed at guaranteeing that these pupils can achieve, as far as possible, the established general goals of education. The *LISMI* was the beginning of the school integration stage and the starting point for the development of the School Integration Programme for Disabled Students.

For the first time, the 1970 *Ley General de Educación, LGE* (General Act on Education and Financing of Educational Reform) establishes that educational attention must be paid to disabled children within the education system, but through a different and parallel route to that of mainstream education. That is, at the moment, attention to diversity is seen as something special and different that has to be applied to pupils with educational needs due to physical, mental or sensory disabilities. This measure guarantees the education of these people, but in environments separated from the rest. Therefore, diversity is understood within an homogenizing approach; that is, the school sets out categories, and those that do not fit in these parameters are catered for, in all cases, outside the general system and enrolled in special institutions.

The 1990 *Ley Orgánica de Ordenación General del Sistema Educativo, LOGSE* (Act on the General Organisation of the Education System) establishes the integration of special education pupils in mainstream schools. The concept of attention to diversity covered by the *LOGSE* widens the target groups as regards the previous Act, since it includes from the most common and temporary *ad hoc* needs to the most serious and permanent ones, and consolidates the possibility these pupils have of studying in mainstream schools through the integration mode, whenever possible. The concept of 'special educational needs' is introduced and a flexible curriculum, focused on pupils' competences instead of deficiencies is proposed. This Act also introduces the need for compensatory actions aimed at socio-economically disadvantaged people or geographical areas, although they are not included in the same group as pupils with special educational needs. The enactment of the *LOGSE* is parallel in time to the appearance of a new social conscience, whose origin is the UNESCO Jomtien Conference of 1990 (Thailand). From this moment on, the idea of a universal education starts to be promoted in a reduced number of countries within the special education area.



Four years later, in Spain, at the Salamanca Conference and again on UNESCO's initiative most countries joined the idea of fighting against exclusion and developing and promoting inclusively-oriented education systems. The main achievements of this Conference were:

- To introduce the notion of inclusion at international level, as a goal in the developed countries and as an aspiration in the developing ones.
- To conceive the inclusive orientation as a right of every child and not only of those described as people with special educational needs.

This conception is incorporated in the 1995 *Ley Orgánica de la Participación, la Evaluación y el Gobierno de los Centros Docentes, LOPEG*, (Act on Participation, Evaluation and Administration of Educational Institutions). According to this Act, pupils with special educational needs are not only those with physical, mental or sensory disabilities, or severe behavioural disorders, but also those who are at a social or cultural disadvantage. Although at the moment attention to diversity is understood not only as something aimed at disabilities but also at social factors, it still refers to a limited group of pupils.

In 2002 the *Ley Orgánica de Calidad de la Educación, LOCE* (Act on the Quality of Education) was passed. This Act introduced the term specific educational needs, which covers foreign pupils, highly-gifted pupils and pupils with special educational needs. Foreign pupils are included for the first time in this Act and special attention is paid to those under compulsory school age, those who do not know the Spanish language and/or culture, or those with severe deficiencies as regards basic knowledge. It also stipulates that public authorities must develop actions and provide resources and support to compensate situations of social disadvantage. Although the concept of attention to diversity is gradually broadened, at that moment it was still conceived as something extraordinary or singular, in general terms. Inclusion and attention to diversity, as such, are terms that do not yet appear.

In 2003 and coinciding with the celebration of the European Year of People with Disabilities, the December 2 Act 51/2003, on equal opportunities, non-discrimination and universal accessibility for disabled people was passed. This Act considers that the disadvantages of a disabled person not only originate in personal difficulties but also in the obstacles and limitations found in society.

In May 2006 the *Ley Orgánica de Educación, LOE* (Act on Education) was passed. This Act, in an effort to simplify the complex legislative framework, repealed the previous acts (*LOGSE, LOPEG* and *LOCE*) and was established as the basic legislation regulating the general organisation of the non-university levels of the Spanish education system. The *LOE* replaces the expression 'pupils with specific educational needs' with 'pupils with the specific need of educational support'. This expression includes, among others, pupils with special educational needs, highly gifted pupils, and pupils whose educational needs result from their late integration in the education system. Likewise, this Act pays special attention to the establishment of the principles and measures aimed at compensating inequalities in education.

What is inferred from the legislation in effect is that, at present, pupils' diversity is recognised as an undeniable truth and, as such, attention must be paid to it by both classrooms and educational institutions. The Autonomous Communities, based on the guidelines established by the Ministry of Education, refer to this principle in their legislative development of the curriculum. In this sense, the Autonomous Communities have also drawn up plans for attention to diversity aimed at implementing educational measures and actions that facilitate the optimal adjustment of the teaching-learning processes to the pupils' characteristics, in order to promote the adequate development of all their skills (cognitive, motor, sensorial, emotional, of personal interaction and social relation). Some Autonomous Communities, namely Andalusia, the Canary Islands, Cantabria, Castile and Leon, Castile-La Mancha, Madrid and Navarre have drawn up specific regulations on plans for attention to diversity that are based on the following approaches:

- Involvement of all members of the educational community: all of them are the agents of the established measures, whereas, all pupils constitute the final referent of these actions. However, students with the specific need of educational support are the direct target.
- Inserted in the organisation of the educational institution: one of the main criteria that must guide the organisation of the educational establishment is the response to the needs of all pupils. This approach requires a flexible proposal of organisational procedures, and therefore, a flexible distribution of both time and the use of areas. It is the institution itself, in the exercise of its organisational autonomy, which decides the measures to be taken, from the general and ordinary ones to the most extraordinary, drawing up its own Plan for Attention to Diversity. The education authorities of the Autonomous Communities cooperate in the provision of a regulatory framework for the teaching practice, as well as in the management of the material and human resources under their responsibility.
- Every pupil must have the opportunity and possibility of achieving the general aims and basic competences generally established for each stage. For this reason, the prevention of learning difficulties is considered as a key element in the teaching-learning process, as well as the educational response and support when these difficulties are detected.
- The recognition of diversity as a universal and necessary fact is the starting point to interpret diversity planning in the educational area and to increase the enriching nature of coexistence among the members of the educational community, in general, and pupils, in particular, within a framework where differences are fully respected.
- Plans are based on the intention of implementing and combining the principles of equal opportunities and specificity. As regards the first, the aim is to guarantee the same opportunities at all levels, compensating inequalities derived from differences due to environmental, geographical or social circumstances, as well as personal differences on the grounds of different aptitudes, interests, beliefs or values. As regards the second principle, it is necessary to guarantee the adequate and relevant response to the differential characteristics of all pupils.

## 10.2. Ongoing debates and future developments

The 1990 Ley Orgánica de Ordenación General del Sistema Educativo, LOGSE (Act on the General Organisation of the Education System), the 1995 Ley Orgánica de la participación, la evaluación y el gobierno de los centros docentes, LOPEG (Act on Participation, Evaluation and Administration of Educational Institutions), the 2002 Ley Orgánica de Calidad de la Educación, LOCE (Act on the Quality of Education) and the 2006 Ley Orgánica de Educación, LOE (Act on Education) now in effect reveal a trend towards an inclusive conception of education, and it is being shown that the measures they include are already aimed at pupil diversity, not at the integration of the pupil considered different in an already established system.

However, these concepts (inclusion and attention to diversity) are explicitly stated in the 2006 LOE. This Act, which repeals the previous LOGSE, LOPEG and LOCE, draws on, among others, the equity principle, in order to guarantee educational inclusion. Therefore, regulations are based on and supported by the following concepts: equity in education, inclusion and attention to diversity, which are present in all stages and focus on all pupils. No title of the LOE is destined at pupils with special educational needs or in need of measures to compensate for disadvantages. The conceptual change observed in education all over the world is expressed in the name given to Title II: 'Equity in Education'. That is, the focus is not so much on pupils with different needs, but on a principle that must guide the entire educational policy in the interests of all students. According to this Title, the education authorities of the Autonomous Communities must dispose of the necessary measures to ensure that all pupils reach their maximum personal, intellectual, social and emotional potential. The former expression 'specific educational needs' is now replaced by the expression 'pupils with the specific need of educational support', which includes students with special educational needs, highly-

gifted pupils and those whose needs are due to a late entry into the education system or personal conditions or past school records. In addition, a Chapter of this Title is devoted to the compensation of inequalities in education in relation to disadvantaged people, groups or geographical areas, with the establishment of principles and measures to prevent inequalities derived from social, economic, cultural, geographical, ethnic or other factors.

### 10.3. Target groups for attention to diversity measures and their diagnosis

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) established the term 'pupils with the specific need of educational support' which includes, among others, three types of pupils:

- Pupils with special educational needs
- Highly gifted pupils
- Pupils incorporated late into the Spanish education system.

**Pupils with special educational needs** are pupils requiring, for a specific period or for the whole of their schooling, certain specific educational support and attention due to disabilities or severe behavioural disorders. Schooling of these pupils in units or institutions for special education is only carried out when their needs cannot be met within the framework of the actions for attention to diversity taken in mainstream schools.

Early identification and assessment of the educational needs of these pupils must be carried out by suitably qualified staff at the end of the school year, and the results achieved by each pupil are assessed according to the objectives set in the initial assessment. This assessment provides for adequate guidance and modifications in the action plan as well as in the type of schooling, in order to facilitate –whenever possible– access to more integrated schooling.

**Highly gifted pupils** are also subject to specific attention on the part of education authorities. In order to provide the necessary educational support and attention, as well as early identification, institutions must specify the educational provision and measures necessary for the full and balanced development of their abilities within a mainstream school context. Likewise, the duration of the different educational levels and stages may be made more flexible, independent of the age of the pupils. Attention to these pupils is always provided in mainstream institutions.

Regarding **pupils incorporated late into the Spanish education system**, public authorities facilitate access to the education system for those pupils who, coming from other countries or for any other reason, access the Spanish education system late. Schooling is carried out taking into account pupils' circumstances, knowledge, age and academic record so that they may join, with the appropriate support, the academic year best suited to their characteristics and knowledge, therefore continuing their education.

Likewise, education authorities develop specific programmes for pupils with severe linguistic deficiencies or deficiencies in basic skills and knowledge in order to facilitate their integration into the corresponding academic year. The development of such programmes is carried out alongside schooling in mainstream groups, according to the level and development of their learning process.

Additionally, with the aim of implementing the principle of equality in the exercise of the right to education, public authorities develop compensatory actions regarding **people, groups and geographic areas in disadvantaged situations**, as well as providing the necessary financial resources and support for such actions. Therefore, compensatory education policies reinforce actions of the education system in avoiding inequalities resulting from social, economic, cultural, geographic, ethnic or other factors.

A series of actions and decisions that require specialised staff to support and complement the teachers' task is necessary for the detection of specific educational needs, as well as the decisions regarding schooling and the intervention with these pupils. Therefore, the following services have been set up:

- Early Care Teams (*EAT*) help pre-primary education pupils, in particular those with special educational needs or at a socio-cultural disadvantage. Their aim is the early detection of difficulties and the development of an educational response to keep these difficulties at a minimum through the early stimulation, the provision of specific or adapted resources and the counselling and support provided to the families.
- Sector Teams, known as Educational and Psychopedagogical Counselling Teams (*EOEP*), not only carry out a diagnostic function, but also give advice to educational institutions on the most suitable measures to cater for pupils' educational needs.
- Specific Teams (*EE*) give assistance to pupils with special educational needs, carry out tasks related to the assessment of needs, the implementation of organisational and curricular measures addressed at attention to diversity, the monitoring of the teaching-learning process or the support to teachers and families, as well as the specific advice on educational resources or measures.

Counselling Teams have a multidisciplinary and very similar composition nationwide. They are normally made up of psychologists, pedagogues, maestros –usually specialised in Hearing and Speech– and social workers.

Over the last years, Counselling Units have been set up, either to work together with the teams or to replace them. These units are services internal to pre-primary and primary education institutions and consist of teachers specialised in Educational Guidance (Psychology and Pedagogy). They are responsible for the drawing up, development and assessment of the school's attention to diversity plan (see section 5.3.); the detection of learning difficulties and the prevention of their appearance; the implementation of psychopedagogical assessments and the proposal of different types of educational provision for the pupils. In general, priority is given to diagnosis and intervention as well as to teacher counselling and cooperation in school plans.

Counselling Departments are the most widespread counselling services in secondary education, although certain Autonomous Communities prefer single services based on the figure of the school counsellor. As regards attention to diversity they are mainly responsible for the prevention, diagnosis, treatment and monitoring of specific needs that demand educational support, teacher counselling, the development of psychopedagogical assessments and the drawing up of the schooling report for the pupils who require one.

The following table lists the attention to diversity measures presented in this Chapter together with the corresponding target group.

**Table 10.1 Attention to diversity measures by target group**

	Special educational needs	Highly-gifted	Late entry into the education system
Flexible groups	●	●	●
Diversified materials and resources	●	●	●
Reinforcement groups	●		●
Reduction in the number of teachers	●		●
Coordination of the different professionals	●	●	●
Flexibility of areas and time	●	●	●
In-class support	●		●
Adaptations to access the curriculum	●	●	●
Flexibility of continuance at the level or stage	●	●	●
Non-significant individual or group adaptations	●	●	●
Methodological strategies	●	●	●
Differentiated assessment criteria	●	●	●
Follow-up meetings held by the teaching team	●	●	●
Significant curricular adaptations for individual pupils	●	●	●
Enrolment in special education institutions	●		
Special education classrooms in	●		

mainstream institutions			
Combined schooling (mainstream institutions / S.E. institutions)	●		
Curricular diversification programmes	●		●
Initial vocational qualification programmes	●		●
Specific educational compensation groups	●		●
Reception classrooms for linguistic compensation			●
Educational compensation classrooms	●		●

Source: Drawn up by the IFIIE based on regulations.

## 10.4. Financial support for families

The Spanish education system provides different types of assistance to compensate for educational inequalities. This is mainly through grants and study aids, intended to guarantee the right to education for pupils in disadvantaged socio-economic situations, that is, to provide the opportunity to access and to continue in education for those who lack the financial resources required to do so. The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) states that pupils from socio-economically disadvantaged backgrounds will have the right to scholarships and study grants that may compensate for these difficulties.

With this in mind, the Ministry of Education's annual State calls for aid aim at contributing to the education costs of pupils with the specific need of educational support due to a disability or to their being highly-gifted. The June 1, 2009 Resolution announced the following types of individual aid for the school year 2009/10:

- Direct aid for pupils with special educational needs due to disability or severe behavioural disorders. The aid may be awarded for the following services:
  - Education (payment of the enrolment fees and attendance costs of the pupil at the educational institution)
  - School transport
  - School canteen
  - Boarding school
  - Weekend transportation for boarders at special education institutions
  - Urban transportation
  - Text books and teaching materials

- Pedagogical or language reeducation
- The Ministry of Education establishes a maximum amount for each of the abovementioned services.
- Grants for large families with children with special educational needs due to disability or behavioural disorders. The same amounts established for the different types of aid may be awarded for the following services:
  - School transport
  - Urban transportation
  - Canteen

Aid for education, transport, canteen, boarding school and teaching materials, and grants for transport and canteen cannot be awarded when the cost of these services is covered by public funds or subsidies that the educational institutions receive to finance the relevant service.

On the other hand, the amount fixed for transport aid or grants is up to 50% higher in the case of pupils with a recognised motor disability over 65%.

To be awarded these types of aid and grants, pupils must meet the following requirements:

1. To prove the specific need of educational support due to disability or severe behavioural disorders through one of the following routes:

- Certificate issued by an assessment and counselling team that belongs to one of the extensions of the Institute of Senior Citizens and Social Services or the relevant body in the Autonomous Community.
- Certificate issued by an educational and psychopedagogic counselling team or counselling department reporting to the relevant education authority.
- The disability certificate.

2. To be 2 years old by 31<sup>st</sup> December 2008 (exceptionally under that age as long as evidence of being in need of earlier schooling is provided).

3. To attend a specific institution, a special education unit in a mainstream institution or a mainstream institution catering for pupils with special educational needs.

4. To be enrolled in any of the following educational levels:

- Pre-primary education
- Primary education
- Compulsory secondary education

Bachillerato

- Intermediate and advanced ciclos formativos
- Professional artistic education
- Programmes leading to the award of an initial vocational qualification
- Training programmes for the transition to adult life

5. In the case of grants, membership of a large family, in accordance with current regulations, is required.

- Special: families with five or more children and families of four, where at least three of them come from multiple births, adoption or permanent or preadoptive foster care. Likewise, family units with four children are classified under the special category when their annual income, divided by the number of their members, is 75% or less of the current minimum wage, including extra month's salaries.
- General: the other family units.

Each disabled child or child incapable of working is equivalent to two children when establishing the category under which his/her family unit is classified.

- Aid for specific programmes complementary to formal education for pupils with the specific need of educational support due to their being highly-gifted. The only aid they may obtain is a maximum amount of EUR 904 to attend the specific programmes designed for them that are not offered free of charge by the relevant education authority of the Autonomous Community. The requirements to obtain this aid are:

1. To provide evidence of the specific need of educational support due to their high intellectual capacity by means of a certificate issued by an educational and psychopedagogic counselling team or counselling department reporting to the relevant education authority.

2. To be 6 years old by 31<sup>st</sup> December 2009.

3. To be enrolled in any of the following educational levels:

- Primary education
- Compulsory secondary education

Bachillerato Intermediate and advanced ciclos formativos

- Professional artistic education

In order to apply for any of the three types of aid, apart from the already specified requirements, the family income and assets must not exceed certain economic thresholds, which vary between EUR 11,937 and 45,744 in the case of family income, and which cannot be higher than EUR 42,500 as regards family assets.

Likewise, the Autonomous Communities, in the exercise of their powers, organise annual calls for scholarships and study grants in order to compensate inequalities in education. These scholarships and grants are awarded at all stages of education to cover the costs incurred by socio-economically disadvantaged families in relation to transportation, text books and teaching materials, enrolment in a private institution during the 0-3 stage, and school canteen.

## 10.5. Attention to diversity measures in mainstream education

Measures for attention to diversity refer to the set of decisions that must be taken so that education may meet pupils' needs. These decisions take the form of organisational, curricular and coordination programmes or actions carried out during the teaching-learning process to guarantee the access, continuance and progression of pupils through the education system. Thus, the 2006 *Ley Orgánica de Educación, LOE* (Act on Education) states that education authorities must ensure the necessary resources for these pupils to reach their full potential, as well as to achieve the general objectives set for all pupils.

Therefore, education authorities will establish the procedures and resources necessary for the early identification of pupils' specific educational needs. Comprehensive attention to these pupils will start from the moment these needs are identified and will be governed by the principles of normalisation and inclusion.



In general, pupils in need of attention to diversity measures (see section **10.3.**) are enrolled in mainstream institutions. Only in the case of pupils with special educational needs due to a severe disability educational provision is available at specific special educational institutions. The education of disabled children will take place, preferably, in mainstream schools and programmes, adapting these programmes to their individual abilities. Schooling in specific special educational institutions will only take place when the needs of the pupil cannot be properly met in mainstream institutions.

The education authorities of the Autonomous Communities must provide public institutions with human and material resources necessary to compensate for the situation of pupils who have particular difficulties achieving the objectives of compulsory education.

### 10.5.1. Specific legislative framework

The specific nationwide legislative framework for special and compensatory education comprises the following regulations:

- The 1982 *Ley de Integración Social de los Minusválidos, LISMI* (Act on the Social Integration of Disabled People).
- March 6 Royal Decree 334/1985, on the regulation of special education, which develops the principles established in the *LISMI*.
- January 30 1986 Order, in compliance with the first final regulation of the 6 March Royal Decree 334/1985 on the organisation of special education, on the establishment of the ratio of staff/pupils within this type of education.
- February 28 Royal Decree 229/1996, on the regulation of the actions directed to the compensation of inequalities in education.
- November 25 Order ECD/2974/2002 on the modification of the regulations adopted by the February 7 Order ECD/235/2002 establishing the Forum for the Educational Attention of Disabled People, its powers, organisation and rules of operation.
- July 18 Royal Decree 943/2003 regulating the conditions to make more flexible the duration of the different levels and stages of the education system for highly gifted pupils.
- December 2 Act 51/2003 on equal opportunities, non-discrimination and universal accessibility for disabled people. It complements the *LISMI* and uses new means to achieve an already established objective: to guarantee and acknowledge the right of disabled people to equal opportunities in all areas of economic, cultural, social and political life.
- September 6 Royal Decree 1865/2004 on the regulation of the National Council on Disability modified by November 2 Royal Decree 1468/2007 as regards Articles 2, 5, 7, 9 and 10.
- May 3 2006 *Ley Orgánica de Educación, LOE* (Act on Education) establishing the concept of 'pupils with the specific need of educational support' which includes, among others, pupils with special educational needs, highly gifted pupils and pupils who were incorporated late into the Spanish education system.

Over the last few years the Autonomous Communities have proceeded to regulate and adapt the organisation of special education within their territories by means of the enactment of decrees, orders and resolutions that are complementary to general legislation.

## 10.5.2. General objectives

The general objectives for pupils with the specific need of educational support (see section 10.3.) are those generally established for all pupils. Therefore, the general objectives for the different educational levels are the reference point for individual programmes and curricular adaptations for this kind of pupils.

The general objectives are discussed for each educational level in the following sections: 3.4. for pre-primary education; 4.4. for primary education; 5.4.1. for compulsory secondary education (ESO); and 5.4.2. and 5.4.3. for upper secondary education.

## 10.5.3. Specific support measures

Legislative measures to meet the specific educational needs of each pupil vary in accordance with his/her capacities and educational stage. Such measures will be considered ordinary or extraordinary, depending on their greater or lesser impact on the educational process,

Educational institutions include these measures in their projects and programmes through the establishment of attention to diversity plans.

### 10.5.3.1. Support measures in primary and secondary education

#### a) Ordinary measures

Educational institutions establish actions and programmes to prevent and overcome minor difficulties adjusting the mainstream curriculum without changing any of its basic elements, so that all pupils may reach the abilities set down in the general objectives of the year, stage and/or level they are attending. The pupil's form teacher is responsible for all the actions that require this type of adaptations, although different professionals from both the Counselling Team as well as the Teaching Departments take part in the process according to the needs of the pupil.

Ordinary measures include organisational, curricular and coordination measures.

Ordinary measures taken from the **organisational perspective**:

- Organisation of flexible groups so that students may join groups appropriate to their level of curricular competence or change group during the academic year according to their progress.
- Diversified materials and resources adapted to the needs of the pupils.
- Organisation of reinforcement groups where support and reinforcement activities are carried out for those pupils capable of following the mainstream curriculum but in need of help with the instrumental areas (Mathematics and Language) as regards both curricular aspects and study strategies.
- Reduction in the number of teachers who work with pupils with certain specific characteristics. If due to his/her characteristics a pupil requires this kind of attention, an effort will be made so that the minimum number of teachers is included in the teaching team working with that pupil.
- Flexible organisation of areas and time to grant pupils' autonomy, the change in the dynamics of work and the facilitation of communication among pupils. It is also essential to establish modular timetables with sufficient length to facilitate occasional modifications in the grouping of pupils.
- In-class support so that several professionals may take part simultaneously according to pupils' needs and characteristics.
- Adaptations to access the curriculum that allow for modifications or planning of resources, whether human (support teacher, Hearing and Speech teacher, physiotherapist, etc.) or material (equipment,

communication resources, etc.), so that pupils with certain accessibility difficulties may take the mainstream curriculum.

- A more flexible continuance in a level or stage. In essence, this measure comprises three actions:
- Pupils with the specific need of educational support will be allowed to stay for another year in primary education and several years in compulsory secondary education.
- Pupils who join the education system late or are more than one cycle or more than two years behind the expected level of curricular competence will be allowed to enrol in a year below that corresponding to their age.
- The enrolment of highly gifted pupils will be made more flexible, so that schooling in the stage may start one year earlier or the length of the stage be reduced by a further year. This will be done provided that these are the most appropriate measures for the development of their personal balance and socialisation.

There are also ordinary organisational measures specific to secondary education, such as:

- **Optativity:** pupils in *ESO* and Bachillerato may choose among the optional subject areas offered by the educational institutions in order to meet their different capacities, motivations and interests.
- **Optionality:** this measure is taken to guide pupils' academic development with a view to future employment. This implies the introduction of options in the last year of *ESO* (different non-common subjects are grouped by topic), as well as branches in Bachillerato. Therefore, pupils attending this stage have common subjects, subjects specific to each branch, and optional subjects.

Ordinary measures taken from the **curricular perspective:**

- Non-significant curricular adaptations for one or several pupils, that is, non-essential modifications of the official curriculum, such as variations in the timing of objectives and contents, methodological changes, etc. that preserve the basic elements of the curriculum (objectives, contents and assessment criteria).
- Use of methodological strategies that facilitate the participation of all pupils. Among these strategies, the following stand out: cooperative learning, peer tutoring, combination of different types of activities and differentiated assessment criteria through the adjustment of times and procedures.

Ordinary measures taken from the **coordination perspective:**

- Periodic coordination of the different professionals involved in the education of pupils to guarantee an attention as enriching as possible. In order to achieve this, a place and a time are fixed so that these professionals may meet. Therefore, meetings in which members from the Counselling Department will work together with both the Teaching Departments and the form teachers will be held.
- Follow-up meetings held by the teaching team to make decisions on the actions or work plans established with the pupils. Teaching team refers to the group of professionals involved in the measures for attention to diversity: teachers, Counselling Department, Teaching Departments and form teachers.

### **b) Extraordinary measures**

For many pupils ordinary measures are enough for their learning progress. However, other pupils, due to several reasons, experience greater difficulties in achieving the objectives and contents set out in the common curriculum for all and therefore need more specific adaptations. For these pupils, the education system provides a set of extraordinary measures for attention to diversity, which can be defined as those actions or programmes whose aim is to meet the most specific needs of the pupils by modifying the

mainstream curriculum. Unlike ordinary measures, extraordinary measures may imply changes in the basic aspects of the curriculum, as well as in the organisational field and the type of schooling.

In the case of programmes aimed at the achievement of an official qualification, adaptations will be designed to help pupils attain the general stage objectives or those of the specific programme. The needs and skills of the pupil as well as the minimum general objectives are the point of reference for these adaptations. In the case of programmes that do not lead to a qualification, adaptations are established by taking as the point of reference the needs of the pupil to develop his/her skills to the fullest possible extent. Therefore, if the general stage objectives do not meet the pupil's skills and possibilities, it is possible to change them and even disregard them introducing other objectives better tailored to suit his/her needs.

Taking into account this distinction, extraordinary measures are classified into two groups, depending on whether they are included in programmes leading or not to a qualification.

**b.1.) Extraordinary measures applied in the framework of programmes that do not lead to an official qualification.**

- Significant curricular adaptations: in this case the curriculum is modified to suit a particular pupil. These adaptations are carried out when the educational needs of the pupils are such that due to their duration, origin or nature, a change in the basic aspects of the curriculum (elimination, introduction or substantial modification of objectives, contents and assessment criteria) is required. These measures are taken on the basis of a psychopedagogical assessment carried out by the specialised counselling services, which includes a continuous follow-up that will allow the pupil, whenever possible, to draw ever nearer to the standardised curriculum. For pupils with educational needs that require significant adaptations of the curriculum in some or all areas or subjects, educational institutions have at their disposal support staff, teachers specialised in Therapeutic Pedagogy, Hearing and Speech, support teachers from the Compensatory Education Programme, etc., who reinforce the work of the other teachers.
- Reception classrooms for linguistic competence: this measure is implemented in those educational institutions that enrol a significant number of immigrant pupils whose lack of knowledge of the Spanish language makes difficult the normal development of the educational process.
- Enrolment in special education institutions: this is a measure for those pupils that due to serious physical, mental or sensory disabilities, or severe personality or behavioural disorders require particularly significant and extreme adaptations in the official curricular areas corresponding to their age. The level of adaptation and social integration of these pupils in a mainstream school would be minimal. This type of schooling will only take place when the needs of the pupils cannot be met within the framework of the actions for attention to diversity available in mainstream schools.
- Special education classrooms in mainstream institutions: these are group programmes adapted for use in a specific classroom within a mainstream school. They are also aimed at pupils with severe physical, mental or sensory disabilities, or personality or behavioural disorders that require particularly significant or extreme adaptations in the official curricular areas corresponding to their age. This measure is taken when the schooling report establishes that these pupils must spend most or the whole of the school hours in a specialised classroom, although they can share part of the activities with the rest of the pupils in the school to facilitate their adaptation and social integration.
- Combined schooling (mainstream institutions / special education institutions): combined schooling formulas can be established between the mainstream and special education institution when pupils' educational needs thus require and, mainly, to facilitate their socialisation process.

There are extraordinary measures applied in the framework of programmes that do not lead to a qualification, which are specific to secondary education:

- Specific educational compensation groups: aimed to combat early school drop-out and to tailor the educational response to pupils under 16 who due to socio-educational disadvantages are, in general, significantly behind (two or more years behind) in most curricular subjects. The entire teaching team is responsible for this type of pupils.
- Other educational compensation measures: aimed at pupils in the last two years of compulsory secondary education (15 years of age or, exceptionally, 14) who in addition to their significant curricular gap in most subjects have a negative opinion of the school setting and serious adaptation problems, or who have had a late or irregular schooling that makes very difficult their entry and progress in this stage.

#### **b.2.) Extraordinary measures applied in the framework of programmes that lead to a qualification.**

Due to their nature, all these measures are specific to secondary education.

- Curricular diversification programmes: this type of programmes is aimed at those pupils who need them in order to achieve the general compulsory secondary education objectives and obtain the corresponding qualification. Such a measure can be implemented after the relevant psychopedagogical assessment, once the pupil and his/her parents have been heard and with the favourable report from the Educational Inspectorate. Likewise, pupils who after having completed but not passed the second year of compulsory secondary education are not ready to progress to the third and have already repeated a year of secondary school may join such programmes following the relevant assessment. The education authorities of the Autonomous Communities are responsible for establishing the curriculum of these programmes, which includes two specific areas. One of them incorporates educational elements of a scientific-technological nature, there is another of a sociolinguistic nature and, at least, three subject areas established for the stage but not included in the abovementioned areas, which students preferably take in a mainstream group. The establishment of a practical area is also possible.
- Initial vocational qualification programmes: aimed at facilitating the integration in society, education and the job market of young people over 16 (must have turned that age by December 31<sup>st</sup> of the year the programme begins) who do not hold the Graduado en Educación Secundaria Obligatoria certificate. In exceptional circumstances and with the consent of pupils, parents or guardians, the age can be lowered to 15 for those pupils who after having completed but not passed the second year of compulsory secondary education are not ready to progress to the third and have already repeated a year at this stage. In any case, access to these programmes is subject to an academic and psychopedagogical assessment, the consent of the education authority and the pupil's commitment to take the módulos formativos leading to the Graduado en Educación Secundaria Obligatoria certificate. Initial vocational qualification programmes include three types of módulos: specific módulos, general módulos formativos which facilitate the development of basic competences and transition from the education system to the job market, and módulos leading to the award of the Graduado en Educación Secundaria Obligatoria certificate, which are optional except for the 15 year-old pupils mentioned earlier. Initial vocational qualification programmes must include, among their different provisions, a specific one for young people with special educational needs who despite having the relevant personal and social skills to get a job cannot take any of the mainstream provisions.

#### **b.3.) Other extraordinary measures**

There are specific circumstances that prevent the enrolment of a pupil in an educational institution. For those pupils who cannot attend school to receive their education or have to leave school for short or long periods of time due to a severe physical disability, hospitalisation or on doctor's orders, the different Autonomous Communities, according to State regulations, have developed several organisational alternatives, among which the following should be mentioned: provision of peripatetic special education maestros who travel to the children's home for their instruction; peripatetic provision from specific special educational institutions to

pupils under school age with special educational needs or enrolled in mainstream schools; the setting up of peripatetic support school units and support school units in hospitals. The aim of these measures is to prevent pupils who must leave school for any of the abovementioned reasons from being left out of the educational process.

#### 10.5.4. Attention to diversity in Higher Education

The 21 December 2001 *Ley Orgánica de Universidades, LOU* (Act on Universities) recognises equal opportunities and non-discrimination as one of students' rights, resulting from personal or social circumstances, including disability, in access to university, admission in institutions, continuance in university and the exercise of their academic rights. The 2007 *Ley Orgánica de modificación de la Ley Orgánica de Universidades, LOMLOU* (Act modifying the Act on Universities) has introduced a set of measures for the inclusion of disabled people, as well as for guaranteeing their access, admission, continuance and exercise of academic degrees. These measures are:

Equality of opportunities of students and other university community members with a disability, banning any type of discrimination and establishing positive action measures in order to guarantee their full and effective participation in the university.

- Total exemption from fees for courses leading to a university degree in the case of disabled students.
- No direct or indirect discrimination to students nor to the rest of disabled members of the university community on grounds of disability as regards access, entry, continuance and exercise of the validated academic or other types of degrees.
- University buildings, facilities and premises, including virtual areas, as well as services, procedures and information supply must be accessible to everyone, so that no university community member is prevented from exercising their right to enter, move, remain, communicate, obtain information and other similar situations in real and effective conditions of equality due to a disability.
- All syllabuses proposed by universities must take into account that training in any professional activity must be carried out with respect, fostering human rights and the principles of universal accessibility and design for all.
- Universities must promote actions to facilitate that all university community members with specific and special necessities due to a disability have all the means, support and resources available to ensure real and effective equality of opportunities in relation to the rest of university community members.

In order to facilitate the integration of disabled students, universities carry out ordinary adaptations to access the curriculum, instruction or facilities. These actions are implemented with the collaboration of different organisations, such as the *Organización Nacional de Ciegos de España, ONCE* (National Organisation of Spanish Blind People), which are involved in the implementation of measures that grant access to people with disabilities. However, extraordinary adaptation measures, that is, measures which modify the basic elements of the curriculum, are not taken into account.

#### 10.6. Specific special education institutions

Specific special education schools are intended for pupils with special educational needs who, due to their characteristics, are unable to be integrated in mainstream schools but who follow compulsory teaching. Pupils are enrolled in separate specific special education units or schools only when it is clear that their needs cannot be suitably met in a mainstream institution. There are also specific special educational institutions that enrol pupils with special educational needs associated with a very specific type of disability.

These specific special educational institutions provide basic compulsory education, which covers the 6-16 age range. Once basic education is completed, they can provide programmes intended to facilitate transition to adult and working life (see section [10.6.7](#)).

### 10.6.1. Specific legislative framework

Specific special educational institutions are regulated by the specific legislation which has been presented in section 10.5.1.. In addition to the following:

- April 11 Royal Decree 967/1986, according to which national re-education centres for disabled and deaf people and therapeutic pedagogy turn into specific educational institutions as stipulated by the 13/1982 Law.
- December 10 Act 53/2003 on public employment for disabled people.
- December 3 Royal Decree 2271/2004, by which access to public employment and provision of jobs for disabled people are established. (*BOE* December 17<sup>th</sup>, 2004).
- April 25, 1996 Resolution of the State Secretariat for Education regulating the drawing up of the curricular project for compulsory basic education at special education institutions.
- March 22, 1999 Order on the regulation of training programmes for the transition to adult life of pupils with special educational needs enrolled in special education institutions.
- May 20, 1999 Resolution of the General Secretariat for Education and Vocational Training on the proposal for a type of training programmes for transition to adult life with the aim of guiding the attention provided to pupils with special educational needs enrolled in special education institutions at the post-compulsory stage.
- June 29, 1999 Resolution of the General Secretariat for Education and Vocational Training establishing the types of certificates awarded to pupils who complete the training programmes for transition to adult life.
- September 18, 1990 Order on the establishment of the ratio professionals/pupils as regards the educational attention provided to pupils with special needs.

### 10.6.2. General objectives

The objectives set for pupils of specific special educational institutions are based on those generally established for the rest of the pupils. Institutions must have the necessary school organisation and carry out the necessary curricular diversifications in order to allow pupils to achieve these objectives. Therefore, the general objectives of the different educational stages constitute the reference for individual programmes or curricular adaptations of pupils with special educational needs due to severe disability (see sections 5.15.1. and 5.14.1.).

Given the particular nature of specific special educational institutions, compulsory education objectives will undergo more significant adaptations and the Programmes for Transition to Adult Life will be fundamentally aimed at developing abilities linked to professional occupations, personal independence and social integration.

### 10.6.3. Geographical accessibility

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) establishes that education authorities must take into account the characteristics of rural schools in order to provide means and organisation systems necessary to accommodate pupils' specific needs and to guarantee equal opportunities.

Likewise, children in rural areas in basic education may be educated, if advisable, in a nearby town in order to guarantee the quality of education. In such cases, education authorities must offer cost-free school transport, school lunch and, if necessary, board.

#### **10.6.4. Admission requirements and choice of school**

The educational attention of pupils with special educational needs begins, regardless of the age of the pupil, when those needs are known or when their appearance is predicted. This process of identification, as well as the proposals for the education of the pupils, is carried out by the specialised counselling services established by the Autonomous Communities to this effect and which are responsible for the corresponding psychopedagogical assessments: the starting point of every educational decision.

When, on completion of the psychopedagogical assessment, the conclusion reached is that the pupil's needs cannot be met in a mainstream institution then his/her enrolment will be proposed in a specific special educational institution or in special education classrooms within mainstream institutions. The latter classroom units have different names according to the respective Autonomous Community. In all cases, enrolment in specific institutions or classrooms must be arranged on a temporary basis, and the decision must be periodically reviewed with the intention of facilitating access to a more integrative framework. The choices of parents and legal guardians must be taken into account in every enrolment process.

The conditions of admission for pupils with special educational needs are the same as those set down in general, with the exceptions of the regulations on special education which each Autonomous Community has determined (see sections 3.6., 4.6., 5.7. and 6.6.).

Generally speaking, pupils with special education needs are enrolled in the relevant mainstream school except when:

- the services responsible for psychopedagogical assessment determine a more suitable mode of education;
- the corresponding school does not have available the appropriate resources to respond to their educational needs.

#### **10.6.5. Age levels and grouping of pupils**

Pupils enrolled in specific special educational institutions require specialised attention throughout their schooling, with very significant curricular adaptations in almost all curricular areas and the provision of personal and material resources infrequent in mainstream institutions. In specific special educational institutions only two educational levels are provided: Basic Compulsory Education (6 to 16 years of age) and Programmes for Transition to Adult Life (16 to 19 years of age). Pupils at these institutions may be enrolled up to the maximum age of 21.

#### **10.6.6. Organisation of the school year**

The organisation of the school year, for the specific special educational institutions, is similar to that of the mainstream institutions according to the corresponding educational level. For pre-primary education see section 3.9.; for primary education, 4.9., and for secondary education, 5.12.1.

#### **10.6.7. Curriculum, subjects**

The enrolment of pupils with special educational needs in special education institutions is carried out only when, subsequent to the psychopedagogical assessment, it is believed that throughout their schooling these pupils need or will need significant curricular adaptations in virtually all curricular areas, or the provision of personal and material resources quite unusual in mainstream schools, and when it is clear that in these



institutions they will have a limited adaptation and social integration. The age limit to be enrolled in a special education institution is 21, and educational provision is divided into compulsory basic education and training programmes for transition to adult life.

### **a) Compulsory Basic Education (EBO)**

It has a duration of 10 years and can be extended for a period of time identical to that set up for mainstream education. The curriculum is established on the basis of the abilities laid down in the primary education curriculum objectives for all areas, although abilities specific to other educational stages can also be included depending on the needs of the pupils. In the final years importance is attached to those skills related to the exercise of the profession and to social integration.

### **b) Programmes for Transition to Adult Life (TVA)**

These programmes are aimed at pupils who are at least 16 years of age and have studied compulsory basic education in a special education institution, and also at pupils who comply with the age requirement and whose educational process should continue through these programmes due to their special educational needs. These programmes are organised into a two-year duration cycle, which may be extended according to the pupil's educational process and the employment opportunities in his/her area. The aims of these programmes are:

- To consolidate and develop pupils' abilities as regards the physical, emotional, cognitive, communicative, moral, civic and social integration aspects, fostering the highest possible level of personal autonomy and social integration.
- To encourage pupils' participation in all adult life contexts: domestic life, use of community services and leisure time enjoyment, among others.
- To promote the development of work-related attitudes, such as safety at work, a positive attitude towards the job and basic working rules, as well as the acquisition of multipurpose employment skills.
- To promote the basic instrumental knowledge acquired during the basic education period, consolidating communicative and numerical skills, and the ability to reason and solve everyday life problems, as well as the development of pupils' creativity.
- To reinforce habits related to physical health, personal safety and emotional stability, so that the pupil may achieve the highest possible level of well-being throughout his/her life.
- When pupils with special educational needs opt for one of the abovementioned modalities, such a decision should follow a psychopedagogical assessment carried out by the counselling departments or psychopedagogical counselling teams, as appropriate. In any case, the pupils' and their parents' opinions are taken into account. Additionally, the corresponding report issued by the Educational Inspection Service is required for any decision in this regard.

In general, teachers of specific special educational institutions, who teach in the basic stage, are **maestros** specialised in Therapeutic Pedagogy and/or Hearing and Speech. In the case of Programmes for Transition to Adult Life, pupils also receive instruction from technical teachers of vocational training.

In addition to these teachers, the Autonomous Communities have provided specific special educational institutions with support and counselling staff. The number and specialisation of these professionals vary from one Autonomous Community to another and also according to the number of pupils and the type of curricular adaptation required. However, on the whole, professionals who work at special education institutions are:

- Maestros specialised in Therapeutic Pedagogy

- Maestros specialised in Hearing and Speech
- Maestros specialised in Physical Education
- Maestros specialised in Music Education
- Technical Teachers of Vocational Training
- Teachers specialised in Psychology and Pedagogy
- Physiotherapists
- Health care workers
- University Diplomados in Nursing
- Social workers

### 10.6.8. Teaching methods and materials

Both in mainstream and in the specific special education schools, the methodological assistance given to these pupils must comply with the educational principles established for the school-age population in general, but adapted to the special characteristics of this kind of pupils:

taking the pupil's level of development as a point of departure. This means accommodating each pupil's intellectual, communicational-linguistic, social-affective and motor characteristics, since diversity prevails here.

- guaranteeing significant learning. More than anyone else, pupils with special educational needs require learning to be relevant to their daily living skills and to serve as a basis for gaining access to further learning.
- enabling pupils to undertake significant learning on their own (learning to learn). The aim is to promote the acquisition of the necessary skills and procedures so that pupils may be able to learn independently.
- promoting both physical and intellectual activity. Such pupils must participate actively in their learning process in order to be able to understand and assimilate the activities and operations they are undertaking. This may be achieved with the assistance of their teacher or their peers although they will admittedly need more help and/or a different kind of help in order to do so.

The implementation of the appropriate technical aids will be necessary when pupils' special needs require them.

### 10.6.9. Progression of pupils

The assessment of pupils with special educational needs enrolled in special education institutions is modified according to their characteristics and development. Therefore, assessment criteria must be amended to adapt to the modifications made to objectives and curricular content.

Assessment of pupils' progress, as provided in the corresponding programmes or curricular adaptations, is the responsibility of the form teacher (Therapeutic Pedagogy maestro) in conjunction with the other professionals involved in each pupil's programme. Such professionals are: the maestro specialised in Hearing and Speech (speech therapist), the physiotherapist, the school counsellor (psycho-pedagogue, psychologist, or pedagogue).

Teaching teams act independently to establish the most relevant criteria in the decision-making related to pupil promotion. Criteria should be of a different nature, so that decisions are made in accordance with those variables which may prove decisive for the future of the pupils.

One of the basic criteria is that the decision on promotion or continuance must be individual, without being an obstacle to the establishment of general measures supporting the attainment of individualised decisions. The methodology and organisation of the institution, are also important variables to take into consideration when deciding whether to promote the pupil or not. Another important aspect is to establish in which cycle or year it is more convenient to repeat and to determine which is the basic education for each cycle or year to continue in the learning process.

### **10.6.10. Educational/vocational guidance, education/employment links**

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) states that, for those students unable to achieve the objectives set for compulsory education, Administrations are to promote training programmes adapted to these pupils' specific needs in order to facilitate their social and employment integration.

Educational counselling in specific special educational institutions is related to three general areas of intervention: support to the teaching/learning process; development of the tutorial action plan; the transition to adult life and employment integration programme. The first two areas are those established for the general education system. The third one, however, has individual features: it must be used to strengthen all those contents having a higher functional value within the subjects taught in the second cycle of compulsory basic education, as well as to provide coherence to the actions and initiatives which promote the integration of pupils into employment in those activities most appropriate to their individual circumstances.

The Autonomous Communities promote plans for occupational guidance and integration of young adults with special educational needs. This may entail establishing agreements with other authorities, local governments and public and private non-profit institutions. These plans are designed to relate such educational alternatives as closely as possible to employment, through the encouragement of action and measures focused on this aim, and also bearing in mind the role that sheltered employment workshops and occupational schools can play in the real integration of pupils with special educational needs into the working world.

In Spain, institutions providing protected employment are legally called special employment institutions and are regulated by the 1982 *Ley de Integración Social de los Minusválidos, LISMI* (Act on the Social Integration of Disabled People) and its regulatory development. In order to be accredited as special employment institutions a basic requirement must be met: at least 70% of the staff must be disabled workers (with a degree of disability equal to or higher than 33%).

The Organización Nacional de Ciegos Españoles, *ONCE* (National Organisation of Spanish Blind People) also organises vocational training or employment-oriented activities consisting of several specific training sessions (theoretical-practical courses) with the aim of providing pupils with the necessary abilities and aptitudes to successfully meet the demands of the labour market.

The November 27 2000 Directive 2000/78/CE of the European Council prohibits any kind of discrimination towards disabled people and promotes positive measures on equal opportunities and the adoption of reasonable adjustments to remove obstacles or barriers when obtaining employment and in working conditions in all types of job, including public administration. In this framework, the December 2 Act 51/2003 on equal opportunities, non-discrimination and universal accessibility for disabled people, and the December 10 Act 53/2003 on public employment for disabled people were passed, establishing that in each years' call on public employment a quota of no less than 5% of the places offered should be reserved for disabled people with a disability equal or higher than 33%. Recently, the Royal Decree 2271/2004, December 3, regulates access to public employment and the provision of jobs for disabled people. It also regulates the

reservation of public jobs for disabled people, the ordinary official calls with reserved places and those for disabled people, as well as the reservation of positions for internal promotion, the development of selection processes, etc.

### **10.6.11. Certification**

At the end of their schooling, pupils with special educational needs enrolled in specific special educational institutions receive a certification from the educational institution indicating the number of years of attendance. This accreditation is given along with non-binding and confidential guidelines regarding the pupil's academic and professional future.

### **10.6.12. Private education**

Private education, both subsidised and non-subsidised private education, comes under the same educational legislation as public education. Likewise, it is determined by the collective cooperative bargaining agreements, which regulate private educational institutions from the Directorate General for Labour.

#### **10.6.12.1. Historical overview**

According to the Spanish Constitution of 1978, natural and legal people are free to create educational institutions. As a consequence, there are public and private institutions. Private institutions financed with public funds are known as centros concertados.

The pattern of educational agreements for Basic Education was regulated by the 1985 *Ley Orgánica reguladora del Derecho a la Educación, LODE* (Act on the Right to Education), amended by the 2006 *Ley Orgánica de Educación, LOE* (Act on Education). The centros concertados are subject to specific legislation regarding their governing bodies and to the same legislation as public education concerning pupils' admission.

The centros concertados are regulated by the V Collective Bargaining Agreement on private educational companies totally or partially funded by public funds. This agreement refers to pre-primary education, primary education, compulsory secondary education (*ESO*), Bachillerato, intermediate and advanced vocational training, initial vocational qualification programmes and specific special education institutions. Similarly, it regulates the working conditions of people employed in this type of institution.

The 12<sup>th</sup> General Collective Bargaining Agreement on Institutions and Services for the Attention of the Disabled is worth mentioning due to its impact on some educational institutions. This agreement applies to every company and working institution aimed at the attention, diagnosis, rehabilitation, training, education, promotion and labour integration of people with physical, mental and sensory disabilities, as well as the associations and organisations established which have the same aim. Therefore, this agreement also applies to special employment institutions and welfare institutions or companies (day centres, institutions for the rehabilitation and social integration of the sick, etc.). Likewise, it applies directly to specific special educational institutions and their corresponding staff, with the exception of those civil servants working for the central, regional or local administrations, members of religious communities, professionals who collaborate with the institution voluntarily and volunteers.

#### **10.6.12.2. Ongoing debates**

Private special education generally follows the lines laid down by public education. For further information, see section 10.2..

## 10.7. Special measures for the benefit of immigrant children/pupils and those of ethnic minorities

Over the last decades, the steady growth of the immigrant population in Europe has turned Spain into another European Union reception point.

With regard to the school population enrolled in pre-university levels, it has been proved that the presence of foreign pupils in the Spanish education system, although not as strong as in other European countries, has increased significantly over the last ten years.

In the academic year 2008/09, foreign pupils accounted for 9.7% of the total number of students enrolled in non-university mainstream education (advance data), which represents an increase of half a percentage point with respect to the previous year. There has been a quantitative increase in the number of foreign pupils at all educational levels, especially from the year 2001/02. The highest percentage of foreign pupils is found in compulsory secondary education (11.8%) and mainly in initial vocational qualification programmes (15.6%). Next, the proportion of foreign pupils with regard to the total number of enrolled students is around 8.9% in the second cycle (3 to 6 years of age) of pre-primary education and around 11.5% in primary education, whereas these figures clearly decrease at post-compulsory secondary education: the proportion of foreign pupils in vocational training being 7.4% and 5.1% in Bachillerato.

On the other hand, the **immigrant adult population** is also an emergent group in education. In many cases, their risk of social exclusion may be increased by factors such as their precarious economic and/or socio-educational situation, or their lack of knowledge of the Spanish language. That is why adult education plays such an important role in the promotion of equal opportunities.

The 2007-2010 Strategic Plan for Citizenship and Integration, a national base document on immigration policy, includes several measures to guarantee a quality compulsory education, accessible to all on equal terms. Programmes are put forward to put an end to school segregation, prevent absenteeism, inform and advise the immigrant population on the Spanish education system, promote intercultural knowledge and skills, coexistence and social cohesion, facilitate the access of immigrant pupils to non-compulsory education stages and increase the access of immigrants to adult education, as well as educational reception programmes, support and reinforcement programmes, programmes to learn the language of the host society and to preserve the language and culture of origin.

According to the 2006 *Ley Orgánica de Educación, LOE* (Act on Education), the education system has responsibility for acting as 'a compensating factor for personal, cultural, economic and social inequalities', generating specific support actions for those pupils that require an education different from mainstream education due to their late incorporation into the education system, their personal circumstances or their academic history. On the other hand, the multicultural context provides the opportunity of converting the school into a privileged place to learn about citizenship, coexistence and social cohesion.

In accordance with State regulations the Autonomous Communities provide several educational measures to respond to the growing multiculturalism in schools. The implementation of such measures varies from one Community to the next and education authorities have no specific legislative framework in this regard, which implies the heterogeneity of the regulations of the different actions as well as of the nature and hierarchy of the legislation passed. In some cases, these actions are part of general plans or models and, in others, regulated by means of decrees, orders, resolutions, agreements, instructions or circulars.

Measures for attention to immigrant pupils are part of different general plans: immigration plans in Andalusia, Aragon, the Balearic Islands, the Canary Islands, La Rioja and the Basque Country; Reception Programme for Immigrant Pupils in Asturias; Plan for the Attention of Foreign Pupils and Minorities in Castile and Leon; and the Language and Social Cohesion Plan in Catalonia. Castile-La Mancha has a similar

document: the Intercultural Education and Social Cohesion Model in Castile-La Mancha. The other Autonomous Communities include these measures in both the general legislation related to the different educational levels or attention to diversity and the specific legislation for immigrant pupils or pupils who have joined the education system late. In some cases legislation is passed on an annual basis, at the beginning of each academic year.

**Table 10.2 Measures for the attention of immigrant pupils by Autonomous Community**

<b>Andalusia</b>	Strategic Plan for Citizenship and Integration 2007/2010 2 <sup>nd</sup> Comprehensive Plan for Immigration in Andalusia 2006-2009
<b>Aragon</b>	Comprehensive Plan for Intercultural Coexistence in Aragon 2008-2011
<b>Asturias</b>	Reception Programme for Immigrant Pupils
<b>Balearic Islands</b>	2 <sup>nd</sup> Comprehensive Plan for Attention to Immigrants in the Balearic Islands Linguistic and Cultural Reception Plan (PALIC)
<b>Basque Country</b>	2 <sup>nd</sup> Basque Immigration Plan (2007-2009) Reception Plan for Immigrant Pupils
<b>Canary Islands</b>	Canary Islands Immigration Plan Intercultural Education Programme
<b>Cantabria</b>	Interculturality Plan for Cantabria
<b>Castile and Leon</b>	Comprehensive Plan for Immigration 2005-2008 (a new plan will be approved in June 2010) Plan for the Attention of Foreign Pupils and Minorities Plan for the Admittance of Foreign Pupils to Educational Institutions
<b>Castile-La Mancha</b>	Intercultural Education and Social Cohesion Model in Castile-La Mancha
<b>Catalonia</b>	Citizenship and Immigration Plan 2009-2012 Plan for Language and Social Cohesion
<b>Extremadure</b>	2 <sup>nd</sup> Extremadure Social Inclusion Plan 2008-2011 Experimental Plan for the Improvement of Preferential Educational

	Attention Establishments
<b>Galicia</b>	Reception Plan
<b>La Rioja</b>	2 <sup>nd</sup> La Rioja Comprehensive Immigration Plan 2009-2012
<b>Madrid</b>	Madrid Integration Plan 2009-2012
<b>Murcia</b>	2 <sup>nd</sup> Plan for the Integration of Immigrants in Murcia 2006-2009
<b>Navarre</b>	Attention to Diversity Plan Reception Programme for Immigrant Pupils Guidelines for the Schooling of Immigrant Pupils Navarre PROA Plan Plan for the Social Integration of Immigrants
<b>Valencian Community</b>	-
<b>Ceuta and Melilla</b>	Comprehensive Action Plan in the Autonomous Cities of Ceuta y Melilla

Source: Drawn up by the IFIIE based on regulations

Despite the differences observed in the legislative framework there are similarities in the type of measures and strategies for their implementation. The most widespread measures are:

- Reception programmes
- Programmes for teaching the language of the host society
- Programmes for teaching the language and culture of origin
- Information on the Spanish education system for immigrant families and promotion of their participation in the educational process of their children and in the activities carried out by the educational community
- Setting up of support services for intercultural and/or school mediation
- Setting up of translation and interpreting support services

**Reception programmes** are seen in most Autonomous Communities as specific programmes for immigrant pupils, unaccompanied minors (Canary Islands) or pupils who have joined the Spanish education system late (Balearic Islands). In Castile-La Mancha there are also reception programmes for all newcomers to the education system. These programmes usually include previous preparatory measures so that schools may cope with the arrival of new students. Some of these measures are: the inclusion of intercultural education values in the proyecto educativo and other school documents, teacher training in these values, the adaptation of school resources (premises, timetables and teachers) or the preparation of information

documents in different languages. On the other hand, information on the new pupils and their families is collected and they are provided with general information on the education system and the school. With regard to pupils, the implementation of classroom activities to get to know each other is also recommended. Therefore, the reception programme tackles linguistic, curricular, attitudinal and contextual aspects, focusing on the sociolinguistic reception of the pupils who are not familiar with the language of the host society.

The **teaching of the language of the host society** is an essential tool to access all curricular areas or subjects and includes two types of linguistic attention measures: linguistic classrooms and linguistic and curricular reinforcement actions (see section **10.5.3.1**).

With regard to **the teaching of the language and culture of origin**, two previous actions, developed at national level, should be highlighted: the Portuguese Language and Culture Programme, carried out in collaboration with the Government of Portugal and implemented in the 1987/88 academic year; and the Arabic Language and Moroccan Culture Teaching Programme, which was the result of a cooperation agreement signed with the Kingdom of Morocco and is being offered from the 1994/95 academic year. At present, these programmes are managed by the Autonomous Communities, which have also developed other measures related to the learning of the language and culture of origin. In fact, this type of measures is included in the objectives to be promoted in the immigration plans and other regulations issued by the different Autonomous Communities. Partnership agreements with the countries of origin and non-profit public or private organisations are recommended for the establishment and continuation of these measures. In general, courses are provided during non-school hours, although initiatives for their introduction in the curricula are under analysis in some Autonomous Communities. In addition, some of them promote the access of all pupils, not only immigrant pupils, to this educational provision. On the other hand, apart from the teaching programmes, the production of teaching materials is also encouraged in some territories.

As regards the need **to keep families informed and encourage their participation** in school life, the *LOE* stipulates that education authorities are responsible for adopting the necessary measures to ensure that the families of pupils who enter the Spanish education system late receive the relevant advice about their rights, obligations and opportunities. The first contact with the educational institution is usually a reception to collect all possible information on the cultural and socio-economic situation of each family and, at the same time, families are given information about the Spanish education system and the running of the school concerned. During the academic year, explanatory and/or more relaxed meetings are held to talk about and share interests. Families are also informed about other measures present in the area, which may be of help to them. The Departments for Education of most Autonomous Communities have prepared information guides for the immigrant population. Some of these guides refer only to education but others include information about other areas (housing, employment, health, etc.). With regard to the educational content, the guides usually include information about the different stages of the education system, access and registration procedures, educational services (grants, school canteen, transport, extracurricular activities, translation services), internal rules of the schools, school calendar and timetable, assessment criteria, pupils' rights and obligations, and bodies for the participation of the families. The documents are normally available in different languages, including Spanish, the co-official language of the Autonomous Community and the languages of origin of the immigrant students who constitute the largest group in the territory. These documents are most frequently translated into the following foreign languages: German, Arabic, Bulgarian, Chinese, French, English, Polish, Portuguese, Romanian and Russian. Most documents can be downloaded free of charge from the Internet.

Another measure to facilitate communication with the families and their participation in the educational process of their children and in the activities of the school is the establishment of services for **mediation, translation and interpreting**. Most Autonomous Communities include the provision of intercultural mediators and/or translators and interpreters in their plans. In many cases, the mediator of the educational institution is also the translator and interpreter. Mediation and translation services are usually external to the



school and their functioning and scope depend on the local and regional resources. These resources are distributed according to the needs of the educational institutions, giving priority to those with a higher number of immigrant pupils.

All these measures, implemented by the educational institutions, have to be assessed to verify their effectiveness and facilitate their improvement. In this respect, some of the following actions are carried out: the organisation of continuous follow-up committees, periodic assessments, assessment of pupils' outcomes, achievement of established objectives, etc. The gathering and exchange of experiences between the different educational institutions, teachers and other social and educational organisations is also fundamental to develop and improve the educational practice.

In addition, the abovementioned measures imply an increase in material and human resources as well as the effort to raise the educational community's awareness of the positive value of cultural diversity and the inclusion of all pupils. Central, regional and local governments, as well as educational institutions, teacher institutions and non-profit foundations and organisations are involved in this task.

## 10.8. Statistics

Statistical data on institutions, teaching staff and pupils of special education or special classroom units in mainstream schools are provided below.

### 10.8.1. Pupils

#### 10.8.1.1. Special education pupils

**Table 10.3: Number of pupils with special educational needs, specific special education pupils and integration pupils and percentage with respect to the total number of pupils. Academic year 2007/08.**

	Number of pupils	% with respect to the total number of pupils <sup>1</sup>
<b>Total of pupils with special educational needs</b>	135,747	2.1
Specific special education pupils <sup>2</sup>	29,427	0.5
Integration pupils <sup>3</sup>	99,653	1.6

<sup>1</sup> Pre-primary, primary, compulsory secondary education (*ESO*) and special education are included in this total.

<sup>2</sup> This refers to both pupils in specific special educational institutions and special education classrooms in mainstream institutions.

<sup>3</sup> This refers to special needs pupils who are integrated in mainstream pre-primary, primary and *ESO* schools.

Source: *Estadística de las Enseñanzas no universitarias*. Detailed results for the school year 2007/08. Office of Statistics, Ministry of Education.

**Table 10.4: Schooling net rate according to age in special educational institutions and classrooms. Academic year 2007/08**

	Schooling rate <sup>1</sup>
3 years old	0.12
4 years old	0.17
5 years old	0.19
6 years old	0.26
7 years old	0.30
8 years old	0.32
9 years old	0.35
10 years old	0.37
11 years old	0.37
12 years old	0.47
13 years old	0.50
14 years old	0.59
15 years old	0.56
16 years old	0.58
17 years old	0.52
18 years old	0.40
19 years old	0.34
20 years old	0.21
21 years old	0.06

<sup>1</sup> Population data refer to 1<sup>st</sup> July 2008

<sup>2</sup> Data refer to 2007

Source: *Estadística de las Enseñanzas no universitarias*. Detailed results for the school year 2007/08. Office of Statistics, Ministry of Education. Estimates of current population of the National Statistics Institute.

**Table 10.5: Average number of pupils per group in specific special education institutions according to school ownership. Academic year 2007/08**

	Average number of pupils per group
<b>Total</b>	5.8
<b>Public institutions</b>	5.5
<b>Private institutions</b>	6.1

Source: Las cifras de la educación en España. Estadísticas e indicadores. 2010 Edition. Office of Statistics, Ministry of Education.

**Table 10.6: Percentage of pupils with special educational needs attending specific institutions<sup>1</sup>. Academic year 2007/08**

<b>Specific special education</b>	22.8
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<sup>1</sup> Calculated on the total number of pupils with special educational needs enrolled in pre-primary education, primary education, *ESO* and special education.

Source: *Estadística de las Enseñanzas no universitarias*. Detailed results for the school year 2007/08. Office of Statistics, Ministry of Education.

## 10.8.1.2. Foreign pupils

Table 10.7: Evolution of foreign pupils by educational level

	1998-99	2003-04	2007-08	2008-09 <sup>1</sup>
<b>Total</b>	-	-	735,635	780,926
<b>Non-university education (total)</b>	80,587	402,117	703,497	743,696
<b>Pre-primary education</b>	12,387	78,986	119,980	124,211
<b>Primary education</b>	34,017	174,348	295,477	305,520
<b>Special education</b>	178	1,331	2,838	3,454
<b>Compulsory secondary education</b>	22,558	107,907	199,548	213,530
<b>Bachillerato</b>	6,295	15,520	29,399	32,085
<b>Vocational training</b>	2,648	14,682	35,218	40,197
<b>Enseñanzas de régimen especial</b>	-	9,343	21,037	20,183
<b>No provision recorded</b>	2,504	-	-	4,516
<b>University education</b>	-	-	32.138 <sup>3</sup>	37.230 <sup>4</sup>

1 Advance data

2 Foreign pupils enrolled in vocational training ciclos formativos (either in the distance modality or in the modality requiring attendance) and in social guarantee programmes/PCPI are included.

<sup>3</sup> Number of foreign students enrolled in the 1<sup>st</sup> and 2<sup>nd</sup> cycle. Provisional data.

<sup>3</sup> Number of foreign students enrolled in the 1<sup>st</sup> and 2<sup>nd</sup> cycle and grades. Provisional data.

Source: *Datos y cifras*. School year 2009/10. Office of Statistics, Ministry of Education. *Estadística de las Enseñanzas no universitarias*. Office of Statistics, Ministry of Education. *Datos Básicos del Sistema Universitario Español*. School year 2008/09 and 2009/10. Office of Statistics, Ministry of Education.

**Table 10.8: Total distribution and distribution in percentage terms of foreign and Spanish pupils by educational level. Academic year 2007/08**

	<b>Total pupils</b>	<b>Foreign pupils</b>	<b>% foreigners</b>	<b>Spanish pupils</b>	<b>% Spaniards</b>
<b>Total</b>	9,330,609	735,635	7,9,,	8,594,974	92,1,,
<b>Non-university education (total)</b>	7,941,215	703,497	8,9,,	7,237,718	91,1,,
<b>Pre-primary education</b>	1,643,016	119,980	7,3,,	1,523,036	92,7,,
<b>Primary education</b>	2,607,384	295,477	11,3,,	2,311,907	88,7,,
<b>Special education</b>	29,427	2,838	9,6,,	26,589	90,4,,
<b>Compulsory secondary education</b>	1,829,874	199,548	10,9,,	1,630,326	89,1,,
<b>Bachillerato</b>	622,133	29,399	4,7,,	592,734	95,3,,
<b>Vocational training</b>	509,465	35,218	6,9,,	474,247	93,1,,
<b>Enseñanzas de régimen especial</b>	699,916	21,037	3,0,,	678,879	97,0,,
<b>University education<sup>4</sup></b>	1,389,394	32,138	2,3,,	1,357,256	97,7,,

<sup>1</sup> Foreign pupils enrolled in Bachillerato (classroom attendance or distance mode) are included.

<sup>2</sup> Foreign pupils enrolled in vocational training ciclos formativos (classroom attendance or distance mode) and in Social Guarantee/PCPI are included.

<sup>3</sup> Foreign pupils enrolled in Plastic Arts and Design, Music, Dance, Dramatic Arts, Language and Sports education are included.

<sup>4</sup> Students in the 1<sup>st</sup> and 2<sup>nd</sup> cycle are included. Provisional data.

Source: *Estadística de las Enseñanzas no universitarias*. Detailed results for the school year 2007/08. Office of Statistics, Ministry of Education. *Datos Básicos del Sistema Universitario Español*. School year 2008/09. Secretariat General for Universities, Ministry of Education.

**Table 10.9: Number and percentage of foreign pupils according to school ownership. Non-university education. Academic year 2007/08**

	Number of foreign pupils	% of pupils
<b>Total</b>	703,497	100.0
<b>Public institutions</b>	581,860	82.7
<b>Private institutions</b>	121,637	17.3

Source: *Estadística de las Enseñanzas no universitarias*. Detailed results for the school year 2007/08.. Office of Statistics, Ministry of Education

**Table 10.10: Percentage of foreign pupils in mainstream non-university education by Autonomous Community. Academic year 2007/08**

	% of foreign pupils
<b>Spain</b>	9,4,,
<b>Andalusia</b>	5,5,,
<b>Aragon</b>	11,9,,
<b>Asturias</b>	4,5,,
<b>Balearic Islands</b>	14,4,,
<b>Basque Country</b>	5,6,,
<b>Canary Islands</b>	8,8,,
<b>Cantabria</b>	6,9,,
<b>Castile and Leon</b>	7,0,,
<b>Castile-La Mancha</b>	8,8,,
<b>Catalonia</b>	12,3,,
<b>Ceuta</b>	2,1,,

<b>Extremadure</b>	2,9,,
<b>Galicia</b>	3,1,,
<b>La Rioja</b>	15,1,,
<b>Madrid</b>	14,1,,
<b>Melilla</b>	6,2,,
<b>Murcia</b>	12,6,,
<b>Navarre</b>	10,5,,
<b>Valencian Community</b>	12,1,,

<sup>1</sup> Advance data

Source: Drawn up by the IFIIE based on *Estadística de las Enseñanzas no universitarias*. School year 2007/08. Office of Statistics, Ministry of Education.

**Table 10.11: Foreign pupils by geographic area of origin and changes regarding the academic year 1997/98. Academic year 2007/08**

	Academic year 2007-08		Academic year 1997-98(1)		Changes % 2007/08 1997/98
	Number of foreign pupils	% of foreign pupils	Number of foreign pupils	% of foreign pupils	
<b>Total</b>	703,497	100,0	72,335	100,0	871.0
<b>Africa</b>	205,130	29,2,,	25,824	35,7,,	537.3
<b>Asia</b>	136,316	19,4,,	21,379	29,6,,	439.2
<b>Central America</b>	25,515	3,6,,	4,123	5,7,,	518.8
<b>Country not recorded</b>	6,671	0,9,,	2,134	3,0,,	1,269.4
<b>Europe (EU + rest of Europe)</b>	293,332	41,7,,	12,292	17,0,,	692.3
<b>North America</b>	34,229	4,9,,	6,332	8,8,,	212.7
<b>Oceania</b>	332	0,0,,	107	0,1,,	214.0
<b>South America</b>	1,972	0,3,,	144	0,2,,	2,282.9

<sup>1</sup> Foreign pupils enrolled in enseñanzas de régimen especial are not included.

Source: *Las cifras de la educación en España. Estadísticas e indicadores. 2010 Edition*. Office of Statistics, Ministry of Education.



## 10.8.2. Teachers

**Table 10.12: Number of special education teachers according to school ownership and percentage regarding the total number of teachers of non-university mainstream education. Academic year 2007/08**

	Number of teachers	% regarding the total number of teachers
<b>Total</b>	10,468	1.6
<b>Public institutions</b>	7,113	1.5
<b>Private institutions</b>	3,355	2.0

Source: *Estadística de las Enseñanzas no universitarias*. Detailed results for the school year 2007/08. Office of Statistics, Ministry of Education.

## 10.8.3. Institutions

**Table 10.13: Number of institutions providing special education (both specific and mainstream with substitutive units) according to ownership. Academic year 2007/08**

	Number of institutions
<b>Total</b>	1,340
<b>Public institutions</b>	986
<b>Private institutions</b>	354

Source: *Estadística de las Enseñanzas no universitarias*. Detailed results for the school year 2007/08. Office of Statistics, Ministry of Education.

**Table 10.14: Number of specific special educational institutions by ownership and percentage regarding the rest of mainstream educational institutions. Academic year 2007/08**

	Number of institutions	% regarding the total number of institutions
<b>Total</b>	481	2.0
<b>Public institutions</b>	191	1.1
<b>Private institutions</b>	285(1)	4.2

<sup>1</sup> Three centros concertados providing only social guarantee programmes - special education are included.

Source: *Estadística de las Enseñanzas no universitarias*. Detailed results for the school year 2007/08. Office of Statistics, Ministry of Education.

**Table 10.15: Number of mainstream institutions with classrooms for special education. Academic year 2007/08**

	Number of institutions	% regarding the total number of institutions
<b>Total</b>	859	3,4
<b>Public institutions</b>	795	4,7
<b>Private institutions</b>	64	0,9

Source: *Estadística de las Enseñanzas no universitarias*. Detailed results for the school year 2007/08. Office of Statistics, Ministry of Education.

**Table 10.16: Units in specific institutions and classrooms for special education in mainstream institutions. Academic year 2007/08**

	Number of units and classrooms
<b>Total</b>	5,358
<b>Public institutions</b>	3,154
<b>Private institutions</b>	2,204

Source: *Estadística de las Enseñanzas no universitarias*. Detailed results for the school year 2007/08. Office of Statistics, Ministry of Education.

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## 11. The European and International Dimension in Education

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This chapter offers an account of Spanish educational activities aimed at developing the European and international dimension in education. After outlining the specific political framework of the national guidelines, the main interinstitutional and international programmes and initiatives in which Spain participates are discussed. The chapter continues by examining aspects related to the European and international dimension in the Spanish curriculum. Finally, it concludes with a section analysing students and teachers' mobility.

### 11.1. Historical overview

There has been a long tradition of cultural and educational relationships between Spain and other countries, which was particularly strengthened throughout the 20<sup>th</sup> century. During the first two decades, several organisations were created with the intention of promoting scientific and cultural exchanges with other countries and fostering the spread of Spanish language and culture abroad. Among these institutions, the most relevant ones were the Council for the Promotion of Studies and Research (*Junta para la Ampliación de Estudios e Investigaciones Científicas*), founded in 1907, and the Office of Cultural Relationships, established in 1921. However, the massive emigration of Spanish workers to other European countries after World War II made it necessary for the educational authorities to concentrate their efforts on providing for the educational needs of these workers and their families. The arrival of democracy in Spain, together with a significant decrease in the number of emigrants leaving the country, brought about important changes in this area. Furthermore, after Spain became a member of the European Union in 1986, the number of bilateral agreements with other countries also increased. In order to respond to the new situation, Royal Decree 567/1987 was passed, laying the foundations for the subsequent development of Spanish educational activity abroad.

A few years later, Royal Decree 1027/1993 established the general guidelines for action regarding the European and international dimension of education in Spain. This legislative framework covers the initiatives proposed by the Departments of Education and Science abroad, together with the creation of educational institutions supported by Spain in other countries, the management of Spanish and bilingual sections within public educational institutions abroad, the opening of Spanish sections in European schools, and, finally, the establishment of Spanish language and culture classrooms and special agreement schools (see section 11.3.).

Together with these educational activities developed abroad and the agreements established with a number of countries and international organisations, one of the first priorities for Spain in the last two decades has been to promote the spread of Spanish language and Spanish and Latin American culture all over the world. With this aim in mind, the Cervantes Institute was created in 1991. The Institute is currently responsible for the management of activities related to teaching Spanish as a foreign language and for issuing the Official Certificate of Spanish as a Foreign Language (DELE), and it has experienced a considerable growth, opening new branches in all continents

As regards the area of multilateral action, Spanish participation in educational programmes organised by the European Union should also be emphasized. This participation has progressively increased since Spain joined the EU in 1986, and has become particularly intense since 1992, when the Maastricht Treaty explicitly introduced education as a relevant issue for the European Union. As a result, the participation of Spanish students, teachers and specialists in the various European education programmes has increased significantly.

In addition, after becoming a member of the Council of Europe in 1977, Spain has actively participated in the activities carried out by this institution, which also contributes to developing the European dimension in education.

Spain also collaborates with other institutions which promote international cooperation in education, such as the United Nations Educational, Scientific and Cultural Organisation (UNESCO), to which Spain belongs since 1953, and the Organisation for Economic Cooperation and Development (OECD), of which Spain was a founding member in 1961. Besides, the Organisation of Latin American States for Education, Science and Culture (OEL), created in 1949, must also be mentioned because of its special relevance to Spain. This organisation is currently integrated by 23 Latin American countries, which cooperate in educational, scientific, technological and cultural issues.

## 11.2. Ongoing debates and future developments

The Spanish education system is currently undergoing a process of reform at all non-university educational stages, as a result of the implementation of the 2006 Act on Education (*LOE*). One of the main objectives of this new law is the commitment to achieve the goals set by the European Union for the next years. Furthermore, regarding tertiary education, Spain is also introducing a series of changes, required in order to adapt the system to the European Higher Education Area. At the moment, it could be said that the European and international dimension in education is a key element for the future development of the Spanish education system as a whole.

One of the main reasons for passing the new Act on Education (*LOE*) was, among others, the need to adapt Spanish educational policies to the education objectives established by the European Union for the year 2010. Therefore, it was considered of outmost importance to improve educational levels in Spain, in order to keep up with those of the other Member States. This also implies an increase in public expenditure on education, in order to reach the average amount of investment in education in the EU.

To be more precise, the *LOE* includes the three main objectives proposed by the EU for the end of the present decade. The first one is to improve quality in education and efficiency in the system, which should be achieved by raising standards in teachers' qualifications and skills, developing students' required abilities for the new knowledge society, guaranteeing access to communication and information technologies for all, and increasing the number of students enrolled in technical, scientific and arts studies. The second objective stated by the law is to facilitate access to education to everyone, with especial emphasis on equal opportunities. Finally, it also mentions the need to strengthen the relationships between educational institutions and the labour market, research fields and society in general, so as to open the education system to the world.

In order to attain the objectives mentioned above, it is necessary to take several complementary courses of action. The first step is to regard learning as an ongoing, lifelong process, which will be facilitated by paying special attention to the need for young people to acquire basic competences, by raising the standards in adult education and by making the connections between different types of formal instruction more flexible. The *LOE*, by assuming the eight basic competences proposed by the EU, is evidencing an effort to introduce the European Dimension within the Spanish Education System. The second measure is to grant educational institutions a greater level of autonomy, so as to allow them to adapt to and to cater for the specific needs of their students. Finally, in order to accomplish the desired objectives, it is absolutely essential to improve the quality of teacher training, by reviewing current initial training programs so that they meet European standards.

Apart from all this, it is worth mentioning that the structure of Vocational Training, which was carried out in 2002 and which has not basically changed after the 2006 reform, was inspired by the coordinated strategies for employment developed by the EU. Such reform emphasizes the need for an active, qualified population,

open to mobility and free circulation in Europe. Therefore, the aim is to continue towards the homogenization of all professional training and qualification standards at European level. Therefore, the policies which are currently being implemented in non-university educational levels, and those which are still being devised for the future, have been designed to comply with European suggestions for education and learning.

Likewise, the development of the legislation passed in 2007 for tertiary education includes the new measures derived from European agreements on higher education policy (for aspects related to the process of adaptation to the European Higher Education Area, see section **6.2**). In connection with the internationalization of Tertiary Education it is worth mentioning the implementation, for 2009, by the Ministry of Education, of the 'Campus de Excelencia Internacional' initiative ('International Excellence Campus'), which intends to enhance the improvement of teaching and research activity at Spanish universities according to the European criteria of quality and competitiveness (more information on <http://www.educacion.es/campus-excelencia.html>.)

### **11.3. National policy guidelines/Specific legislative framework**

According to the Spanish Constitution of 1978, international cooperation in educational matters falls under the competence of the State. However, the Autonomous Communities are in charge of managing certain activities, approved by the European Commission or by other international institutions.

April 7<sup>th</sup>, Royal Decree 542/2009 restructures the ministries of Spain. Within the general framework of action established by the State, the different initiatives on international cooperation in education are the joint responsibility of several agencies and institutions, namely, the Ministry of Education, and the Ministry of Foreign Affairs and Cooperation (*MAEC*) together with the Cervantes Institute, adscribed to the latter.

July 3<sup>rd</sup> Royal Decree 1086/2009, by which the basic organic structure of the Ministry of Education is modified and developed, states that the Minister of Education is in charge of the proposal to the Government regarding the Spanish position in the international field and regarding the European Union in the characteristic issues of the department. The article 10 of the said royal decree sets specifically that the General Office of International Relations of the Ministry of Education is in charge of carrying out, without detriment to the competences of the Ministry of Foreign Affairs and Cooperation, among others, these functions:

- To maintain relations with foreign and international organizations and authorities in education issues
- To manage, coordinate and implement the monitoring of the Ministry's performances regarding the European Union (especially assisting the Minister when preparing the meetings for the Council for the European Union).
- To maintain the services in Regional Ministries, Offices established abroad and in the Directorates for the Programs by the Ministry in different countries, as well as the running of Spanish ownership schools abroad.
- To manage, coordinate and, whenever possible, administer the international cooperation programs, either of a bilateral or a multilateral nature, in the competing issues of the department.
- To promote the internationalization and competitiveness of the Spanish university system, in coordination with the General Department of Universities; to develop the European Higher Education Area; the participation in the definition of the Latinamerican Knowledge Area; and the coordination of activities and reports by the Spanish Group for the coordination of the Bologna process (BFUG);

- To plan, implement, dinamalyze and manage the Campus of International Excellence program (in coordination with the Ministry of Research and Innovation);
- To enhance the participation of Spanish universities in the European programs related to the modernization of universities, their institutional reinforcement and the strategies to promote excellence;
- To enhance the university social responsibility by means of fostering policies of development cooperation.

In its turn, the Ministry of Foreign Affairs and Cooperation manages and monitors some concrete programs, fruit of specific agreements, and carries out various actions of cooperation for some countries' development through the Spanish Agency for International Cooperation and Development (AECID). Moreover, the Cervantes Institute is in charge of developing programmes to promote the learning of Spanish as a foreign language and the spreading of Spanish culture around the world.

The June 25 1993 Royal Decree 1027/1993 provides the legal framework within which the Spanish Ministry of Education has developed its educational programmes abroad. Later, the Royal Decree 1138/2002 was passed, which amends the 1993 one, with the aim of introducing innovations in the structure and running of Education offices abroad, as well as the regime of teaching staff in schools and programs abroad.

The May 3 2006 Act on Education 2/2006 establishes the general principles for the organisation of non-university educational levels, including their orientation towards the achievement of the goals proposed by the European Union. Besides, the April 12 2007 Act on Universities 4/2007 which amends December 21 2001 Act on Universities 6/2001 lays the foundations for the future development of the international and European dimension in higher education.

## 11.4. National programmes and initiatives

The Ministry of Education together with the Ministry of Foreign Affairs and Cooperation (*MAEC*), establish bilateral and multilateral cooperation agreements both within the European Union and with other countries. These agreements, which are generally devised as annual action plans, are aimed at reinforcing educational, scientific and cultural cooperation between the participating countries.

Given the significant difference between international cooperation and educational action abroad, the information included hereafter has been divided into three general sections. The first two are devoted to aspects related to international cooperation between Spain and other countries in different areas of education, paying special attention to bilateral (see section 11.4.1.) and multilateral (see section 11.4.2.) agreements and treaties between Spain and other states or international organisations. The third section examines the different structures established in order to meet the educational needs of Spanish population abroad, as well as those of foreigners willing to study Spanish language and culture (see section 11.4.3.).

### 11.4.1. Bilateral programmes and initiatives

Among the most relevant bilateral programmes in which the Ministry of Education participated during the 2009/10 academic year, the following initiatives are worth mentioning:

**One-to-one Exchange Programme.** This programme is the result of a series of bilateral agreements for education cooperation with Austria, France, Germany, Switzerland and United Kingdom for the academic year 2009/10. With 100 vacancies, it is addressed to primary and secondary education teachers, as well as the official languages school teachers. Through this programme Spanish teachers exchange their positions with those from the European participant countries, for either a term or the whole school year -depending on the country of destination-. Their working time includes a minimum of 25 teaching hours of Spanish per week, or

any other subject applied for in the exchange programme. Spanish teachers keep their rights as civil servants and receive additional compensation for living abroad.

**Language teaching assistants.** There is an annual exchange of language teaching assistants between Spain and other countries. In the year 2009/2010, 1075 vacancies have been offered in the following countries: Austria, Belgium, Canada, France, Germany, Italy, New Zealand, Portugal, The Republic of Ireland, the United Kingdom, and the United States. The aim of this programme is to promote knowledge of Spanish language and culture in the countries of destination, while Spanish assistants have the opportunity to improve their knowledge of the language and culture of the host country. Although the qualifications required in order to apply for these positions may vary from one country to another, in general, apart from students in their final year of studies, also Spanish university graduates may apply for these posts, mainly those holding a degree in Language, Translation and Interpreting Studies, and Education –the latter candidates must have majored in the corresponding foreign language-. Thanks to these exchanges, Spanish educational institutions can also have native language assistants to help Spanish language teachers with the oral component of the language. The Ministry of Education grants these assistants a monthly allowance, as well as health insurance, so as to cover part of their accommodation and living expenses in Spain.

**Visiting teachers.** These exchange programmes are held, on the one hand with the United States and Canada (451 places), and, on the other hand, with Germany (65 places). In the first case, primary and secondary education teachers from Spain spend different periods of time in American or Canadian schools, teaching Spanish as a foreign language or other curricular subjects, taught in Spanish within bilingual programmes or in linguistic immersion programmes. The teachers must hold a Bachelor's degree or a diploma in education, and they are directly employed by the educational authorities of the host country. In the case of Germany, the program is addressed to those who have a degree in Language, whether enjoying the civil servant status or not, and who work at German public secondary and vocational schools.

**Exchange of Spanish and foreign teachers and experts.** There are Bilateral cultural and educational cooperation programmes for the exchange of teachers and professionals between Spain and Bulgaria, Finland, Georgia, Italy, Mexico, Poland, Romania, Slovakia and Tunisia. The exchange conditions vary among the countries (number of places, fellowship duration, allowances payment, etcetera). The objectives of the exchange and the profile of participants also vary subject to the conditions established in each bilateral agreement. In general terms, the aims are fostering the mutual knowledge in education matters and the exchange of innovative educational experiences between Spain and the countries participating. The tools to achieve these goals are attending congresses or seminars, meeting foreign teachers to exchange information or preparing research projects on particular aspects of the education system, etcetera.

The stay duration is normally a week long maximum (in other cases, less common, from ten days to one month). Normally, the country which sends the expert pays the travel expenses from the country where the expert departs to the main place in the country of arrival. The host country pays for his or her travel expenses within that country (if they are justified in the visit program), as well as an aid for accommodation and maintenance expenses.

In Spain, these programmes are funded by the Ministry of Education and they are managed in collaboration with the Ministry of Foreign Affairs and Cooperation.

**Subventions to foster mobility of visiting teachers and students in official university masters.** The mobility of university teachers, researchers, and students is a priority line for the Ministry of Education to achieve the objective of fostering the promotion, internationalization, quality and excellence of human resources as regards university teaching and research.

To facilitate the boost of these objectives, the Ministry of Education supports, for academic year 2009/2010, the mobility of visiting teachers and students in official university masters between Spanish universities and

other countries in the European Higher Education Area, as a useful tool to promote the quality and diversity of studies, and as an integration and cohesion factor in the context of a global strategy for Higher Education.

**Assistance for inter-university cooperation with Brazil.** In accordance with the agreement signed by Spain and Brazil in 2001, the Ministries of Education of both countries provide assistance with the aim of supporting PhD studies and research training. Participation in the programme is established through a joint cooperation project between Spanish and Brazilian university groups or departments. There are two types of assistance. On the one hand, there is assistance to cover housing and living expenses offered to pre-doctoral researchers, teaching staff holding a PhD and research teachers. On the other hand, there is also funding for the organisation of workshops, seminars and other bilateral activities. In any case, the maximum duration allowed for projects is one year.

**Linguistic Campuses.** These are the result of bilateral agreements between Spain, Poland and Bulgaria, in 2000 under the sponsorship of the United Nations Educational, Scientific and Cultural Organization (UNESCO). The aim of this programme is to promote Spanish language and culture among young people aged between 14 and 18 through language courses held in July.

Information on these linguistic fields can be found on <http://www.educacion.es/exterior/pl/es/programas/alumnos.shtml>.

**Exchange students.** In line with an educational and cultural cooperation programme signed between Spain and Germany, an exchange of Spanish and German students aged 16-18 is organised annually. In order to be selected, pupils must have completed at least two years of Spanish (in the case of German students) or German (in the case of Spanish pupils) as a second language. The programme, which takes place in July, lasts four weeks, during which pupils carry out different academic and cultural activities (courses, conferences, cultural visits, etc.), financed by the host country.

**Educational trips and stays in Spain for foreign students.** The aim of these grants is to extend the knowledge of Spanish language and culture among foreign students. The grants are awarded to outstanding students of Spanish and/or students in the bilingual sections of countries which have bilateral agreements with Spain. With this objective, educational activities are organised in Spain during the summer. The students are selected by the education authorities of the countries of destination. The Spanish Ministry of Education finances travel, accommodation and living expenses during the period of stay, as well as other expenses that may derive from it.

**Fulbright Grants.** The Spanish Fulbright Commission was created in 1958. In 1994, an agreement was signed stating that the Cultural, Educational and Scientific Exchange Commission was allowed to carry out scientific exchange programmes as well as to implement cultural and artistic projects aimed at increasing mutual understanding between Spain and United States. The Fulbright Commission is able to carry out all its activities thanks to the annual funding received from the Spanish and the US Governments. In addition, it also receives contributions from central and regional authorities, and from companies and private institutions interested in sponsoring specific programmes.

Among the various activities carried out by the Spanish Fulbright Commission, those related to grants for further studies, travel grants, scholarships for university teachers or specialists, financing of Spanish language assistants and postdoctoral research grants deserve special mention.

For further information on these programmes, see the web page of the Spanish Fulbright Commission (<http://www.fulbright.es/>).

**MAEC-AECID Grants.** The provision of Higher education for Spanish citizens to study in Spain and abroad, by means of the annual announcement for the different programs of MAEC-AECID Grants addressed to Spanish citizens, constitute an outstanding tool of the Spanish cooperation policy with the countries receiving official



aids to development. It is, as well, a key element in cultural and scientific relations between Spain and the rest of the world.

These grants have the aim of funding, as subventions, the education at foreign universities, centres and research bodies, to Spanish graduate students, in order to facilitate education in the field of development cooperation. There are also training grants in the field of cultural management and cooperation, as a strategic and sectorial element of the Spanish official development assistance and as part of the Spanish cultural policy abroad.

### **11.4.2. Multilateral programmes and initiatives**

Spain's European Union membership as well as its historical and cultural ties with Latin America account for Spanish extensive participation in European and Latin American multilateral programmes (see sections 11.4.2.1. and 11.4.2.2.). In addition, as a Member State of the United Nations Educational, Scientific and Cultural Organization (UNESCO) and of the Organization for Economic Cooperation and Development (OECD), Spain also takes part in other initiatives and projects developed by both international organisations (see section 11.4.2.3.).

#### **11.4.2.1. European area**

There are three main types of initiatives within European cooperation plans, namely: mobility programmes of the European Union, specific programmes and those organized by other European institutions.

##### **I) EU cooperation programmes**

Spain participates in different initiatives organised within the framework of the European Union's Lifelong Learning Programme

Since the July 3<sup>rd</sup> Royal Decree 1086/2009 was passed, which modifies and implements the basic organic structure of the Ministry of Education, the Organismo Autónomo de Programas Educativos Europeos, OAPEE (Autonomous Body of European Education Programmes) which depends on the said Ministry (through the Secretariat of State for Universities) has the mission of managing Spanish participation in the Lifelong Learning Programmes. This body is the Spanish National Agency for these Programs and consequently the responsible for implementing their decentralised actions: Comenius for school education, Erasmus for higher education, Leonardo da Vinci for Vocational Training and Grundtvig for adults' education.

The OAPEE is also in charge of promoting the implementation of other European initiatives for education of the EU, among which it is worth mentioning:

- *EUROSCOLA award*, whose goal is to encourage young students to participate in the European integration process. It encourages too, due to the nature of the course (carried out by internet) the use of new technologies and the learning of a foreign language (participation in English is optional). In 2009, the topic of the contest was 'Elections to the European Parliament'.
- *European Seal for innovative initiatives in education and learning of foreign languages*, with the aim of encouraging the learning of foreign languages as a means for facilitating European integration.
- *Europass*, creating a dossier of homogeneous documents in the different European countries in order to ascertain the professional training and competences acquired by students and workers to facilitate their mobility within the EU territory.
- *E-Twinning*, an initiative by the European Commission consisting of twinning electronically the schools from different European countries.

- *International Training Courses*, organized in collaboration with the Spanish Agency of International Cooperation of the Ministry of Foreign Affairs and Cooperation (MAEC). They are addressed to Primary and Secondary Education professionals as well as to school head teachers and education authorities and, among their objectives, it is worth mentioning their contribution to train human resources in education and the exchange of teaching experiences and international education projects.

Apart from this implication in the EU programs, Spain actively participates in the Coordination Group for the Bologna Process.

## **II) Other European organisations with initiatives in education**

Spain also participates actively in a series of multilateral activities carried out by the Council of Europe and the European Agency for Development in Special Needs Education:

- **The Council of Europe.** Spain participates in the different meetings and conferences organised by the Council, as well as in several of its projects and activities:
  - Language learning in secondary education
  - History teaching
  - In-service Training Programme for Education Professionals.
  - *European Portfolio of Languages*, which expresses clearly and simply in a homogeneous format, the linguistic competence of European citizens.
  - The Council of Europe Grants, addressed to teachers and experts of the education system at non-university levels, to participate in three to five days long courses.
  - Democratic civic education and Human Rights
  - Intercultural education.
- The General Directorate for International Relations, through the General Subdirectorate for International Cooperation, together with the Department of Education in the Spain's Permanent Representative to the OECD, the UNESCO and the Council of Europe, coordinate the activities with this international organization.
- **The European Agency for Development in Special Needs Education.** This is an independent, self-governing organisation, supported by the Ministries of Education of the 26 EU Member States, Switzerland and Bulgaria as observers, with the support by the European Parliament and the European Commission through specific projects. The main objectives of this institution are the improvement of quality in education and long-term European collaboration in the field of people's special needs education. Spain's task in this body depends on a National Coordinator. For further information, see the web page of the Agency (<http://www.european-agency.org/>).

### **11.4.2.2. Latin American area**

The numerous historical ties as well as the close cultural and linguistic ties between Spain and Latin America, account for Spanish participation in multilateral projects and activities related to Latin American education. Most of these projects are coordinated by the Organisation of Latin American States for Education, Science and Culture (*OEI*), although Spain also participates in activities organised by other institutions, such as the Andrés Bello Agreement (*CAB*) or the Carolina Foundation.

### **I) The Organisation of Latin American States for Education, Science and Culture (OEI)**

The *OEI* is an international organisation for the cooperation among Latin American countries in educational, technological, scientific and cultural matters. Its aim is to universalize the right to education within its territorial scope, as well as to improve quality and equality in lifelong education.

Spain, as a member of the *OEI*, shares its objectives and takes part in the educational programmes approved at the annual meetings of the ministers of education.

For 2009 and 2010, work has continued on the *Latin American Educational Aims for 2021*, approved during the annual 2008 meeting, which took place in El Salvador. Different virtual debate forums have been open about these aims. And in connection with them, the *Latin American Congress on Education: Goals 2021* is being carried out, to be held in Buenos Aires (Argentina) on September 13<sup>th</sup> to 15<sup>th</sup> 2010.

Some of the projects developed by the OEI which stand out are:

- To support the management of education reforms and the achievement of social and political agreements to improve education.
- The elaboration of evaluation indicators and models for the education system and for schools.
- Supporting pre-primary education, children rights defence and family involvement in education.
- The Latin American Plan for Literacy and Basic Education of Young People and Adults (*PAEBA*).
- Technical-vocational training development and modernization.
- Special attention to students' diversity, support to ethnic minorities and integration of pupils with special education needs.
- Guidance and support to immigrant students and their families.
- Ethics Education and the reinforcement of cultural values as democracy and solidarity.
- Support to raise awareness about equal rights and opportunities for women through education.
- Promotion of reading and school libraries.
- Integration of the new information and communication technologies in education.
- Promoting cooperation, continuous improvement and quality regarding higher education.
- Science, technology, society and innovation for sustainable development.
- The reinforcement of skills in the cultural field to enhance development.
- Arts education, culture and citizenship.

Besides, Spain actively participates in the OEI's Centre for University Higher Studies (CAEU), project presented during the XVIII Latin American Conference on Education, held in El Salvador in March 2008. The CAEU intends, among other objectives, to create a Latin American Common Knowledge Area. A Spanish University, the National University for Distance Education collaborates in its establishment, within the Spanish head office at the OEI.

Apart from the abovementioned projects within the OEI's framework, the Ministry of Education also contributes with Latin America in education cooperation through the implementation of the following programmes:

**Literacy and Basic Education Programs from Young People and Adults (PAEBA):** The PAEBA at Dominican Republic, Nicaragua, Honduras and Peru are already finished. They are currently being developed at El Salvador, Paraguay and Bolivia. The PAEBA are financed by the Spanish Agency for International Cooperation, although the Ministry of Education is the administrative unit responsible for its monitoring and technical support. As a complement for the Literacy and Basic Education for Young and Adult People program, other projects are also carried out like Work Training, Educational Technology, Special Education and support to communities with special education needs. More information about the PAEBA on <http://www.educacion.es/educacion/actividad-internacional/cooperacion-educativa/paebas.html>

**The Latin American School Cooperation Programme.** It is aimed at reinforcing the Latin American dimension of school education through international cooperation between secondary education schools in Spain and Latin America. It is a similar experience to that carried out by the European Commission in the Comenius programme within the framework of the Lifelong Learning Programme (see section 11.4.2.1.).

**The Education Cooperation Program with Latin America.** In order to support educational development projects in Latin America, this programme carries out a series of activities so as to enable participating countries to exchange information on their education systems, devise solutions to common problems, establish a network for the exchange of experiences and plan international educational projects. Two types of provision are currently offered: regular courses (courses or conferences on issues of special interest to which educational authorities of the different Latin American countries are invited) and distance courses (with the organisation, since 2004, of the graduate course for the degree of Expert in Education Administration, aimed at professionals from the Ministries of Education in Latin American countries who hold a higher education degree and have accredited experience).

**Latin American Intergovernmental Networks.** The Spanish Ministry of Education works for the development of different education areas related to the implementation of technical-vocational training programmes in Latin America (on information and communication technologies, special education and literacy and basic education of young people and adults, and education in new geographical and social areas). Two networks stand out:

- Latin American Intergovernmental Technical Cooperation Network for the Education of People with Special Education Needs (*RIINEE*). Further information can be found in <http://www.educacion.es/educacion/actividad-internacional/cooperacion-educativa/riinee.html>.
- Latin American Network for the Education of Young People and Adults (*RIEJA*). Further information on this network can be found in <http://www.educacion.es/educacion/actividad-internacional/cooperacion-educativa/rieja.html>.
- Latin American Network on Educational Technology (*RIATE*): for further information about this network see <http://www.riate.org/index.php>.

## **II) Andrés Bello Agreement (CAB)**

The CAB is an intergovernmental organisation, aimed at fostering educational, scientific, technological and cultural integration among countries. Spain has been a member of the *CAB* since 1982.

Among the objectives of this organisation, the following should be mentioned: the quality improvement of basic and intermediate education, cooperation in higher education, the construction of a Latin American cultural area, equity regarding access to the different educational levels, and the use of information technologies for educational purposes.

Some of the most important educational projects in which Spain participates are: *Literacy for Development*, which promotes the identification of best practices of literacy in the different countries with the aim of exchanging information and experiences; and *Training of Educators and other Social Agents*, to support the

best programs for the training of directors, educators in service and other stakeholders, offered by the pedagogical universities in the countries of the CAB.

Spain also participates in other education projects: Andrés Bello professorship for the Integration, CAB PhD programs, Anthology of the Great Educators' Thinking in the CAB countries, History teaching for Peace and Culture Integration and, lastly, Board of Grade Point Average in the levels of basic and intermediate education.

### **III) Carolina Foundation**

The Carolina Foundation was created in 2000 with the intention of promoting cultural relations and cooperation in education and science between Spain and the countries of the Latin American Community of Nations. Since both public and private organisations jointly participate in its financing, the Foundation plays an important role as an intermediary between authorities and decentralised agents, such as important companies, academic institutions or non-governmental organisations.

In order to achieve its objectives, this institution develops a series of programmes aimed at fostering international cooperation and economic development, as well as fighting against poverty. Among these initiatives, the most directly linked to education is the Training Programme, designed to promote the furthering of studies among university graduates by offering four types of grants: postgraduate, doctoral and short-term postdoctoral grants, lifelong learning and institutional grants. The training program corresponding to the 2010-2011 official announcement will offer 1645 grants for the four modalities.

#### **11.4.2.3. Other areas: OECD and UNESCO**

Spanish collaboration in the Organisation for Economic Cooperation and Development (OECD) has been constant since 1961. Spain currently participates in a series of initiatives promoted by the OECD, such as The International Indicators in Education System (INES), The Programme for International Student Assessment (PISA), The Teaching and Learning International Survey (TALIS), the Project for Improving School Leadership and the Project for Statistics and Indicators on Students with Disabilities, Learning Difficulties and Disadvantages (DDD), etcetera.

In addition, Spain collaborates actively in several projects for cooperation in education, with the UNESCO. Among these activities, we should mention, on the one hand, the UNESCO Associated Schools Programme, designed to encourage the development of initiatives to gain a deeper understanding of global issues and to promote a spirit of international cooperation, and, on the other hand, the UNESCO/UNITWIN Chairs Project, a plan to strengthen university cooperation and academic mobility.

The General Directorate of International Relations, through the General Subdirectorate of International Cooperation, together with the Department in the Spain's Permanent Representative to the OECD, the UNESCO and the Council of Europe, coordinates the activities with these organizations.

#### **11.4.3. Other national programmes and initiatives**

The information included in this section refers to the action framework and the education programmes set up by Spain in order to meet the education needs that both Spanish population living abroad and foreign students willing to learn Spanish language and culture may have.

##### **11.4.3.1. Spanish educational action abroad**

The organisation of Spanish educational action abroad is the result of the joint efforts of the Ministry of Education, The Ministry of Foreign Affairs and Cooperation (MAEC) and The Cervantes Institute.

The Ministry of Education organises its activities through the Offices of Education established abroad, whose main function is to promote, manage and support the activities organised by Spain in other countries (see section 11.4.3.1.1.).

Furthermore, the educational programmes and institutions financed by Spain enable the Spanish population living abroad, as well as foreigners wishing to participate, to gain access to studies in the Spanish education system, or to learn Spanish language and culture (see section 11.4.3.1.2.).

The Cervantes Institute has the task of promoting, supporting and organising the activities related to learning Spanish as a foreign language and promoting Spanish culture abroad (see section 11.4.3.1.3.).

Besides, Spain has Resource Centres to support the learning of Spanish language and culture, which are normally integrated in the Offices of Education, in schools or in the various Cervantes Institute head offices.

#### **11.4.3.1.1. Structure of the Ministry of Education abroad**

For the correct development of the tasks related to the Spanish educational action abroad, the Ministry of Education has four kinds of Offices of Education: Regional Ministries of Education, Attachés, Consultancies, and Program Directorates.

Spain has got a wide network of **Regional Ministries of Education** in those countries with which it closely cooperates in diplomatic missions and in countries where its presence is required as a result of educational needs. Currently, the Spanish Ministry of Education is present in 17 countries through its Regional Ministries of Education: Germany, Andorra, Argentina, Australia, Belgium, Brazil, Bulgaria, China, United States, France, Italy, Morocco, Mexico, Poland, Portugal, United Kingdom and Switzerland.

Besides, there are also two regional ministries in multilateral bodies: the Department of Education in Spain's Permanent Representative to the OECD, the UNESCO and the Council of Europe (see sections 11.4.2.1. and 11.4.2.3.); and the Department of Education in Spain's Permanent Representative to the European Union (see section 11.4.2.1.)

The Departments of Education have the following specific functions: to reinforce current relations between the Spanish scientific community and that of the country where these Departments are established; to gather information about the scientific and technological policy of the corresponding country, making it accessible to the appropriate bodies of the Spanish administration; and to facilitate the participation of Spanish scientists and technologists in conferences, research and development programmes in the country where they are held.

There is a councillor in charge of each Department, appointed by the Ministry of Education, in accordance with the Ministry of Foreign Affairs and Cooperation (MAEC). A team of technical advisors, directly dependent upon the Ministry of Education, provide technical, linguistic and pedagogical advice in the field of Spanish language and culture diffusion by means of different activities. Among them, the following ones are worth mentioning: the adaptation of curricula to the country characteristics and the preparation of reports about the situation of the teaching of Spanish within the corresponding education system; the design and drawing up of improvement courses for teachers of Spanish, both foreigners and Spaniards posted there, who receive information and assistance about Spanish education and its cultural field; and the collaboration in the making of Spanish programs, assisting the education authorities in the country of destination and adapting the educational resources for the teaching of Spanish.

Besides, assistants may also carry out other tasks entrusted by the Councillor, like creating educational resources centres (see section 11.4.3.1.2. or promoting their presence in the media (gazettes, magazines, etcetera).

There are **Attachés of Education** too, dependent upon the Departments, placed in countries and/or cities where there is no Department of Education. Nowadays there are Attachés in Brazil, Canada, Colombia, Slovakia, United States, Hungary, The Czech Republic, Romania and Russia.

Likewise, in those countries where there are neither Departments nor Attachés, the Ministry of Education can assign **Technical Teaching Assistants** whenever the priorities of action abroad so require it. Their functions deal especially with the diffusion of Spanish language and culture in the education systems of the corresponding countries, as well as with the regulation of the studies that lead to the certificates of Spanish as a foreign language.

In recent years, the sphere of action of the technical assistants has spread to an increasing number of countries due to the boost given to the Spanish language and culture diffusion. To date, there exist Technical Teaching Assistants in Australia, Austria, Brazil, Canada, Denmark, United States, Filipinas, Finland, France, Greece, The Netherlands, Ireland, Morocco, New Zealand, Portugal, United Kingdom and Sweden.

Lastly, in Costa Rica, Guinea Equatorial and Turkey, the Ministry of Education is present via a Program Directorate.

#### **11.4.3.1.2. Network of education institutions abroad**

Educational institutions in other countries are one of the main resources through which the Ministry of Education, organises educational action abroad. Among these wide-ranging institutions, we could mention the following ones:

##### **1) Spanish ownership schools abroad**

These schools abroad offer non-university provision within the framework of the Spanish education system. On the one hand, the studies intend to integrate Spanish culture and the culture from the country where they are placed, thus fostering bilingualism. On the other, they also facilitate the validity of the studies provided by the Spanish education system and the ones in the corresponding country, with the aim of enabling the mobility of Spanish and foreigner students. In these schools, the learning of Spanish has a special status, as regards both timetable distribution and group organisation. The organisation and management of these schools, their governing bodies and teaching coordination is subject to the general regulations established for public education institutions in Spain. During the 2009/10 academic year, there are 23 education institutions financed and managed by Spain in the following countries: Andorra, Colombia, France, Italy, Morocco, Portugal, the United Kingdom and Western Sahara.

These institutions are:

- -6 in Andorra
- -1 in Colombia
- -2 in France (Paris)
- -1 in Italy (Rome)
- -10 in Morocco
- -1 in the United Kingdom (London)
- -1 in West Sahara (El Aaiún)

## **2) Shared-management educational institutions, with Spanish participation**

These types of schools are the result of agreements signed between Spain and officially recognised institutions in the countries where they operate. These schools are run by Spanish civil servants. They are autonomous as regards financing, while their organisation and management are regulated by the rules established by the corresponding agreements and by the institutions' internal policy.

These schools may offer educational provision according to the Spanish education system or that of the host country. In the later case, the inclusion of some components of Spanish language and culture in the programme of studies is compulsory.

Currently there are two shared-management educational institutions with Spanish participation; the Hispanic-Brazilian 'Miguel de Cervantes' School at Sao Paulo (Brazil) and the 'Parque de España' School in Rosario (Argentina).

## **3) Special Agreement Schools**

In order to increase educational offer abroad, the Ministry of Education offers the possibility of signing agreements with schools in other countries. The result of such collaboration is the so-called special agreement schools. There are a number of prerequisites that an institution needs to fulfil in order to be eligible for one of these agreements, namely:

- The educational programmes must be oriented towards excellence. They must foster Spanish language and literature, geography and history as well as transmit values like equality, solidarity, democracy and tolerance.
- To have all non-university education levels integrated, as well as subscribing the agreement for, at least, eleven school years.
- To hire teaching staff with the qualifications recognised by the Ministry of Education
- Evaluation procedures will be carried out following Spanish regulations and will be supervised by the educational inspection.
- The participation of all the members of the school community must be guaranteed
- The institution must have adequate educational facilities as well as an appropriate teacher-student ratio in order to guarantee quality in education.
- Furthermore, the Assessment and Monitoring Committee which evaluates applications for these agreements may also take further criteria into consideration. For example, the fact that the school is located in the capital of the state or in a large city, that there are no other institutions with the same type of agreement in the country, or that it has demonstrated a tradition of excellence.

These institutions award their students a joint degree (recognised by the country where the institution is located and by Spain), since the pupils follow a joint study programme, in which Spanish History, Geography, Language and Literature are integrated, according to the legal dispositions of Spanish education system.

Moreover, teachers working at these schools can improve their training and further their studies by participating in the training courses periodically organised by the Ministry of Education or other Spanish institutions.

There are twelve special agreement schools operating nowadays, located in eleven countries: Argentina, Brazil, Chile, Colombia, Costa Rica, El Salvador, Guatemala, The Dominican Republic and Uruguay.



#### **4) Spanish sections in institutions financed by other States**

Spanish sections in institutions financed by other States are included among the actions targeted at the promotion and expansion of Spanish language and culture that the Ministry of Education carries out within its educational activities abroad. Thanks to these sections, students can follow formal education integrated in other countries' education systems within a context of intercultural educational experiences and promotion of bilingualism. These Spanish sections are subject to the internal regulations of the institutions in which they are integrated as well as to the specific terms of the agreement under which they operate.

Students enrolled in these Spanish sections abroad study the areas of Spanish Language and Literature established by the Spanish curriculum, whereas Spanish Geography and History are integrated in the corresponding areas of the curriculum of the host country. All these subjects must be taught during regular school hours and must comply with the regulations of the education system of the country where the institution is established.

At present, studies carried out in these joint programmes award valid qualifications in the countries where these sections have been opened. In order for the degrees to be also valid in the Spanish system, they must be submitted for recognition and official validation to the competent body appointed by the Ministry of Education.

There are 28 Spanish sections operating during the present academic year, located in the following countries: Germany (3), The United States (2), France (13), Italy (7), the Netherlands (1) and The United Kingdom (2).

#### **5) Spanish bilingual sections in Central and Eastern Europe, Russia and China**

Thanks to the cultural, educational and scientific cooperation agreements signed between Spain and Bulgaria, China, the Czech Republic, Hungary, Poland, Romania, Russia and Slovakia, the Education Departments of these countries annually offer positions for Spanish graduates to teach Spanish as a foreign language, as well as other subjects in Spanish, in different stages of secondary education at Spanish bilingual sections within schools located in these countries.

In these bilingual sections, only those 14-year-old pupils who pass a highly selective admission procedure gain access to the first year of a Spanish immersion programme. Later on, during the last three or four years of secondary education, students can take other subjects of the curriculum in Spanish. On completion of their studies, and provided it is so stated in the agreement between Spain and the host country, students can be awarded a joint degree which may grant them access to university in both countries.

At present, Spain maintains a network of 58 bilingual sections in: Bulgaria, Slovakia, Hungary, Poland, Czech Republic, Romania, Russia and China.

It is worth mentioning the annual celebration of a **European School Theatre Festival in Spanish** in which different theatre groups take part in the bilingual Spanish sections of these countries.

#### **6) European Schools**

European Schools are educational institutions created jointly by the governments of the European Economic Community Member States after passing the European School Statute in 1957. When Spain joined the European Union, the Spanish State was integrated in the said Schools in 1986 and its presence was guaranteed by the creation of several Spanish sections. The agreement currently in force was signed in 1994.

The main principle of these Schools is to support the creation of an European identity, enabling students to reaffirm their own cultural identity, as well as their identity as European citizens. With the aim of providing a real multicultural identity, placing special emphasis on foreign languages learning, understanding and use.

After finishing secondary education, the certificate obtained is the equivalent to the European Bachillerato, which has the same validity than the national official tests of the EU member states.

Spain is present in 14 European Schools of the following countries: Germany (Frankfurt, Karlsruhe and Munich), Belgium (Brussels I, II, III, IV and Mol), Spain (Alicante), Italy (Varese), Luxembourg (Luxembourg I and II), The Netherlands (Bergen) and The United Kingdom (Culham). The schools in Brussels (I and III), Luxembourg, Munich and Alicante have got Spanish sections, whereas for the rest, the Ministry of Education assigns the teachers for Spanish as a foreign language. In general, teachers are appointed through a public selection process based on merit, and their contracts in these sections may be extended up to a maximum of nine years.

In European Schools where there is a Spanish section, both Infant and Primary education are taught in Spanish. On the other hand, in Secondary education, the language of instruction for curricular areas might be either Spanish or the language of the country where the school is located. In other Schools without these sections, Spanish is taught as a foreign language, although in some cases Spanish students might be taught Spanish as a first language.

### **7) Spanish language and culture associations and classrooms**

The Spanish Administration, through international agreements, promotes one of the main pillars of Spanish educational activity abroad: the teaching of Spanish language and culture. For this, the Support Programs for Spanish studies and the Specific Programs for Spanish Residents' Children were created. The latter are also known as Spanish Language and Culture Associations and Classrooms.

The **Support Programs for Spanish studies** constitute one of the numerous mechanisms by the Spanish Administration to develop educational activity abroad. To implement such programs in the educational systems abroad, there is a wide variety of tools:

The signing of collaboration agreements with all kinds of institutions, with the aim of spreading the Spanish language

- Research about the Spanish language curricula and the Hispanic cultural references, as well as about the situation of Spanish studies.
- Promotion of exchanges in the field of education and research
- Preparing educational material for the teaching of Spanish language and culture, and the creation of Educational Resources Centres in different countries in the world.
- Creating computerized databases for the teaching of Spanish language and culture.
- Spread of educational information in media, magazines, gazettes, etcetera.
- Moreover, training activities addressed to teachers involved in Support Programs for Spanish Studies are organised with the aim of contributing both to linguistic and cultural training and to educational and research updating.

The Spanish Education Administration also creates the **Specific Programs for the Teaching of Spanish addressed to Spanish Residents' Children** in other countries with the aims of offering the possibility of achieving the adequate level of linguistic competence, an up-to-date knowledge of Spain's socio-cultural context and a general cultural enrichment. This way, the Spanish residents' children attending schools in other countries have the possibility of maintaining and cultivating the linguistic and cultural ties with Spain. This education program makes it possible to integrate Spanish language and culture studies into the education system where they are schooled, thus fostering the students' total insertion into the country of residence. However, when it is not possible for pupils to learn Spanish language and culture in the schools

they attend, since these contents are not part of the ordinary curriculum, Educational Authorities provide for centres where these subjects can be taught. The aim of culture classrooms is to offer children of Spanish residents abroad the possibility of achieving a good level of linguistic competence, as well as an up-to-date knowledge of Spain's socio-cultural context and a general cultural enrichment.

Learning activities in these classrooms are carried out outside the ordinary school timetable, usually in the premises of public educational institutions provided by the host country's educational authorities. In order to coordinate these activities, the language classrooms are integrated in a network called The Spanish Culture and Language Association. For this reason, this education program is often called Spanish Language and Culture Classrooms and Associations. The decision to open or close one of these classrooms is a responsibility of the Ministry of Education in accordance with the Ministry of Foreign Affairs and Cooperation (MAEC). The Associations' school calendar is set according to the one established for the schools in the host country.

The teaching of Spanish language and culture is organised into four levels, covering a ten-year period, and they start once students have reached 7 years of age. Once the objectives established for levels I, II and III have been achieved, pupils receive a certificate signed by the Director of the corresponding Language and Culture Association. Pupils who achieve level IV objectives and pass a final examination are awarded a Spanish Language and Culture Certificate, issued by the Ministry of Education. Students in higher courses may obtain the Certificate of Spanish as a Foreign Language (DELE) if they pass the corresponding tests, once they have been nominated by their teachers to take them, in which case students would be exempted from paying them.

Spain has opened a total of 442 language associations and classrooms, located in the following countries: Germany, Australia, Belgium, the United States, France, Luxembourg, the Netherlands, the United Kingdom and Switzerland.

#### **11.4.3.1.3. The Cervantes Institute**

The Cervantes Institute is a public institution founded in 1991 with the aim of promoting, teaching and spreading Spanish language, as well as Spanish and Latin American culture. Among the objectives and duties of the Cervantes Institute, the following should be highlighted:

- Organisation courses of Spanish and the different co-official languages of Spain.
- Organisation of examinations and awarding of the Official Certificates of Spanish as a Foreign Language (*DELE*).
- Updating of language teaching methods and teacher training.
- Support to the work of experts in Hispanic studies.
- Participation in programmes for the promotion of Spanish.
- Organisation of cultural activities in cooperation with other Spanish and Latin American organisations and host country institutions.
- Provision of library facilities equipped with advanced technology.

In 2002, the levels of competence and proficiency in Spanish were organised for the award of *DELE* certificates. In 2008, these levels were reorganised again to establish six different levels of competence, in order to accommodate to the new framework established by the Common European Framework of Reference for Languages.

The tests to obtain the DELE can take place in the Cervantes Institute venues, the universities or Spanish or foreigner authorized official languages schools, at schools where the Spanish educational activity is carried out abroad, as well as in other collaborating institutions.

At the moment, the actions carried out by the Cervantes Institute are implemented via:

- **Two central offices**, both in the Autonomous Community of Madrid (Madrid and Alcalá de Henares), and carries out its activity through the 70 centres located in more than 41 different countries. In 2010 new centres will be opened in Sidney(Australia), Recife, Florianópolis and Belo Horizonte (Brasil), Nueva Delhi (India) and Gibraltar, as well as a Cervantes Classroom in Dakar (Senegal).
- **Network of associated centres**, located in places where the Institute is not present. The centres making up this network are called Cervantes Institute Associated Centres, if they are outside Spain, and Cervantes Institute Authorised Centres, if they are in Spain. The Cervantes Institute certifies the quality of the Spanish courses offered by these schools.
- The **Virtual Cervantes Centre**, where material and services are provided to anybody interested in the Spanish language, its culture and the situation of Spanish in the net. The Cervantes Institute has collaborated, together with other institutions, in the promotion of a virtual classroom where Spanish courses are taught.
- The **Cervantes Classrooms**, resource centres for self-study of Spanish. These Classrooms, located in universities and foreign educational institutions, are provided with updated bibliographic, audiovisual and computer materials for autonomous learning of Spanish language and culture.

In 2008, the Cervantes Institute signed a Framework Collaboration Agreement with the Ministry of Education with the intention to improve the quality of all actions related to the promotion, teaching and spreading of Spanish and Latin American language and culture by both bodies, as well as their complementarity.

## 11.5. European and international dimension in the national curriculum

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) states in the preamble that one of the principles which inspire the law is the commitment to achieve the educational objectives set out by the European Union for the education and training systems of its Member States. For this reason, the law assumes the commitment of opening up the Spanish education system to the world. This requires learning foreign languages, increasing mobility and exchanges and strengthening European cooperation.

On the other hand, the LOE curricular design has been structured taking into account the eight basic competences identified by the European Union.

Besides, the national core curriculum developed after the law was passed has taken specifically into account the European and international dimension of education (see sections **11.5.1., 11.5.2., 11.5.3., 11.5.4., 11.5.5. y 11.5.6.**). Finally, it is worth mentioning that the new law also regulates the activities on foreign language teaching developed by the Official Schools of Languages. These teachings are now organised according to the levels recommended by the European Council and the Common European Framework of Reference for Languages. The Official Schools of Languages are specifically in charge of fostering the acquisition of the official languages of the Member States of the European Community.

### 11.5.1. Infant Education

In pre-primary education (see section 3.10.), the area of Knowledge of the Physical and Social Environment is the subject where ethical and cultural differences are tackled from an educational point of view. Besides, in

this stage, the existence of a diversity of personal features, such as sex, social or cultural origin, must be used by teachers as a resource in order to cater for diversity, and as a tool to favour a positive atmosphere based on respect and acceptance of the differences among pupils.

Furthermore, Act on Education suggests that educational authorities should include foreign language teaching in the second cycle of pre-primary education, specifically during the last year of this stage.

### 11.5.2. Primary Education

As regards primary education (see section 4.10.) the common core curriculum implemented in 2006 has taken into consideration the proposals made by the European Union, therefore specifying the basic competences that students need to achieve at the end of this educational stage. One of them is social and citizenship competence, which is the most directly linked to the European and international dimension of education. From the point of view of curricular areas, there are many which contribute to developing this international dimension, although the areas of Knowledge of the Natural, Social and Cultural Environment, Education for Citizenship and Human Rights and Foreign Languages seem to be the ones more directly connected.

Among the objectives of the area of **Knowledge of the Natural, Social and Cultural Environment** we find the learning of contents related to European institutions, selected in order to get students acquainted with the organisation, functions and mechanisms of participation established by these institutions. Furthermore, the intention of the curriculum regarding these areas is to go beyond the teaching of contents and to help develop attitudes in learners. As it is specified by the common core curriculum for Primary Education, the area of Knowledge of the Natural, Social and Cultural Environment together with Education for Citizenship and Human Rights has the general goal of creating in students the basis for the construction of a future global citizenship, based on the principles of solidarity, innovation, information, participation and democracy.

Among the contents of this area, it stands out the political and territorial organisation of the European Union and its population, including the recognition of the demographic, cultural and economical importance of immigration nowadays. One of the assessment criteria established for this stage is 'to know about the structure and functions of the governing bodies of the Local Government, the Autonomous Communities, the State and the European Union, and to recognise the value of management of public services for the well-being of citizens, as well as the importance of democratic participation'.

In addition, the curriculum includes the area of **Education for Citizenship and Human Rights** for the last two years of Primary Education. The addition of this new subject as an independent area of study for the first time in Spain is the result of the need to give citizenship a prominent role within educational activities, in line with the course of action taken by some international organisations, such as the United Nations, the European Council or the European Union itself. This last insists on the need to encourage responsible citizenship in a democratic society as a means to achieve social cohesion and a common European identity.

The objectives and contents of this area have been defined following Recommendation (2002)<sup>12</sup> of the Committee of Ministers of the European Council, which states that contents should be selected, first, among those related to the most personal and immediate environment of the learners, and eventually, to those related to social coexistence and common responsibilities.

Besides, **Foreign Languages** also play a key role in the international dimension of education at this stage. As it is stated in the common core curriculum of 2006, society is witnessing an unprecedented growth in international relationships, which makes it absolutely essential for students to prepare themselves to live in an increasingly international, multicultural and multilingual world. Furthermore, the curriculum also highlights that Spain, as a Member of the European Union, has a commitment to promote the learning of the languages of other Member States. In order to establish the curriculum for this area, the Common European

Framework of Reference for Languages: Learning, Teaching and Assessment, elaborated by the European Council has been used. This document establishes the guidelines for language learning and assessment.

Taking into consideration the relevance of knowing foreign languages nowadays, the legislation passed by the State in Spain allows the different Autonomous Communities to introduce the teaching of a second foreign language in the third cycle of Primary Education.

### **11.5.3. Lower Secondary Education and Upper Secondary Education: General Branch**

The fact that Spain is a member of the European Union and the increasing number of immigrants in the Spanish society illustrates the importance of having competence in other languages and being familiar with different cultures, in an environment of tolerance, respect and solidarity. All these aspects are included in the curriculum for secondary education.

The following sections deal with the European and international dimension in the curriculum for secondary education, both in its compulsory stage (Compulsory Secondary Education – *ESO*) (see section 5.13.1. ) and within post-compulsory general secondary education, the *Bachillerato* (see 5.13.2. ).

#### **11.5.3.1. The European and international dimension in the curriculum of Compulsory Secondary Education**

The curriculum established in 2006 for the stage of Compulsory Secondary Education (*ESO*) (see section **5.13.1.**) has taken into account the proposals of the European Union, therefore specifying the basic competences that students must achieve at the end of this stage. Among them we find social and citizenship competence, which most closely relates to the European and international dimension of education. The areas and subjects in the curriculum that help develop this international dimension are Social Sciences, History and Geography, Education for Citizenship and Human Rights, and Foreign Languages, although this dimension may also be found in other subjects, such as Spanish Language and Literature and Latin.

The curriculum for **Social Sciences, Geography and History** is designed with the intention of getting students acquainted with Spanish geography, demography and history in a global and European context. Thus, the objectives as well as the contents and assessment criteria for this subject make continuous references to the European context. This subject helps understand and know about the political and physical geography of Europe, together with the historical development of European societies, their demographic structure and projection and their current economical trends. International relationships between Spain and Europe, the role of international organisations and the most relevant global problems nowadays are also included among the contents of this subject.

The area of **Education for Citizenship and Human Rights** is a subject which must be studied in one of the first three years of this stage. The reason for adding this new subject is based on the same principles than Primary Education, that is, the need to foster democratic citizenship, as one the objectives of education, along the guidelines proposed by different international organisations. The European Union includes as an objective of education systems to promote the learning of democracy values and democratic participation, with the aim of preparing people to exercise an active and responsible citizenship, as it is stated in Recommendation (2002)<sup>12</sup> issued by the Committee of Ministers of the European Council. This is the main objective established for this area: the students must know and appreciate the principles which regulate the functioning of the European Union and they must become aware of the common heritage and cultural diversity of European societies. Furthermore, students shall become acquainted with the principles included in the Universal Declaration of Human Rights as well as in other international texts, and will be able to reflect upon their meaning , especially upon the role of International Courts whenever these rights are violated. Finally, the area deals with the importance of citizenship in a globalised world, by delving into topics such as

inequality in today's society, assistance for development, the process of globalisation and interdependence, the main current conflicts and the role of international institutions in preventing and solving them.

In fourth year of ESO, students must take the subject of **Ethical and Civic Education**. This area is also oriented towards the establishment of interpersonal relationships based on freedom, responsibility, the rejection of violence and respect for the dignity of others as the basis for coexistence. The contents of the subject deal with human rights as a reference for human behaviour, as well as with social problems nowadays, such as globalisation, sustainable development, armed conflicts and the defence of a culture of peace.

The area of **Foreign Languages** is also essential for the advance of the international and European dimension of education. As it is highlighted in the curriculum for this stage, it is necessary to prepare students to live in a progressively international, multicultural and multilingual world, provided that improvements in mass media and the evolution of information technology have created the conditions for an unprecedented development in international relationships. Furthermore, Spain is committed to the process of European construction, in which the knowledge of foreign languages is a key element to facilitate free circulation of people as well as cultural, economical, technical and scientific cooperation among the Member States. For this reason, students enrolled in ESO are required to study a Foreign Language, and they may take a further second language as an optional subject. In some cases, the educational authorities of the Autonomous Communities may decide to include two Foreign Languages as a compulsory part of the curriculum.

In the curricular contents of the **Spanish Language and Literature** there are those related to History of Literature and the study of the works of the most relevant authors of Spanish, Latin American and European literature. The area of **Latin** aims at getting students acquainted with the origin and evolution of Romance languages, so as to enable them to value the common features and the linguistic diversity of Europe as a sign of the cultural richness of its peoples.

### 11.5.3.2. Bachillerato

Among the common subjects included in the common core curriculum for Bachillerato (see section 5.13.2.) the areas of Spanish History and Foreign Languages are the ones which deal more specifically with the European and international dimension of education. There are also other subjects in the branches of Social Sciences, Humanities and Arts which have a clear international and European orientation.

One of the objectives of the subject **Spanish History** is for students to learn about the role of Spain in the international and European contexts. The goal is to understand the connection between the most important historical events and periods in Spanish history and those events taking place simultaneously in the rest of the world, particularly in Europe and in Latin America, thus enabling them to place Spanish historical evolution in an international context in order to understand mutual implications and influences.

Furthermore, just as in previous educational stages, the area of **Foreign Languages** also plays a prominent part in the development of the European and international dimension in education. This subject is meant to prepare students to live in an increasingly international, multicultural and multilingual world. Therefore, its presence in the curriculum comes as result of Spanish commitment to the process of European construction, where knowledge of the languages spoken in the EU is a key factor for the free circulation of citizens and for economical, cultural and technical collaboration among Member States. Throughout these two-year stage, the students must take one foreign language compulsorily, with the possibility of taking a further second language as an optional subject.

There are several subjects taught in the branch of Humanities and Social Sciences of Bachillerato which also emphasize the international and European dimension of education, namely: Geography, Contemporary World History and Economy. These subjects include in their objectives and contents constant references to

the relationships established between Spain and other countries and international institutions, especially within the European Union.

The area of **Geography** comprises the study of the Spanish territory, in its international and European context, so as to understand its relationships and mutual influences. There is a specific section of contents, called 'Spain in Europe', where the territorial division of Europe as well as its physical and socioeconomic contrasts are taught, together with the variety of regional and territorial cohesion policies. There is a similar section called 'Spain in the world', which deals with issues of globalisation and diversity, territorial inequality, the description of the main political axes in the world and the relative position of Spain with respect to the different geopolitical and socio-economic areas in the world.

The subject of **Contemporary World History** aims at making students understand the main socio-economic, political and cultural processes which have shaped European and world history throughout the 19<sup>th</sup> and 20<sup>th</sup> centuries. This area also includes the recent process of construction of the E U, analysing its relevance in a global context.

The subject of **Economy** analyses the international context of economy, together with the causes and consequences of globalisation and the role played by international economic institutions. It also includes a study of international mechanisms for cooperation and economic integration in the EU and the functioning of the European financial system and the European Central Bank.

Finally, as far as the branches of Arts in Bachillerato are concerned, the subjects of **History of Art**, **History of Music and Dancing** and **Universal Literature** also deal with contents related to the most prominent authors, artistic works and main intellectual trends in Europe and in the rest of the world.

#### 11.5.4. Vocational Training

One of the basic organising principles of Vocational Training in the Spanish education system (see sections 5.13.3. and 6.11.2.1.) is the need to adapt training and qualifications to the criteria established by the European Union for these studies. That explains, for example, why the languages spoken in the Member States of the UE have become a priority area or knowledge and are thus included in the curriculum of vocational training programmes.

Furthermore, if we analyse the curriculum of the different branches of vocational training, those módulos related to Marketing, International Commerce and Finances are the ones in which the international and European dimension of education is present to a wider extent.

Through these módulos students learn to elaborate international market surveys, to analyse distribution channels in export markets, to organise company international activities, to understand the international trading legal framework regulating purchase/sale transactions, etc., while analysing international economic structures, Spanish international business, the European Union and other countries, international and regional organisations, multinational companies, international financing, the foreign exchange market, international credit management, etc.

#### 11.5.5. Higher Education

One of the main objectives of the 2001 Ley Orgánica de Universidades, LOU (Act on Universities), amended in 2007, is to foster the mobility of students, lecturers and researchers within the Spanish, European and international education systems. In order to do so, there are two types of assistance available: on the one hand, grants or loans to finance studies abroad, and, on the other, additional assistance to the grants offered by the European Union. Likewise, Spanish universities receive lecturers and researchers from other EU Member States and other non-EU foreign countries. Visiting lecturers are appointed on a temporary basis



from lecturers or researchers of recognised prestige from other universities and research centres, whether Spanish or not.

In addition, according to legislation on universities, the Government, the Autonomous Communities and the universities are responsible, within their scope of competence, for contributing to the European dimension of education by taking the necessary measures to achieve the full integration of the Spanish university system into the European Higher Education Area (EHEA). For further information on this issue, see chapter 6.

### **11.5.6. Continuing education and training for adults**

Education for adults is included in the general structure of continuing education or lifelong learning. According to the 2006 Act on Education (*LOE*), one of the main objectives of education for adults is to develop their capacities to participate actively in social, cultural, political and economic life, and to exercise their rights as citizens in a democratic system.

As regards society, the studied subjects focus on Spain, but they also refer to Europe and the rest of the world. In particular, they analyse Europe's process of unification and the presence of Spain in the European Union to go on to analyse current socio-economic and political issues, as well as the role of Spain in other international institutions. The aims of this area are the identification and location of the European States as well as of the most relevant countries and geo-economic and cultural areas in the world.

### **11.5.7. Teachers' training**

As a consequence of the process of adapting higher education to the European Higher Education Area (EHEA) and of the reform of the education system initiated in 2006, Spain is currently undergoing a process of change in the area of initial training for pre-primary and primary education teachers (see section **8.1.6.1.**) and for secondary education teachers (see section 8.1.6.2.)

According to the 2006 Act on Education (*LOE*), initial teacher training must be adapted to the Bachelor's/Postgraduate qualification system of the EHEA. Thus, in order to be able to teach in pre-primary and primary education stages, teachers must hold an official Bachelor's degree of 240 European credits, while teachers for secondary education, official schools of languages, higher secondary education and vocational training must hold a 240-credit Bachelor's degree together with a 60-credit Master's Degree in Secondary Education Teaching.

Therefore, the new regulations for teacher training follow the guidelines offered by the EHEA concerning its structure and organization. Furthermore, as regards the specific contents of training programmes, the legislation states that teachers belonging to non-university levels have to prove competence in a foreign language, having obtained a B1 certificate according to the Common European Framework of Reference for Languages, as it is specifically established in Recommendation N° R (98)6 of the Committee of Ministers to the Member States, of 17<sup>th</sup> October 2000.

As for in-service teacher training, the Ministry of Education offers financial assistance for activities encouraging the European dimension in education, the use of information and communication technologies, foreign language training and teacher training focusing on education of immigrant students and intercultural activities. There are also training activities within the framework of international agreements and different grants and job positions for teacher training abroad, through specific programmes and agreements and also through the programmes of the European Union (see sections 11.4.1., 11.4.2.1., 11.4.2.2., 11.4.2.3. and 11.6.2.)

## 11.6. Mobility and exchange

This section addresses both student mobility and exchanges (see section 11.6.1.) and those of teachers and academic staff (see section 11.6.2.).

### 11.6.1. Mobility and exchange of pupils/students

Given the current decentralisation in Spain, most regional educational authorities offer assistance to promote the mobility of students. However, in order to provide a general overview on this issue, this section will only include national programmes arranged by the Ministry of Education (see section 11.6.1.2.) and the Ministry of Foreign Affairs and Cooperation (MAEC) (see section 11.6.1.1.).

#### 11.6.1.1. MAEC-AECI grants for Spanish and foreign students

The Ministry of Foreign Affairs and Cooperation (MAEC) annually offers assistance aimed at Spanish and foreign university graduates and, in some cases, at students enrolled in the last year of the programme. These grants are aimed at helping foreign students improve their linguistic and cultural competence in Spanish, and in foreign languages in the case of Spanish learners. They are also meant to encourage enrolment in postgraduate courses in public or private, Spanish and foreign, universities and higher educational institutions.

The grants offered by the MAEC for the academic year 2009/10 can be divided into five different categories:

- Grants for foreign students to study Hispanic culture and language in Spain.
- Grants for foreign students to do postgraduate, doctoral and research studies in Spain.
- Grants for Spanish students to do language, postgraduate, doctoral and research studies abroad.
- Grants for Spanish and Latin American students for specialised European studies.
- Grants for Spanish and foreign students for cultural cooperation programmes in Spain and abroad.

Applications can only be made online, through the web page of the Spanish Agency for International Cooperation (AECI): <http://www.becasmae.es/>.

#### 11.6.1.2. Aids by the Ministry of Education

##### **A) Mobility aids for students enrolled in PhD programs which have obtained the quality mention**

They are subventions for students enrolled in the academic year 2009/2010 in a program awarded with the quality mention to facilitate studying at universities abroad.

In case the destination country belongs to the European Higher Education Area (EHEA), the subventions must be inscribed in a common strategy of cooperation through an agreement between the entities, both for the organization and for the students' mobility, with the aim of consolidating and strengthening the training systems common to the EHEA universities.

For academic year 2009/2010, 300 aids have been announced for students' mobility estimated in 3000 weeks of fellowships abroad.

##### **B) Subventions to obtain the European Doctoral Mention certificate**

These grants try to facilitate students enrolled in Spanish universities for academic year 2009/2010 to study abroad with the aim of developing actions in connection with the scientific content of their research in order

to achieve the European Mention for their doctoral research. The said activities must be developed in centres belonging to European Union countries other than Spain.

For academic year 2009/2010, 450 subventions have been announced for approximately 5400 weeks of fellowship abroad.

### **C) Assistance to promote the mobility of students enrolled in official Master's Degree programmes**

These economic aids offer assistance for the academic year 2009/10 to finance the mobility of students who study their official Master's Degree courses at a province, in Spain, other than the one in which they are enrolled, or in a country of the EHEA, which entails an obligatory change of residence.

For academic year 2009/2010, there are approximately subventions for approximately 13,200 weeks. The minimum stay period is 1 week and the maximum 16 weeks. Subventions will be EUR 230 maximum per week.

### **D) Assistance within the national programme for university teacher training (*Formación del Profesorado Universitario, FPU*)**

In Spain there is a National Grants Program for University Teacher Training known as the FPU (*Formación del Profesorado Universitario*) grants. It is addressed to PhD students who wish to devote themselves to University teaching and research. The grantees are given the option to receive additional assistance in order to spend short periods abroad.

The duration of these fellowships must be between two and four months, which must coincide with the academic and/or ordinary activity periods in the destination centres.

These complementary assistances for short stays have a daily complement, depending on the country of stay and an economic aid for travel expenses. The aid amount can be up to EUR 50 per day, depending on the country of destination. The grant to cover travel expenses can be up to EUR 600, in the case of European countries, and EUR 1,200 for other countries.

In addition to these short stays, students receiving assistance from the national programme for university teacher training may also apply for a temporary transfer to a research centre abroad for a period between six and twelve months. In order to assist students in paying for their stay, they are given an additional sum of up to EUR 1,500 per month depending on the country of destination and a maximum of EUR 2,500 to cover accommodation and travel expenses.

### **E) Grants for doctors' education at the European University Institute in Florence**

These grants are aimed at doctor's education at the European University Institute in Florence, a distinguished institution holding an European mention which excels at doctors' education in the scientific fields of Law, Economy, History, Political Sciences and Sociology. The objective is to carry out an European PhD in these fields.

There is an annual announcement of 16 grants for students under 35 years of age, who hold a previous degree which would enable them to write a doctoral thesis and who hold no previous doctoral degree.

The aids have a maximum duration of 48 months, divided into 24 months of grant and 24 months signed up. The monthly economic allocation is EUR 1,400 for the granted period and EUR 1,500 for the sign up period. Besides, the first and third-year grantees have assistance for incorporation expenses of EUR 700.

## **F) Additional assistance to European mobility grants**

As it has been previously mentioned in section 11.4.2.1., Spain participates in various European programmes. In the case of those actions or subprograms which imply a direct or indirect mobility, such as Erasmus, Leonardo or Comenius, additional assistance has been offered apart from the aids by the European Union.

The amount of these aids depends on the concrete action to be performed, the destination country and, in some cases, on the student's income.

## **11.6.2. Mobility and exchange of teaching and staff**

Given the current decentralisation in Spain, most of the assistance programmes to encourage teacher mobility are offered by the Autonomous Communities. However, with the aim of offering a general overview, this section only covers national programmes arranged by the Ministry of Education.

### **A) France Assistantships**

Annually, the Ministry of Education awards the so-called *France Assistantships* -grants offered by the French Embassy in Spain -. These grants are aimed at Spanish lecturers teaching French at public universities and to PhD students of French doing research, preparing a doctoral dissertation or following a high-level training programme in French linguistics or literature, French as a foreign language, translation or terminology (French/Spanish) or French for specific purposes. A joint Spanish-French committee carries out the candidates' selection process, based on merit, and decides on the final awarding of the grants.

### **B) European Classrooms: linguistic and cultural immersion programmes in France and the United Kingdom**

The Institute for Teacher Training, Research and Educational Innovation (IFIE), dependent on the Ministry of Education, annually organises this programme in cooperation with the French embassy in Spain and with The British Council. This programme, which is aimed at primary and secondary school teachers, has for goal to raise teachers' awareness about the importance of belonging to the European Union, and secondly, to promote bilingual education for teachers of non-linguistic subjects. In this way, participants acquire communicative competence and knowledge of French or British culture, facilitating thus their participation in European educational projects as well as in cultural and scientific exchange programmes.

### **C) Technical advisors abroad**

In order to develop Spanish educational action abroad in connection with the promotion and support of Spanish language, there is an annual offer of positions as technical advisors for civil servants teaching in secondary education or in official language schools. Applicants must have been in service as teachers in the civil service for at least ten years (for further information on the tasks performed by technical advisors, see section 11.4.3.1.1.). Selected candidates are initially appointed for one year, which might be extended to a second period of two academic years and a third one of two more years, provided the duration of the total stay abroad is not longer than five years. Once the assignment is completed, on return to Spain, teachers have a preferential right to hold a teaching position in the town or area where they had been originally assigned.

### **D) Civil servant teachers abroad**

The Ministry of Education annually offers positions to Spanish civil servant teachers at primary and secondary education, official languages schools and vocational training institutions, with different aims: To develop Spanish educational activities abroad related to the promotion and organisation of non-university formal teaching programmes within the Spanish education system; the implementation of mixed curricula in foreign education institutions in which Spain participates; and finally to develop Spanish language support

programmes and specific programmes for the children of Spanish residents abroad, (see sections 11.4.3.1.1. and 11.4.3.1.2.). In order to be eligible for these positions, applicants must have been working as teachers in the civil service for at least three years; they must hold a teaching position when applying for the assignment, and they must speak the language of the destination country. Selected candidates are appointed for a period of two school years, which can be extended to two more years, up to a maximum of six. Once the assignment is completed, on return to Spain, teachers have a preferential right to hold a teaching position in the town or area where they had been originally assigned.

#### **E) Assistance to promote the mobility of visiting teachers of official Master's Degree programmes**

With the aim of promoting the construction of the European Higher Education Area (EHEA), the Ministry of Education annually provides financial assistance for the mobility of visiting lecturers who wish to participate in teaching activities at official Master's Degree programmes in Spanish universities (at least 30% of the visiting teachers must come from institutions in countries belonging to the EHEA).

#### **F) Assistance to facilitate the mobility of visiting teachers of PhD programmes which have obtained quality recognition**

The aim of this type of assistance is to contribute to the construction of the European Higher Education Area (EHEA) by encouraging the mobility of lecturers and professors who participate in teaching activities at PhD programmes awarded with a certification of quality. These assistances cover the expenses resulting from their teaching activities, as well as travel, accommodation and health insurance costs. Fellowships may last between one and four weeks, with a minimum of 20 working hours, of which 10 must be teaching hours.

#### **G) Assistances for the mobility of teachers in Dissertation Committees summoned to provide the doctorate with the European Mention.**

This category aims at awarding subventions to facilitate academics from any EU member state other than Spain to take part at Dissertation Committees for the academic year 2009-2010 to provide the European Mention to the Doctorate degree.

An academic is that teacher who works for a Higher Education Institution in a European Union country other than Spain.

For academic year 2009/2010, the fellowships for teachers participating in Dissertation Committees are estimated in 690. This number may increase depending on the budgetary availability, the duration of the stay and the countries where the visiting teachers come from.

The subvention is EUR 800 maximum per stay or required period to participate in the Dissertation Committee.

Besides, they may receive subventions to cover travelling expenses for a maximum amount of EUR 400.

Accommodation and maintenance expenses are included in the assistance, as well as the expenses that participating in the Dissertation Committee may produce.

#### **H) National Program for the Mobility of Research Staff**

The National Program for the Mobility of Research Staff is defined within the instrumental line for Human Resources of the National Plan for Scientific Research, Development and Technological Innovation (I+D+I) 2008-2011. It has the aim of facilitating the interinstitutional geographical mobility of the staff devoted to I+D and innovation activities, which includes both the mobility towards Spain by foreign researchers and Spanish researchers to other international and national centres. Within the said program, the Subprogram for

the mobility of teachers and researchers in foreign centres has been established, which aims at stimulating the mobility of university teachers and research staff at I+D bodies and centres, higher education centres, and foreign research centres to facilitate their knowledge updating and the learning of new techniques and methods. At the same time, it tries to create and enhance the academic ties between Spanish and foreign institutions by fostering the collaboration in teaching and research regular actions at the hosting centre in any of the three cycles of higher education.

The number of subventions to be awarded is maximum 350. Stays must be a minimum of 3 months long and a maximum of 12 months.

The monthly allocation is between EUR 2,150 and 3,100 in foreign centres, depending on the destination country. Subventions for travelling and settlement expenses are up to EUR 3,000 in foreign centres.

#### **I) 'Salvador de Madariaga' Program for the mobility of senior teachers and researchers**

This program is included in the mobility fellowships for senior teachers and researchers at foreign centres of higher education and research, previewed in the National Program for the Mobility of Research Staff.

It is addressed to university teachers and researchers with an extensive experience and a renowned career, as a way to promote their mobility in order to update their researches at the European University Institute at Florence, an institution which excels at the European scientific fields of Law, Economy, History, Political Sciences and Sociology,

The teacher or researcher will have to develop a research project, which can be carried out while teaching.

This program is performed within the collaboration framework signed by the Secretariat of State for Universities and the Secretariat of State for International Cooperation at the Ministry of Foreign Affairs and Cooperation on the one hand, and the European University Institute at Florence on the other.

#### **J) 'José Castillejo' Program to promote mobility among young doctors.**

This program is also included within the National Program for the Mobility of Research Staff. In this case, the grants try to boost and promote the mobility of young doctors who have recently joined the university teaching staff or the different teaching and research positions for academic year 2009/2010.

The grant beneficiaries will have to carry out research projects at foreign centres, either universities or research centres, highly competitive in the candidate's scientific field. The projects are aimed at updating knowledge and at learning new methods for teaching and research. This way, new academic ties will also be established with foreign institutions or the already existing ties will be strengthened.

The number of fellowships to be awarded in academic year 2009/2010 are estimated in 450, number which could be increased subject to budgetary allocations depending on variations according to the number of months and countries requested.

The fellowships cover, on the one hand, the expenses for travelling to the destination centres, for settlement if necessary and for health and accident insurance, with EUR 3450. And, on the other hand, between EUR 2,150 and 3,100 per month are provided, depending on the destination country, to cover temporary travelling expenses. They are compatible with the remunerations to be received in the centre of origin.

## **11.7. Statistics**

The information on statistics data is organized in two sections. The first one refers to the Spanish educational action abroad (see section 11.7.1) and the second one to the mobility regarding Spanish participation in European programs (see section 11.7.2).

### 11.7.1. Spanish educational activity abroad

**Table 11.1: Pupils and teachers involved in Spanish educational activity abroad per country. School year 2008/09**

	<b>Pupils</b>	<b>Teachers</b>
<b>Total</b>	39,711	1,341
Andorra	1,098	104
Argentina <sup>1</sup>	308	42
Australia <sup>1</sup>	507	12
Austria <sup>2</sup>	64	2
Belgium	3,761	56
Brazil <sup>1</sup>	2,105	173
Colombia	811	54
France	6,191	131
Germany	4,128	48
Italy	2,410	61
Luxembourg <sup>3</sup>	706	16
Morocco	4,846	356
Portugal	1,060	79
Spain	545	22
Switzerland	4,996	58
The Netherlands <sup>3</sup>	815	9
UK	2,557	71

USA	2,803	43
Advisors in Bulgaria, China, Costa Rica and Poland	0	4

<sup>1</sup>Data corresponding to 2008.

<sup>2</sup>Under the Swiss Education Department.

<sup>3</sup>Under the Belgian Education Department.

Source: Statistics for the Educational Action Abroad. G.S. for International Cooperation of the Ministry of Education.

**Table 11.2 Summary of students and teachers participating in educational action abroad according to the different actions. School year 2008/2009**

	Pupils			Teachers		
	Total	Spaniards	Foreigners	Total	Men	Women
Spanish ownership schools abroad	9,027	3,393	5,634	710	352	358
Mixed ownership schools	2,413	139	2,274	204	41	163
Spanish Sections at Foreign Centres	9,639	653	8,986	96	41	55
Bilingual Sections and Institutions in West and Central Europe, in Russia and China	20,133	---	20,133	131	75	56
Spanish Presence in European Schools	4,524	1,408	3,116	85	49	36
Spanish Language and Culture Associations	14,037	14,037	---	159	73	86

Source: Statistics for the Educational Action Abroad. G.S. for International Cooperation of the Ministry of Education.



Table 11.3 Data for Spanish ownership schools abroad per country. School year 2008/2009

	Scho ols	Pupils											Teach ers
	TOTAL	TOTAL	Infant E. and Primary E.			ESO and 'Bachillerato'			Vocational Training			Spanis h Langu age for foreign ers	TOTAL
			Tot al	Spaniar ds	Foreign ers	Tot al	Spaniar ds	Foreign ers	Tot al	Spaniar ds	Foreign ers		
<b>TOTAL</b>	23	9,027	5,220	2,005	3,215	3,244	1,357	1,887	202	31	171	361	710
Andorra	6	1,098	615	128	487	483	235	248	0	0	0	0	103
Colombia	1	811	465	172	293	346	140	206	0	0	0	0	54
France	2	400	190	128	62	172	114	58	38	25	13	0	43
Italy	1	342	212	92	120	130	61	69	0	0	0	0	36
Morocco	11	4,846	2,788	718	2,070	1,533	394	1,139	164	6	158	361	347
Portugal	1	1,060	665	522	143	395	238	157	0	0	0	0	77
United Kingdom	1	470	285	245	40	185	175	10	0	0	0	0	50

Source: Educational Action Abroad Statistics. G.S. of International Cooperation of Ministry of Education.

Table 11.4 Data for mixed ownership schools per countries. School year 2008/2009

	Schools					Pupils								Teachers
	TOTAL	Infant and Primary	Infant, Primary, ESO 'Bachillerato' E.	ESO and Bachill.	ESO Bachill. VT	TOTAL	Infant E and Primary E			ESO and 'Bachillerato'			ESO and Bach.	
							Total	Spaniards	Foreigners	Total	Spaniards	Foreigners		
<b>TOTAL</b>	2	0	1	1	0	2,413	901	61	840	953	78	875	559	204
Argentina	1	0	0	1	0	308	0	0	0	308	10	298	0	42
Brazil	1	0	1	0	0	2,105	901	61	840	645	68	577	559	162

Note: Data corresponding to the school year 2008 since school year in the southern hemisphere countries coincide with the natural year.

Source: Statistics for the Educational Action Abroad. G.S. for International Cooperation of the Ministry of Education.

Table 11.5 Data for Spanish sections at foreign schools per countries. School year 2008/2009

	Sections	Schools	Pupils							Teachers
			Total	Infant and Primary E.			ESO and 'Bachillerato'			TOTAL
				Total	Spaniards	Foreigners	Total	Spaniards	Foreigners	
<b>Total</b>	28	61	9,639	3,800	344	3,456	5,839	309	5,530	96
France	13	28	3,281	1,343	176	1,167	1,938	238	1,700	55
Germany	3	7	1,266	217	29	188	1,049	16	1,033	8
Italy	7	7	1,827	0	0	0	1,827	2	1,825	19
The Netherlands <sup>1</sup>	1	1	212	0	0	0	212	1	211	2
United Kingdom	2	8	812	786	0	786	26	0	26	2
USA	2	10	2,241	1,454	139	1,315	787	52	735	10

<sup>1</sup> Dependent upon the Department of Education in Belgium.

Source: Statistics for the Educational Action Abroad. G.S. for International Cooperation of the Ministry of Education.

Table 11.6 Data for European Schools, per countries. School year 2008/2009

	Schools	Students										Teachers
		TOTAL	Spanish Section				Spanish Language Other Sections					TOTAL
			Total	Maternal	Primary 2	Secondary 3	Total	Maternal	Spanish language for foreigners			
									Language III4	Language IV5	Language V6	
<b>TOTAL</b>	12	4,524	1,408	153	651	604	3,116	187	1,926	930	73	85
Belgium	4	2,130	702	72	294	336	1,428	0	862	503	63	38
Germany	3	718	67	0	67	0	651	111	362	168	10	5
Italy	1	241	0	0	0	0	241	68	121	52	0	3
Luxembourg	1	628	259	31	109	119	369	0	206	163	0	15
Spain	1	545	380	50	181	149	165	0	160	5	0	22
The Netherlands	1	86	0	0	0	0	86	3	63	20	0	1
United Kingdom	1	176	0	0	0	0	176	5	152	19	0	1

<sup>1</sup> There is no Spanish Section.

<sup>2</sup> For statistical purposes, year 1 at Secondary is taken as part of Primary Education.

<sup>3</sup> For statistical purposes year 1 at Secondary is not taken as part of Secondary.

<sup>4</sup> Secondary students from years 2 to 7.

<sup>5</sup> Secondary students from years 4 to 7.

<sup>6</sup> Secondary students in years 6 and 7.

Source: Statistics for the Educational Action Abroad. G.S. for International Cooperation of the Ministry of Education.

**Table 11.7. Data for Associations and Spanish Cultural Classrooms, per countries. School year 2008/2009**

	Associations	Classrooms	Pupils						Teachers
			Total	Spanish Language and Culture					Total
				Level I	Level II	Level III	Level IV	Resitting Courses	
<b>TOTAL</b>	21	383	14,037	4,446	3,396	3,622	2,573	0	159
<b>Australia</b> <sup>1,4</sup>	1	10	436	189	104	95	48	0	8
<b>Austria</b> <sup>2</sup>	1	1	64	15	27	21	1	0	1
<b>Belgium</b>	1	33	1,631	473	378	438	342	0	15
<b>France</b>	4	72	2,510	918	644	622	326	0	27
<b>Germany</b>	3	84	2,144	699	487	513	445	0	29
<b>Luxembourg</b> <sup>3</sup>	1	1	78	15	24	23	16	0	1
<b>Switzerland</b>	7	133	4,996	1,404	1,156	1,390	1,046	0	56
<b>The Netherlands</b>	1	16	517	210	126	120	61	0	5
<b>United Kingdom</b>	1	27	1,099	423	288	219	169	0	10
<b>USA</b>	1	6	562	100	162	181	119	0	7

<sup>1</sup> Data corresponding to the school year 2008 since school year in the southern hemisphere countries coincide with the natural year.

<sup>2</sup> Under the Swiss Education Department.

<sup>3</sup> Under the Belgian Education Department.

<sup>4</sup> Besides, there are 71 pupils at Spanish Language for foreigners.

Source: Statistics for the Educational Action Abroad. G.S. for International Cooperation of the Ministry of Education.

**Table 11.8 Data for the schools of agreement, per countries. School year 2008/2009<sup>1</sup>**

	Schools	Students		
		Total	Infant and Primary E.	Bachillerato and ESO
<b>Total</b>	12	13,922	7,409	6,513
<b>Argentina</b>	1	847	538	309
<b>Brazil</b>	1	1,184	923	261
<b>Chile</b>	2	2,932	1,211	1,721
<b>Colombia</b>	1	1,178	615	563
<b>Costa Rica</b>	1	1,100	529	571
<b>Dominican Republic</b>	1	911	465	446
<b>Ecuador</b>	1	422	254	168
<b>El Salvador</b>	1	1,485	710	775
<b>Guatemala</b>	1	940	553	387
<b>México</b>	1	2,203	1,213	990
<b>Uruguay</b>	1	720	398	322

<sup>1</sup> Data corresponding to the school year 2008 since school year in the southern hemisphere countries coincide with the natural year, except for Colombia, México and Dominican Republic, where school year is 2008/2009.

Source: Statistics for the Educational Action Abroad. G.S. for International Cooperation of the Ministry of Education.

Table 11.9 Data for Language teaching Assistants, per countries. School year 2008/2009

	Total	Language teaching Assistants	
		Spaniards	Foreigners
<b>Total</b>	3,565	1,153	2,412
<b>Australia</b>	17	0	17
<b>Austria</b>	37	15	22
<b>Belgium</b>	48	7	41
<b>Canada</b>	65	3	62
<b>France</b>	921	483	438
<b>Germany</b>	221	130	91
<b>Ireland</b>	54	12	42
<b>Italy</b>	37	15	22
<b>New Zealand</b>	10	6	4
<b>The Netherlands</b>	16	0	16
<b>United Kingdom</b>	918	446	472
<b>USA</b>	1,221	36	1,185

Source: Statistics for the Educational Action Abroad. G.S. for International Cooperation of the Ministry of Education.

Table 11.10 Data for Visiting Teachers, per countries. School year 2008/2009

	Total	Visiting Teachers	
		Primary E.	Secondary E.
<b>Total</b>	1,160	666	494
<b>Canada</b>	22	17	5
<b>Germany</b>	80	0	80
<b>USA</b>	1,058	649	409

Source: Statistics for the Educational Action Abroad. G.S. for International Cooperation of the Ministry of Education.

Table 11.11 Data for Bilingual Sections, per countries. School year 2008/2009

	Students of Spanish			Spanish Teachers
	Total	Bilingual Section	Spanish as a Foreign Language	
<b>Total</b>	20,133	10,324	9,809	131
<b>Bulgary</b>	4,097	2,952	1,145	15
<b>China</b>	87	0	87	2
<b>Czech Republic</b>	1,742	808	934	17
<b>Hungary</b>	1,478	952	526	19
<b>Poland</b>	3,724	2,195	1,529	28
<b>Romania</b>	3,458	1,174	2,284	10
<b>Russia</b>	3,122	861	2,261	9
<b>Slovakia</b>	2,425	1,382	1,043	31



Source: Statistics for the Educational Action Abroad. G.S. for International Cooperation of the Ministry of Education.

### 11.7.2. European programmes

The information about statistic data regarding mobility related to European programs is organized in three sections: Comenius and Grundtvig subprograms(see section 11.7.2.1.), Leonardo Da Vinci subprogram (see section 11.7.2.2. and Erasmus subprogram (see section 11.7.2.3.

#### 11.7.2.1. Comenius-Grundtvig

**Table 11.12: Participants in projects. Comenius and Grundtvig Lifelong learning Program. Announcement year 2007.**

Multinational Comenius Associations		Bilateral Comenius Associations		Grundtvig – Learning Associations	
Total	Taking part in mobility out of total	Total	Taking part in mobility out of total	Total	Taking part in mobility out of total
<b>Students</b>					
101,550	4,023	3,228	1,115	9,241	172
<b>Teachers</b>					
9,586	2,929	524	132	920	411

Source: Statistics for the Educational Action Abroad. G.S. for International Cooperation of the Ministry of Education.

## 11.7.2.2. Leonardo da Vinci

Table 11.13: Mobility grants beneficiaries, per destination country. Leonardo da Vinci- Lifelong Learning program. School year 2007.

	Total		Initial Vocational Training		People in the labor market		Vocational Training, counsellors and Human Resources staff	
	Total	Women	Total	Women	Total	Women	Total	Women
<b>Total</b>	4.515	2.686	962	477	2.927	1.902	626	307
<b>Austria</b>	63	34	16	6	36	24	11	4
<b>Belgium</b>	107	65	0	0	101	64	6	1
<b>Bulgary</b>	13	7	0	0	0	0	13	7
<b>Czech Republic</b>	107	65	9	8	84	49	14	8
<b>Denmark</b>	27	6	13	2	6	2	8	2
<b>Estonia</b>	13	4	6	1	2	1	5	2
<b>Finland</b>	139	77	80	48	19	12	40	17
<b>France</b>	464	292	154	77	220	170	90	45
<b>Germany</b>	534	256	107	19	336	192	91	45
<b>Greece</b>	35	24	0	0	33	23	2	1
<b>Hungary</b>	5	2	0	0	5	2	0	0
<b>Iceland</b>	3	3	0	0	1	1	2	2
<b>Ireland</b>	467	306	1	1	448	297	18	8

<b>Italy</b>	939	583	250	144	592	387	97	52
<b>Latvia</b>	13	7	0	0	8	5	5	2
<b>Liechtenstein</b>	1	0	0	0	1	0	0	0
<b>Lithuania</b>	8	3	0	0	8	3	0	0
<b>Luxembourg</b>	2	2	0	0	0	0	2	2
<b>Malta</b>	63	30	29	11	27	16	7	3
<b>Norway</b>	9	6	0	0	7	4	2	2
<b>Poland</b>	112	62	33	9	64	48	15	5
<b>Portugal</b>	242	166	11	6	207	147	24	13
<b>Romania</b>	10	5	1	0	0	0	9	5
<b>Slovakia</b>	13	9	11	7	2	2	0	0
<b>Slovenia</b>	14	9	0	0	3	3	11	6
<b>Sweden</b>	64	28	16	3	13	4	35	21
<b>The Netherlands</b>	111	53	20	8	60	33	31	12
<b>United Kingdom</b>	937	582	205	127	644	413	88	42

Source: Statistics for the Educational Action Abroad. G.S. for International Cooperation of the Ministry of Education.

## 11.7.2.3. Erasmus

Table 11.14 Spaniards who are beneficiaries of mobility grants, per destination country. Erasmus Lifelong Learning Program. Announcement year 2007.

	Participants
<b>Total</b>	24,984
<b>Austria</b>	444
<b>Belgium</b>	1,263
<b>Bulgaria</b>	56
<b>Chipre</b>	21
<b>Czech Republic</b>	438
<b>Denmark</b>	700
<b>Estonia</b>	40
<b>Finland</b>	760
<b>France</b>	3,441
<b>Germany</b>	2,703
<b>Greece</b>	221
<b>Hungary</b>	172
<b>Iceland</b>	26
<b>Ireland</b>	685
<b>Italy</b>	5,942
<b>Latvia</b>	35

<b>Liechtenstein</b>	9
<b>Lithuania</b>	84
<b>Luxembourg</b>	4
<b>Malta</b>	34
<b>Norway</b>	332
<b>Poland</b>	675
<b>Portugal</b>	1,450
<b>Romania</b>	144
<b>Slovakia</b>	61
<b>Slovenia</b>	96
<b>Sweden</b>	918
<b>The Netherlands</b>	1,220
<b>Turquía</b>	47
<b>United Kingdom</b>	2,963

Source: Statistics for the Educational Action Abroad. G.S. for International Cooperation of the Ministry of Education.

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## GLOSSARY

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**Bachiller** : Certificate awarded to students who have successfully completed their 'Bachillerato' studies. A passing grade in all subjects of this two-year stage is necessary to obtain the 'Bachiller' certificate. The holder of this certificate may gain access to the different studies of higher education, i.e., university studies (those which may be carried out after passing an entrance examination), advanced vocational training and advanced 'enseñanzas de régimen especial'.

**Bachillerato** (*Bachilleratos*) : The 'Bachillerato' is the general or academic branch in post-compulsory secondary education. Students over 16 may gain access to this educational level once they have completed compulsory secondary education (ESO). The 'Bachillerato' comprises two academic years, usually when pupils are between 16 and 18. Students may stay in mainstream 'Bachillerato' up to four years. At present, the 'Bachillerato' comprises the following types: Arts, Sciences and Technology, and Humanities and Social Sciences.

**Bachillerato Unificado y Polivalente** (*BUP, BACHILLERATO UNIFICADO Y POLIVALENTE*) : Post-compulsory secondary education stage (general or academic branch), established under the 1970 General Act on Education and Financing of Educational Reform (LGE). It comprised three academic years for students aged 14 to 17. In general, reference to this educational level is made with the acronym 'BUP'. It has not been offered since the academic year 2000/01.

**Catedrático** (*Catedráticos*) : Body of teachers who have acquired the maximum professional qualification in: secondary education; music and dramatic arts education; official languages education, and plastic arts and design studies. A public selection process must be passed in order to gain access to this body. The requirements are to hold a doctorate, 'Licenciado', Architect, Engineer or equivalent degree for teaching, have a minimum of eight-year experience as tenures and to pass the corresponding selection process.

**Catedrático de Escuela Universitaria** (*Catedráticos de Escuela Universitaria*) : University lecturer body, in which each member has the status of a civil servant. A public selection process must be passed in order to gain access to this body. Holding the doctorate is an essential requirement. Their main tasks are teaching and research. This body is due to disappear as stated in the 2007 Act Modifying the Act on Universities, which offered this body the possibility to integrate into the body of 'Profesores Titulares de Universidad', to remain in the same situation or apply for the necessary accreditation to gain access to the body of 'catedráticos de universidad'.

**Catedrático de Universidad** (*Catedráticos de Universidad*) : University lecturer body, in which each member has the status of civil servant. A public selection process must be passed in order to gain access to this body. In addition, the candidate must be a 'Catedrático de Universidad' at a different university or a 'Profesor Titular de Universidad', or 'Catedrático de Escuela Universitaria' with three-year experience and a doctorate. Their main tasks are teaching and research.

**Centro concertado** (*Centros concertados*) : Private institution publicly funded on the grounds of an agreement with the competent education authority, which in turn makes these institutions comply with a series of requirements.

**Certificado de Escolaridad** : Certificate of school attendance corresponding to the 1970 General Act on Education and Financing of Educational Reform (LGE), currently repealed. Students who did not successfully achieve the aims of the stage were awarded this certificate on completion of eight grades of 'Educación General Básica' ('EGB'). This certificate is no longer awarded when completing the 'EGB', but to those students who have not obtained the relevant certificate on completion of compulsory secondary education. Its aim is to prove pupils' schooling, as well as the achieved academic competences.

**Ciclo formativo** (*Ciclos formativos, Ciclo Formativo, Ciclos Formativos, CICLO FORMATIVO, CICLOS FORMATIVOS*) : Set of modular studies of variable length in which vocational training and some of the arts studies are organised.

**Colegio Rural Agrupado** (*CRA, Colegios Rurales Agrupados*) : Primary school located in rural areas which groups various schools scattered in several neighbouring localities, thus forming a single school with peripatetic 'maestros'.

**Curso de Orientación Universitaria** (*COU, CURSO DE ORIENTACIÓN UNIVERSITARIA*) : Pre-university course established under the 1970 General Act on Education and Financing of Educational Reform (LGE), currently repealed. The average age of students was 17. Reference is commonly made to this course with the acronym 'COU'. It has no longer been offered since the academic year 2001/02.

**Decano** (*Decanos, decano, decanos*) : Individual governing body of the different faculties which comprise a university. They are elected among the university's permanent professors. They hold maximum authority and focus on the coordination of the teaching activity and representation.

**Diplomado** (*Diplomados*) : Qualification that used to be awarded on successful completion of the first cycle of university studies (3 academic years). This qualification will be replaced with the Bachelor degree, in accordance with the new organisation of university studies adapted to the European Higher Education Area. The new structure of university studies must be completely implemented in the academic year 2010/11. Therefore, universities will not be able to offer places to start the first grade of studies leading to the award of a 'Diplomado' certificate.

**Educación General Básica** (*EGB, EDUCACIÓN GENERAL BÁSICA, Educación General Básica*) : Compulsory educational stage established by the 1970 General Act on Education and Financing of Educational Reform (LGE), currently repealed. It comprised eight academic grades, from 6 to 14 years of age, organised in three cycles. Reference to this educational level is commonly made with the acronym 'EGB'. This stage had a single structure which included primary and compulsory secondary education.

**Enseñanzas de régimen especial** (*enseñanzas de régimen especial, Enseñanzas de Régimen Especial*) : This is the name given to arts education, languages education and studies leading to the 'Técnico Deportivo' certificates. Arts education includes Music, Dance, Dramatic Art, Preservation and Restoration of Cultural Heritage, Plastic Arts and Design.

**Escuela Politécnica Superior** (*Escuelas Politécnicas Superiores, escuela politécnica superior, escuelas politécnicas superiores*) : See 'Escuela Técnica Superior'.

**Escuela Técnica Superior** (*Escuelas Técnicas Superiores, escuela técnica superior, escuelas técnicas superiores,*) : University school providing the first, second and third cycles of technical education (Engineering and Architecture), corresponding to the former organisation of university studies. With the aim of adapting the structure of university studies to the European Higher Education Area, this type of schools are now providing the new Bachelor and Postgraduate degrees, which must be completely implemented in the academic year 2010/11.

**Escuela Universitaria** (*Escuelas Universitarias, escuela universitaria, escuelas universitarias*) : University School which only provides first cycle studies of any branch, corresponding to the former organisation of university studies. With the aim of adapting the structure of university studies to the European Higher Education Area, this type of schools are now providing the new Bachelor and Postgraduate degrees, which must be completely implemented in the academic year 2010/11.

**Escuela Universitaria Politécnica** (*Escuelas Universitarias Politécnicas, escuela universitaria politécnica, escuelas universitarias politécnicas*) : University School which provides first cycle technical education, corresponding to the former organisation of university studies. With the aim of adapting the structure of

university studies to the European Higher Education Area, this type of schools are now providing the new Bachelor and Postgraduate degrees, which must be completely implemented in the academic year 2010/11.

**Graduado en Educación Secundaria Obligatoria** : Certificate established in the 2006 Act on Education (LOE) awarded on successful completion of compulsory secondary education (ESO). This certificate grants access to 'Bachillerato', intermediate vocational training, intermediate plastic arts and design education, intermediate Sports education as well as access to employment. Pupils who do not obtain the 'Graduado en Educación Secundaria Obligatoria' are awarded the 'Certificado de Escolaridad', stating the amount of years taken by pupils and the competences they acquired.

**Licenciado** (*Licenciados*) : Degree obtained on successful completion of the second cycle of university studies. This qualification will be replaced with the Bachelor degree, in accordance with the new organisation of university studies adapted to the European Higher Education Area. The new structure of university studies must be completely implemented in the academic year 2010/11. Therefore, universities will not be able to offer places to start the first grade of studies leading to the award of a 'Licenciado' certificate.

**Maestro** (*Maestros, maestro, maestros*) : Teachers of pre-primary and primary education. This also applies to the certificate obtained on completion of the first cycle of university studies in the 'Escuelas Universitarias' for teacher training, which entitles to teach in pre-primary and primary education. This qualification will be replaced with the Bachelor degree, in accordance with the new organisation of university studies adapted to the European Higher Education Area. The new structure of university studies must be completely implemented in the academic year 2010/11. Therefore, universities will not be able to offer places to start the first grade of studies leading to the award of a 'Maestro' certificate.

**módulo profesional** (*módulos profesionales, módulo, modulo, módulos, Módulo Profesional, Módulos Profesionales, MÓDULO PROFESIONAL, MÓDULOS PROFESIONALES, módulo formativo, módulos formativos, Módulo formativo, Módulos formativos*) : Coherent set of contents of some types of education such as vocational training. It is the minimum unit of vocational training which can be recognised in order to establish the studies which lead to the award of vocational training qualifications and professional certifications.

**Profesor titular de escuela universitaria** (*Profesores titulares de escuela universitaria*) : Lecturer with tenure of University School who has the status of civil servant. Access to this body used to be gained by competitive examination, for which it was necessary to hold the 'Licenciado', Architect or Engineer degree. Their main tasks were teaching and research. This body has been abolished by the 2007 Act Modifying the Act on Universities, which established that these body of professionals may gain access to the body of 'Profesores Titulares de Universidad', as long as they hold a Doctorate.

**Profesor titular de universidad** (*Profesores titulares de universidad*) : University lecturer with tenure who has the status of civil servant. Access to this body is gained through competitive examination, for which the holding of a doctorate is required. The main tasks are teaching and research.

**programación anual** (*programaciones anuales, programación general anual*) : Document of non-university educational institutions where the necessary elements for the organisation of schools are established for each academic year.

**proyecto educativo** (*proyectos educativos*) : This document is drawn up, approved and implemented by non-university educational institutions. It is prepared by the representatives of teachers, parents and students, and approved by the School Council. It states values, objectives and priorities of action. It also includes the curriculum established by education authorities that had to be determined and approved by the Teachers' Assembly. In addition, values on education are included in cross-curricular knowledge areas, subjects and modules. The 'proyecto educativo' must take into account the social and cultural characteristics of the



school. It must cater for attention to student diversity, tutorial actions, and the plan for coexistence; and it must comply with the principle of non-discrimination and educational inclusion as fundamental values.

**Reglamento de Régimen Interior** (*Reglamentos de régimen interior, reglamento de régimen interior, reglamentos de régimen interior*) : Document of non-university educational institutions grouping the rules, norms and procedures making up the internal running of the school. It is drawn up and approved by the School Council.

**Técnico** (*Técnicos*) : Certificate and professional qualification obtained on successful completion of intermediate vocational training, which may take from a year and a half to two years. The certificate states the specialisation and gives access to 'Bachillerato' or to employment.

**Técnico Deportivo** (*Técnicos Deportivos*) : Certificate and qualification obtained on successful completion of intermediate 'enseñanzas de régimen especial' of 'Técnico Deportivo' in Sports specialisation. They are officially recognised by the Supreme Sports Council and are academic and professionally valid nationwide. This provision takes between 950 and 1110 hours allocated into two levels. This certificate is equivalent to the intermediate vocational training certificate.

**Técnico Deportivo Superior** (*Técnicos Deportivos Superiores*) : Diploma and qualification obtained on successful completion of advanced 'enseñanzas de régimen especial' of 'Técnico Deportivo Superior' in Sports specialisation. They are officially recognised by the Supreme Sports Council and are academic and professionally valid nation wide. This provision takes between 750 and 1110 hours in a single level. This qualification is equivalent to the advanced vocational training certificate.

**Técnico Especialista** (*Técnicos Especialistas*) : Certificate and qualification obtained on completion of second level of vocational training (two or three year duration) as established by the 1970 General Act on Education and Financing of Educational Reform (LGE). The certificate stated the specialisation. Its main objective was to qualify its holders to work. It also allowed access to certain first cycle university studies and to some advanced 'enseñanzas de régimen especial'.

**Técnico Superior** (*Técnicos Superiores*) : Diploma and qualification obtained on successful completion of advanced vocational training. It has a variable length, though it usually takes two years. The diploma states the specialisation. Its main objective is to qualify their holders to work. It also allows direct access (with no entrance examination) to certain first cycle university studies and Bachelor degrees related to the completed vocational training studies, as well as to other specialised or complementary studies, such as some advanced 'enseñanzas de régimen especial'.

**Unidad de competencia** (*unidades de competencia*) : Minimum element of professional competence that can be partially recognised and accredited.

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## LEGISLATION

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**Acuerdo de 15 de noviembre de 2001, por el que se aprueba la creación del consorcio "Agencia para la Calidad del Sistema Universitario de Castilla y León", así como sus estatutos (Agreement) : 15-11-01, BOCL 226/2001 de 21-11-2001**

**Acuerdo de 23 de diciembre de 2009, del Consejo de Gobierno, por el que se modifica el catálogo de precios públicos de la Comunidad de Madrid y se determinan las cuantías de los precios públicos por servicios y actividades de la Consejería de Educación : BOCM 8-1-2010,**

**Aplicación provisional de 17 de septiembre de 2002 del Acuerdo de sede entre el Reino de España y el Consejo Superior de las Escuelas Europeas, hecho el 13 de agosto de 2002 (Provisional application) : 17-09-02, BOE 19-10-2002**

**Borrador de Real Decreto por el que se regula el Estatuto del Personal Docente e Investigador de universidades españolas (Borrador) : 10-11-2008**

**Borrador del Estatuto del funcionario docente no universitario. : 14-05-2007**

**Circular de la Dirección General de Centros Docentes relativa al funcionamiento de los Departamentos de Orientación para el curso 2005/2006 : Documento interno de la Consejería de Educación de la Comunidad de Madrid**

**Circular de la Dirección General de Coordinación y Política Educativa por la que se dictan instrucciones referidas a la orientación en Educación Infantil, Primaria y Educación Especial para el curso 2007-2008 : Documento interno de la Consejería de Educación de Cantabria**

**Constitución de la República española : GAZETA 10-12-1931**

**Constitución Española de 27 de diciembre de 1978 (Constitución) : 27-12-78, BOE 19-12-1978**

**Convenio Cultural entre España y Portugal, firmado en Madrid el día 22 de mayo de 1970 : BOE 3-9-1971,**

**Convenio de Cooperación Cultural entre el gobierno de España y el reino de Marruecos, hecho en Rabat el 14 de octubre de 1980 : BOE 10-10-1985,**

**Convenio por el que se establece el Estatuto de las Escuelas Europeas, hecho en Luxemburgo el 21 de junio de 1994 (Agreement) : 29-06-01, BOE 06-5-2004**

**Decisión nº 1298/2008/CE del Parlamento Europeo y del Consejo, de 16 de diciembre de 2008, por la que se establece el programa de acción Erasmus Mundus 2009-2013 para la mejora de la calidad de la enseñanza superior y la promoción del entendimiento intercultural mediante la cooperación con terceros países de diciembre de 2003, por la que se establece un programa para la mejora de la calidad de la enseñanza superior y la promoción del entendimiento intercultural mediante la cooperación con terceros países (Erasmus Mundus 2004-2008). (Decision) : 16-12-2008, 1298, DOCE 19-12-2008**

**Decisión nº 1357/2008/CE del Parlamento Europeo y del Consejo, de 16 de diciembre de 2008, que modifica la Decisión nº 1720/2006/CE por la que se establece un programa de acción en el ámbito del aprendizaje permanente (Decision) : 16-12-2008, 133, Diario Oficial de la Unión Europea 30/12/2008**

**Decisión nº 1720/2006/CE del Parlamento Europeo y del Consejo, de 15 de noviembre de 2006, por la que se establece un programa de acción en el ámbito del aprendizaje permanente. (Decision) : 15-11-06, 1720, DOUE 24-11-2006**

**Decreto 100/1994, de 22 de febrero, por el que se crea y regula el Consejo Vasco de Formación Profesional:** *BOPV 16-3-1994*

**Decreto 102/2008, de 11 de julio, del Consell, por el que se establece el currículum del Bachillerato en la Comunitat Valenciana** *(Decree): 11-07-2008, DOGV 15-07-2008*

**Decreto 103/2002, de 26 de julio, por el que se regula la Agencia Canaria de Evaluación de la Calidad y Acreditación Universitaria** *(Decree): 26-07-02, 103, BOC 5-8-2002*

**Decreto 105/2001, de 12 de junio, del Gobierno Valenciano, por el que se crea el Instituto Valenciano para el Desarrollo de la Educación a Distancia** *(Decree): 12-06-01, DOGV 15-6-2001*

**Decreto 106/1992, de 9 de junio, por el que se establecen las enseñanzas correspondientes a la Educación Secundaria Obligatoria en Decreto 231/2007, de 31 de julio, por el que se establece la ordenación y las enseñanzas correspondientes a la Educación Secundaria Obligatoria en Andalucía** *(Decree): 8-8-2007, 106, BOJA 8-8-2007*

**Decreto 110/1999, de 8 de abril, por el que se crea y regula el Consejo Gallego de Formación Profesional:** *DOG 5-5-1999*

**Decreto 111/1992, de 11 de mayo, por el que se crea el Instituto Catalán de Enseñanza Secundaria a Distancia** *(Decree): 11-05-92, 111, DOGC 27-5-1992*

**Decreto 111/2007, de 20 de julio, del consell, por el que se establece el currículum de la educación primaria en la comunidad valenciana** *(Decree): 20-07-2007, DOGV 24-7-2007*

**Decreto 112/2004, de 28 de octubre, por el que se crea y regula el Consejo de Formación Profesional de Cantabria:** *BOC 11-11-2004*

**Decreto 115/2008, de 6 de junio, por el que se establece el currículum del Bachillerato en Extremadura** *(Decree): 06-06-2008, DOE 18-06-2008*

**Decreto 117/2004, de 29 de julio, del Consejo de Gobierno, por el que se establece la estructura orgánica de la Consejería de Educación** *(Decree): 29-7-04, 117, BOCM 4-8-2004*

**Decreto 12/2008, de 14 de febrero, por el que se determinan los contenidos educativos del primer ciclo de la Educación Infantil en la Comunidad de Castilla y León y se establecen los requisitos que deben reunir los centros que impartan dicho ciclo** *(Decree): 14-14-2008, BOCL 20-02-2008*

**Decreto 12/2009, de 20 de enero, por el que se establece el currículum de la Educación Infantil y se implantan las enseñanzas en la Comunidad Autónoma del País Vasco** *(Decree): 20-01-09, BOPV 30-1-2009*

**Decreto 120/1982, de 5 de octubre, por el que se crea el Instituto Gallego de Bachillerato a Distancia** *(Decree): 05-10-82, 120, DOG 23-10-1982*

**Decreto 120/1998, do 23 de abril, por la que se regula la orientación educativa y profesional en la Comunidad Autónoma de Galicia:** *DOG 27-4-1998*

**Decreto 122/2007, de 27 de diciembre, por el que se establece el currículum del segundo ciclo de la Educación Infantil en la Comunidad de Castilla y León** *(Decree): 27-12-2008, 46, BOCYL 2-1-2008*

**Decreto 126/1994, de 7 de junio, por el que se establecen las enseñanzas correspondientes al Bachillerato en Andalucía** *(Decree): 07-06-94, 126, BOJA 26-7-1994*

**Decreto 126/2007, de 24 de mayo, por el que se establece la ordenación y el currículum de la educación primaria en la comunidad autónoma de canarias** *(Decree): 24-05-2007, BOCAC 6-6-2007*

**Decreto 126/2008, do 19 de junio, por el que se establece la ordenación y el currículo de Bachillerato en la Comunidad Autónoma de Galicia (Decree) : 19-06-2008, DOG 23-06-2008**

**Decreto 127/2007, de 24 de mayo, por el que se establece la ordenación y el currículo de la Educación Secundaria Obligatoria en la Comunidad Autónoma de Canarias (Decree) : 24-05-2007, 51, BOC 7-6-2007**

**Decreto 130/2007, de 28 de junio, por el que se establece el currículo de la educación primaria en la comunidad autónoma de Galicia (Decree) : 28-06-2007, DOG 9-7-2007**

**Decreto 131/1994, de 5 de julio, del gobierno valenciano, por el que se regulan los servicios especializados de orientación educativo, psicopedagógica y profesional : DOGV 28-7-1994**

**Decreto 132/2006, de 23 de mayo, por el que se aprueba el reglamento del Consejo Aragonés de Enseñanzas Artísticas (Decree) : BOA 7-6-2006**

**Decreto 133/2007, do 5 de xullo, polo que se regulan as ensinanzas da educación secundaria obrigatoria na Comunidade Autónoma de Galicia (Decree) : 05-06-2007, DOG 13-07-07**

**Decreto 136/1984, de 10 de diciembre, de la Comunidad Valenciana, por el que se crean los Servicios Psicopedagógicos Escolares : DOGV 10-01-1985**

**Decreto 142/2007, de 26 de Junio, por el que se establece la ordenación de las enseñanzas de la Educación Primaria en Cataluña (Decree) : 29-6-2007, 223, DOGC 29-6-2007**

**Decreto 142/2008, de 15 de julio, por el que se establece la ordenación de las enseñanzas del Bachillerato (Decree) : 15-07-2008, DOGC 29-07-2008**

**Decreto 143/2007, de 26 de Junio, por el que se establece la ordenación de las enseñanzas de la Educación Secundaria Obligatoria en Cataluña (Decree) : 29-06-2007, 96, DOGC 29-6-2007**

**Decreto 143/2007, de 31 de octubre, por el que se establecen los contenidos educativos del primer ciclo de la Educación Infantil en la Comunidad Autónoma de Cantabria (Decree) : 31-10-2007, BOC 15-11-07**

**Decreto 143/2008, de 1 de julio, por el que se establece el Reglamento de Organización y Funcionamiento del Consejo Canario de Formación Profesional (Decree) : BOC 28-4-2003**

**Decreto 145/2000, de 3 de noviembre, de creación del Instituto de Evaluación y Calidad del Sistema Educativo de las Illes Balears (Decree) : 03-11-00, 145, BOCAIB 138/2000 de 11-11-2000**

**Decreto 155/2000, de 17 de octubre, del Gobierno Valenciano, por el que se regula el Consejo Valenciano de Formación Profesional : DOGV 23-12-2000**

**Decreto 158/1984, de 27 de septiembre, por el que se crea el Centro Gallego de Educación Básica (Decree) : 27-09-84, 158, DOG 26-10-1984**

**Decreto 16/2003, de 7 de marzo, por el que se crea y regula la composición y funciones del Consejo Asesor Regional de Formación Profesional : CARM 15-3-2002**

**Decreto 17/2008, de 6 de marzo, del Consejo de Gobierno, por el que se desarrollan para la Comunidad de Madrid las enseñanzas de la Educación Infantil (Decree) : 06-03-2008, BOCM 12-03-2008**

**Decreto 174/1994, de 19 de agosto, del Gobierno Valenciano, por el que se establece el currículo del Bachillerato en la Comunidad Valenciana (Decree) : 19-08-94, 174, DOGV 29-9-1994**

**Decreto 175/2007, de 16 de octubre, por el que se establece el currículo de la Educación Básica y se implanta en la Comunidad Autónoma del País Vasco** (Decree) : 13-11-07, 213, BOPV 13-11-07

**Decreto 181/2008, de 9 de septiembre, por el que se establece la ordenación de las enseñanzas del segundo ciclo de la educación infantil en Cataluña** (Decree) : 09-09-2008, DOGC 16-09-2008

**Decreto 183/2008, de 29 de julio, por el que se establece la ordenación y el currículo del 2º ciclo de la Educación Infantil en la Comunidad Autónoma de Canarias** (Decree) : 29-06-2008, BOC 14-08-2008

**Decreto 187/2008, de 2 de septiembre, por el que se establece la ordenación del Bachillerato en la Comunidad Autónoma de Canarias** (Decree) : 02-09-2008, BOCAC 16-09-2008

**Decreto 188/1985, de 11 de junio, por el que se crea el Urrutiko Batxilergorako Euskal Institutua-Instituto Vasco de Bachillerato a Distancia** (Decree) : 11-06-85, 188, BOPV 10-7-1985

**Decreto 189/1985, de 11 de junio, por el que se crea el Centro Vasco de Educación Básica a Distancia-Urrutiko Oinarri Heziketarako Euskal Ikastetxea (CEVEBAD-UOHEI)** (Decree) : 11-06-85, 189, BOPV 10-7-1985

**Decreto 197/1993, de 13 de octubre, del Gobierno Valenciano, de modificación del Decreto 180/1992, de 10 de noviembre, por el que se regula la organización y funciones de la Inspección Educativa y se establece el sistema de acceso y permanencia en su ejercicio** (Real Decree) : 13-10-1993, 197, BOGV 2-11-1993

**Decreto 20/2000, de 23 de marzo, por el que se aprueba el reglamento de organización y funcionamiento del Consejo Escolar de Cantabria** : 23-03-00, BOC 30-4-2008

**Decreto 201/2008, de 30 de septiembre, por el que se establecen los contenidos educativos y los requisitos de los centros que imparten el primer ciclo de Educación Infantil en la Comunidad Autónoma de Canarias** (Decree) : 30-09-2008, BOC 09-10-2008

**Decreto 202/2008, de 30 de septiembre, por el que se establece el currículo del Bachillerato en la Comunidad Autónoma de Canarias** (Decree) : 30-09-2008, BOCAC 10-10-2008

**Decreto 21/1999, de 9 de febrero, de creación del Consejo Catalán de Formación Profesional** (Decree) : DOE 2-3-1999

**Decreto 211/2000, de 5 de diciembre, del Gobierno de Aragón, por el que se regula la organización y funcionamiento de la Inspección de Educación y se establece el sistema de acceso y provisión de puestos de trabajo en el Cuerpo de Inspectores de Educación en la CC.AA. de Aragón** (Decree) : 05-12-2000, 211, BOA 15-12-2000

**Decreto 2127/1963, de 24 de julio, sobre reglamentación de los estudios de las Escuelas de Artes y Oficios Artísticos** (Decree) : 24-7-1963, 2127, Gaceta de Madrid 06-09-1963,

**Decreto 214/2003, de 20 de marzo, por el que se modifica el Decreto 110/1999, de 8 de abril, por el que se crea y regula el Consejo Gallego de Formación Profesional** : DOG 14-4-2003

**Decreto 22/2007, de 10 de mayo, del consejo de gobierno, por el que se establece para la Comunidad de Madrid el currículo de la educación primaria** (Decree) : 10-05-2007, BOCAM 29-5-2007

**Decreto 220/1999, de 23 de noviembre de 2002, del Gobierno Valenciano, por el que se regulan los programas formativos que figuran en la ley 1/1995, de 20 de enero, de la Generalitat Valenciana, de formación de las personas adultas** (Decree) : 23-11-99, 220, DOGV 2-12-1999

**Decreto 23/1995, de 24 de febrero, por el que se regula la orientación educativa en la Comunidad Autónoma de Canarias :** *BOC 20-3-1995*

**Decreto 23/2007, de 10 de mayo, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Secundaria Obligatoria (Decree) :** *10-05-2007, BOCM 29-05-07*

**Decreto 230/2005, de 27 de diciembre, por el que se modifica parcialmente el Decreto 103/2002, de 26 de julio, que regula la Agencia Canaria de Evaluación de la Calidad y Acreditación Universitaria. (Decree) :** *27-12-05, BOC 3-1-2006*

**Decreto 230/2007, de 31 de julio, por el que se establece la ordenación y las enseñanzas correspondientes a la educación primaria en Andalucía (Decree) :** *31-07-2007, BOJA 31-07-2007*

**Decreto 233/1997, de 18 de septiembre, por el que se crea el Consejo Canario de Formación Profesional :** *BOC 29-10-1997*

**Decreto 234/1999, de 22 de diciembre, del Gobierno de Aragón, por el que se crea el Consejo Aragonés de la Formación Profesional (Decree) :** *BOA 12-1-2000*

**Decreto 24/2005, de 31 de marzo, por el que se crea el consejo de Formación Profesional de La Rioja :** *BOLR 16/06/2005*

**Decreto 25/2007, de 4 de mayo, por el que se establece el Currículo del Segundo Ciclo de Educación Infantil en la Comunidad Autónoma de La Rioja (Decree) :** *04-05-2007, BOR 08-05-07*

**Decreto 254/2008, de 1 de agosto, por el que se establece el currículo del Segundo Ciclo de la Educación Infantil en la Comunidad Autónoma de la Región de Murcia (Decree) :** *01-08-2008, BORM 06-08-2008*

**Decreto 257/1998, de 10 de diciembre por el que se crean los nuevos Institutos Provinciales de Formación de adultos en Andalucía (Decree) :** *10-12-98, 257, BOJA 15-12-1998*

**Decreto 26/2004, de 21 de septiembre, del presidente de las illes balears, por el que se establece la estructura orgánica básica de la Consejería de Educación y Cultura (Decree) :** *21-9-04, 26, BOIB 30-11-2004*

**Decreto 26/2007, de 4 de mayo, por el que se establece el currículo de la educación primaria en la Comunidad Autónoma de La Rioja (Decree) :** *04-05-2007, BOLR 8-5-2007*

**Decreto 262/2008, de 5 de septiembre, por el que se establece el currículo del Bachillerato en la Comunidad Autónoma de la Región de Murcia (Decree) :** *05-09-2008, BORM 10-09-2008*

**Decreto 279/2008, de 11 de diciembre, por el que se crea y regula el Consejo Gallego de Enseñanzas Artísticas Superiores :** *DOG 23-12-2008*

**Decreto 282/2006, de 4 de julio, por el que se regulan el primer ciclo de la Educación Infantil y los requisitos de los centros en Cataluña (Decree) :** *04-07-06, DOGC 6-7-2006*

**Decreto 286/2007, de 7 de septiembre, por el que se establece el currículo de la educación primaria en la Comunidad Autónoma de la Región de Murcia (Decree) :** *07-09-2007, BORM 12-9-2007*

**Decreto 289/1998, de 27 de octubre, por el que se adaptan las finalidades y estructura del Centro Vasco de Educación Básica a Distancia - Urrutiko Oinarrizko Heziketakako Euskall Ikastetxea (C.E.V.E.B.A.D.-U.O.H.E.I.) al nuevo concepto de Educación (Decree) :** *27-10-98, 289, BOPV 10-11-1998*

**Decreto 291/2007, de 14 de septiembre, por el que se establece el currículo de la Educación Secundaria Obligatoria en la Comunidad Autónoma de la Región de Murcia (Decree) : 14-09-2007, BORM 24-09-07**

**Decreto 314/1999, de 16 de diciembre, por el que se regula la estructura, el funcionamiento y el número de integrantes del Consejo Escolar de Castilla y León. Modificado por Decreto 10/2003, de 16 de enero : BOCyL 22-1-2003**

**Decreto 32/2003, de 15 de julio, por el que se establece la estructura orgánica de la Consejería de Educación, Cultura y Deportes (Decree) : 15-07-03, 32, BOR 17-7-2003**

**Decreto 330/2009, do 4 de xuño, polo que se establece o currículo da educación infantil na Comunidade Autónoma de Galicia (Decree) : 04-06-09, DOG 23-06-2009**

**Decreto 342/2001, de 11 de diciembre, por el que se regula la organización de la inspección de Educación en la Comunidad Autónoma del País Vasco (Decree) : 11-12-2001, BOPV 21-12-2001**

**Decreto 35/2001, de 8 de marzo, por el que se crea y regula el Consejo de Formación Profesional de la Comunidad de Madrid (Decree) : BOCM 16-3-2001**

**Decreto 355/1996, de 29 de octubre, de constitución del Consorcio Agencia para la Calidad del Sistema Universitario en Cataluña (Decree) : 29-10-1996, 355, DOGC 2277/96 de 6-11-1996**

**Decreto 37/2008, de 28 de marzo, del Consell, por el que se establecen los contenidos educativos del primer ciclo de la Educación Infantil en la Comunitat Valenciana (Decree) : 28-03-2008, DOCV 03-04-2008**

**Decreto 38/2001, de 5 de abril, por el que se modifica parcialmente el Decreto 78/2000, de 19 de octubre, por el que se regula el Consejo de Asturias de la Formación Profesional (Decree) : BOPA 6/4/2001**

**Decreto 38/2008, de 28 de marzo, del Consell, por el que se establece el currículo del segundo ciclo de la Educación Infantil en la Comunitat Valenciana (Decree) : 28-03-2008, DOCV 03-04-2008**

**Decreto 39/2000, de 10 de marzo, por el que se crea y regula el Consejo de Formación Profesional de las Islas Baleares : BOIB 6-4-2000**

**Decreto 4/2008, de 11 de enero, por el que se aprueba el Currículo de Educación Infantil para la Comunidad Autónoma de Extremadura (Decree) : 11-01-2008, DOE 18-01-2008**

**Decreto 40/2007, de 3 de mayo, por el que se establece el currículo de la Educación Primaria en la Comunidad de Castilla y León (Decree) : 03-05-2007, BOCyL 9-5-2007**

**Decreto 40/2009, de 17 de febrero, por el que se regula la estructura, organización y funcionamiento de los Berritzegunes : BOPV 26-2-2009**

**Decreto 416/2008, de 22 de julio, por el que se establece la ordenación y las enseñanzas correspondientes al Bachillerato en Andalucía (Decree) : 22-07-2008, BOJA 28-07-2008**

**Decreto 42/2008, de 5 de junio, por el que se establece el currículo de bachillerato en la Comunidad de Castilla y León (Decree) : 05-06-2008, BOCyL 11-06-2008**

**Decreto 42/2009, de 25 de junio, por el que se fijan los precios públicos por estudios universitarios conducentes a la obtención de títulos de carácter oficial y servicios académicos complementarios en las Universidades Públicas de Castilla y León para el curso académico 2009/2010 (Decree) : 25-06-2009, BOCyL 26-6-2009**

**Decreto 428/2008, de 29 de julio, por el que se establece la ordenación y las enseñanzas correspondientes a la Educación Infantil en Andalucía (Decree) : 29-07-2008, BOJA 19-08-2008**

**Decreto 43/2005, de 26 de abril de 2005, por el que se regula la orientación educativa y profesional en la Comunidad Autónoma de Castilla-La Mancha : DOCM 23-4-2005**

**Decreto 435/2008, de 2 de septiembre, por el que se aprueban los Estatutos de la Agencia Andaluza de Evaluación Educativa : BOJA 12-9-2008**

**Decreto 45/2008, de 27 de junio, por el que se establece el currículo de Bachillerato de la Comunidad Autónoma de La Rioja (Decree) : 27-06-2008, BOLR 03-07-2008**

**Decreto 450/2008, de 9 de septiembre, por el que se regula el Consejo Andaluz de Enseñanzas Artísticas Superiores : BOJA 22-9-2008**

**Decreto 451/1994, de 15 de noviembre, por el que se crea el Consejo Andaluz de Formación Profesional : BOJA 05/01/95, <http://>**

**Decreto 49/2009, de 3 de julio, por el que se regula la organización del primer ciclo de Educación Infantil, se fijan sus contenidos educativos y se establecen los requisitos de los centros que imparten dicho ciclo en la Comunidad Autónoma de La Rioja (Decree) : 3-7-09, BOLR 10-07-2009**

**Decreto 52/2007, de 17 de mayo, por el que se establece el currículo de la Educación Secundaria Obligatoria en la Comunidad de Castilla y León (Decree) : 17-05-2007, BOCYL 23-05-07**

**Decreto 56/2007, de 10 de mayo, por el que se establece el currículo de la Educación Primaria en la Comunidad Autónoma de Cantabria (Decree) : 10-05-2007, BOC 24-5-2007**

**Decreto 56/2007, de 24 de mayo, por el que se regula la ordenación y se establece el currículo de la educación primaria en el Principado de Asturias (Decree) : 24-05-2007, BOPA 16-6-2007**

**Decreto 57/2007, de 10 de mayo, por el que se establece el currículo de la Educación Secundaria Obligatoria en la Comunidad Autónoma de Cantabria (Decree) : 10-05-2007, BOC 25-05-07**

**Decreto 62/2001, de 3 de abril, por el que se crea la Agencia Vasca para la Evaluación de la Competencia y la Calidad de la Formación Profesional (Decree) : 03-04-01, 62, BOPV 79/2001 de 26-4-2001**

**Decreto 66/2009, de 16 de julio, del Consejo de Gobierno, por el que se fijan los precios públicos por estudios universitarios conducentes a títulos oficiales y servicios de naturaleza académica en las Universidades Públicas de Madrid para el curso académico 2009-2010 (Decree) : 16-07-2009, BOCM 17-7-2009**

**Decreto 67/07, de 29 de mayo 2007, Consejo de Gobierno por el que se establece y ordena el currículo del segundo ciclo de la educación infantil en la Comunidad Autónoma de Castilla-La Mancha (Decreto) : 29-05-2007, DOCM 01-06-07**

**Decreto 67/2001 de 4 de mayo, por el cual se establece el currículum de la Educación Primaria en las Islas Baleares (Decree) : 04-05-01, 67, BOIB 12-5-2001**

**Decreto 67/2008, de 19 de junio, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo del Bachillerato (Decree) : 19-06-2008, BOCM 27-06-2008 y corrección de errores 06-08-2008**

**Decreto 68/2007, de 29 de mayo, por el que se establece y ordena el currículo de la educación primaria en la Comunidad Autónoma de Castilla-La Mancha (Decree) : 29-05-2007, DOCM 1-06-2007**



**Decreto 69/07, de 29 de mayo de 2007, Consejo de Gobierno por el que se establece y ordena el currículo de la Educación Secundaria Obligatoria en la Comunidad Autónoma de Castilla-La Mancha** (Decree) : 29-05-2007, DOCM 01-06-07

**Decreto 71/2008, de 27 de junio, por el cual se establece el currículo de la educación infantil en las Islas Baleares** (Decree) : 27-06-2008, BOIB 02-07-2008

**Decreto 72/2008, de 27 de junio, por el que se establece el currículo de la educación primaria en las Islas Baleares** (Decree) : 27-06-2008, BOIB 2-6-2008

**Decreto 73/2008, de 27 de junio, por el cual se establece el currículo de la educación secundaria obligatoria en las Islas Baleares** (Decree) : 27-07-2008, BOIB 02-07-2008, [http://](#)

**Decreto 74/2007, de 14 de junio, por el que se regula la ordenación y se establece el currículo de la Educación Secundaria Obligatoria en el Principado de Asturias** (Decree) : 14-06-07, 69, BOPA 12-7-2007

**Decreto 74/2008, de 31 de julio, por el que se establece el currículo del Bachillerato en la Comunidad Autónoma de Cantabria** (Decree) : 31-07-2008, BOC 12-08-2008

**Decreto 75/2001, de 29 de mayo, por el que se crea y regula el Consejo de Formación Profesional de Extremadura** : DOE 5-6-2001

**Decreto 75/2008, de 6 de agosto, por el que se establece la ordenación y el currículo del Bachillerato** (Decree) : 06-08-2008, BOPA 22-08-2008, [http://](#)

**Decreto 75/2009, de 9 de junio, por el que se regula la estructura orgánica y funciones del Instituto Canario de Evaluación y Calidad Educativa** (Decree) : 09-06-2009, 31, BOC 3-7-2009

**Decreto 78/2000, de 19 de octubre, por el que se regula el Consejo de Asturias de la Formación Profesional.** (Decree) : BOPA 22-11-2000). Modificado parcialmente por el Decreto 38/2001, de 5 de abril (BOPA 6-4-2001)

**Decreto 79/2008, de 14 de agosto por el que se establece el currículo del segundo ciclo de Educación Infantil en la Comunidad Autónoma de Cantabria** (Decree) : 14-08-08, 807, BOC 25-8-2008

**Decreto 82 /2008, de 25 de julio, por el cual se establece la estructura y el currículo del Bachillerato en las Islas Baleares** (Decree) : 25-07-2008, BOIB 01-08-2008

**Decreto 82/1996, de 5 de marzo, por el que se establece la ordenación de las enseñanzas del Bachillerato** (Decree) : 05-03-96, 82, DOGC 13-3-1996

**Decreto 82/2000, de 27 de abril, de creación del Consejo de Formación Profesional de Castilla y León** : BOCyL 3-5-2000

**Decreto 82/2007, de 24 de abril, por el que se establece el currículo de educación primaria para la comunidad autónoma de Extremadura** (Decree) : 24-04-2007, DOE 3-5-2007

**Decreto 83/2007, de 24 de abril, por el que se establece el Currículo de Educación Secundaria Obligatoria para la Comunidad Autónoma de Extremadura** (Decree) : 24-04-2007, DOE 05-05-07

**Decreto 85/2008, de 17 de junio de 2008, por el que se establece y ordena el currículo del Bachillerato en la Comunidad Autónoma de Castilla-La Mancha** (Decree) : 17-06-2008, BOCM 20-06-2008

**Decreto 85/2008, de 3 de septiembre, por el que se establece el currículo del segundo ciclo de Educación Infantil** (Decree) : 03-09-2008, BOPA 11-09-2008

**Decreto 88/2004, de 11 de mayo, por el que se establece la estructura orgánica y la distribución de competencias de la Consejería de Educación y Ciencia (Decree) : 11-5-04, 88, DOCM 14-5-2004**

**Decreto 88/2009, de 07/07/2009, por el que se determinan los contenidos educativos del primer ciclo de la Educación Infantil y se establecen los requisitos básicos que deben cumplir los centros que lo imparten en la Comunidad Autónoma de Castilla-La Mancha (Decree) : 07-07-09, DOCM 10-07-2009**

**Decreto 92/2006, de 9 de mayo, por el que se aprueba el II Plan Integral para la Inmigración en Andalucía 2006-2009 : BOJA 2-6-2006, [http://](#)**

**Decreto 93/2003, de 1 de abril, por el que se aprueban los Estatutos de la Agencia para la Calidad del Sistema Universitario de Cataluña : DOGC 10-4-2003, [http://](#)**

**Decreto 99/2004, de 21 de mayo, por el que se regula la organización y funcionamiento de la Inspección Educativa y el acceso al cuerpo de Inspectores de Educación en la Comunidad Autónoma de Galicia (Decree) : 21-5-04, 99, DOG 25-5-2004**

**Decreto Foral 153/1999, de 10 de mayo, por el que se regula la orientación educativa en los centros públicos de la Comunidad Foral de Navarra : BON 31-5-1999, [http://](#)**

**Decreto Foral 169/1997, de 23 de junio, por el que se establece la estructura y el currículo del Bachillerato en la Comunidad Foral de Navarra (Decree Foral) : 23-06-97, 169, BON 17-10-1997**

**Decreto Foral 23/2007, de 19 de marzo, por el que se establece el currículo de las enseñanzas del segundo ciclo de la Educación Infantil en la Comunidad Foral de Navarra (Foral Decree) : 19-03-2007, BON 25-04-07**

**Decreto Foral 24/2007, de 19 de marzo, por el que se establece el currículo de las enseñanzas de educación primaria en la comunidad foral de Navarra (Foral Decree) : 19-03-2007, BON 23-5-2007**

**Decreto Foral 247/2000, de 3 de julio, por el que se crea el Consejo Navarro de la Formación Profesional : BON 23-8-2000**

**Decreto Foral 25/2007, de 19 de marzo, por el que se establece el currículo de las enseñanzas de la Educación Secundaria Obligatoria en la Comunidad Foral de Navarra (Foral Decree) : 25-5-2007, 135, BON 25-5-2007**

**Decreto Foral 28/2007, de 26 de marzo, por el que se regula el primer ciclo de educación infantil en la Comunidad Foral de Navarra y se establecen los requisitos que deben cumplir los centros que lo imparten, así como los contenidos educativos del mismo (Foral Decree) : 16-03-2007, BON 04-05-07**

**Decreto Foral 365/1999, de 13 de septiembre, por el que se regulan la organización y funcionamiento de la Inspección de Educación del Departamento de Educación y Cultura y se establece el sistema de acceso y provisión de puestos de trabajo en el Cuerpo de Inspectores de Educación (Decreto Foral) : 13-09-1999, 365, BON 1-10-1999**

**Decreto Foral 49/2008, de 12 de mayo, por el que se establecen la estructura y el currículo de las enseñanzas del Bachillerato en la Comunidad Foral de Navarra (Foral Decree) : 12-05-2008, BON 06-06-2008**

**Decreto Foral 56/1994, de 28 de febrero, por el que se regula la admisión del alumnado en los centros de enseñanza no universitaria de la Comunidad Foral de Navarra sostenidos con fondos públicos (Decree Foral) : 28-02-94, 56, BON 16-3-1994**

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**Instrucciones de la Dirección General de Participación y Solidaridad en la Educación para la aplicación de lo establecido en la Orden de 23 de julio de 2003, por la que se regulan determinados aspectos sobre la organización y funcionamiento de los Equipos de Orientación Educativa** : *BOJA 13-8-2003*

**Instrumento de ratificación del acuerdo entre el Estado español y la Santa Sede sobre enseñanza y asuntos culturales, firmado en la ciudad del Vaticano el 3 de enero de 1979** (*Instrument of ratification*) : 03-01-79, *BOE 15-12-1979*

**Ley 1/1986, de 7 de enero, por la que se crea el Consejo General de Formación Profesional** (*Law*) : 07-01-86, 1, *BOE 10-1-1986*

**Ley 1/2001, de 5 de abril, por el que se crea y regula el Consejo de Formación Profesional de Castilla-La Mancha** : *BOE 21-6-2001*

**Ley 10/1990, de 15 de octubre, del Deporte** (*Law*) : 15-12-1990, *BOE 17-10-1990*

**Ley 11/2000, de 13 de diciembre, de modificación de la Ley 9/1998, de 14 de diciembre, de Consejos Escolares de las Islas Baleares** (*Law*) : 14-12-98, *BOIB 18-9-2001*

**Ley 12/1983, de 14 de octubre, del Proceso Autonómico** (*Law*) : 14-10-83, 12, *BOE 15-10-1983*

**Ley 12/1999, de 29 de abril, de creación del Consejo Escolar de la Comunidad de Madrid** : *BOCM 13-5-1999*

**Ley 13/1982, de 7 de abril, de Integración Social de los Minusválidos** (*Law*) : 07-04-82, 13, *BOE 30-4-1982*

**Ley 13/1988, de 28 de octubre, de Consejos Escolares de Euskadi** : *BOPV 23-11-1988*,

**Ley 13/1996, de 30 de diciembre, de Medidas Fiscales, Administrativas y del Orden Social** (*Law*) : 30-12-96, 13, *BOE 31-12-1996*

**Ley 14/1970, de 4 de agosto, General de Educación y Financiamiento de la Reforma Educativa** (*Law*) : 04-08-70, 14, *BOE 6-8-1970* y *CE de 7-8-1970* y de 10-5-1974

**Ley 15/2002, de 27 de diciembre de Creación de la Agencia de Calidad, Creación y Prospectiva de las Universidades de Madrid** (*Law*) : 27-12-2002, 15, *BOCM nº 16, de 20 de enero de 2003*

**Ley 17/1999, de 18 de mayo, de régimen del personal de las Fuerzas Armadas.** (*Law*) : 18-05-99, 17, *BOE 19-5-1999*

**Ley 19/1997, de 9 de junio, por la que se modifica la Ley 1/1986, de 7 de enero, por la que se crea el Consejo General de la Formación Profesional (Law) : 09-06-97, 19, BOE 10-6-1997**

**Ley 2/2001, de 12 de junio, de modificación de la Ley 4/1987, de 7 de abril, de los Consejos Escolares de Canarias : BOC 18-6-2001**

**Ley 2/2003, de 20 de marzo, de Organización Institucional del Sistema Universitario de las Illes Balears (Law) : 20-03-03, 2, BOIB 29-3-2003**

**Ley 23/1988, de 28 de julio, de modificación de la Ley 30/1984, de 2 de agosto, de Medidas para la Reforma de la Fundación Pública (Law) : 28-07-88, 23, BOE 20-7-1988**

**Ley 23/1998 de 7 de julio de cooperación internacional para el desarrollo : BOE 8-7-98**

**Ley 24/1992, de 10 de noviembre, por la que se aprueba el acuerdo de cooperación del Estado con la Federación de Entidades Religiosas Evangélicas de España (Law) : 10-11-92, 24, BOE 12-11-1992**

**Ley 24/2001, de 27 de diciembre, de Medidas Fiscales, Administrativas y del Orden Social (Law) : 27-12-01, 24, BOE 31-12-2001**

**Ley 25/1985, de 10 de diciembre, de los Consejos Escolares de Cataluña : DOGC 10-2-2005**

**Ley 25/1992, de 10 de noviembre, por la que se aprueba el acuerdo de cooperación del Estado con la Federación de Comunidades Israelitas de España (Law) : 10-11-92, 25, BOE 12-11-1992**

**Ley 26/1992, de 10 de noviembre, por la que se aprueba el acuerdo de cooperación del Estado con la Comisión Islámica de España (Law) : 10-11-92, 26, BOE 12-11-1992**

**Ley 27/1994, de 29 de septiembre, de la Jefatura de Estado, de modificación de la edad de jubilación de los funcionarios de los Cuerpos docentes universitarios (Law) : 29-09-94, 27, BOE 30-9-1994**

**Ley 3/ 2007, de 8 de marzo, de participación social en la educación en la Comunidad Autónoma de Castilla-La Mancha : BOCyL 17-5-2007**

**Ley 3/ 99, de 24 de marzo, del Consejo Escolar de Cantabria : BOC 30-12-2008**

**Ley 3/1986, de 18 de diciembre, de los Consejos Escolares de Galicia : DOG 26-12-1986**

**Ley 3/1999, de 17 de marzo, del Consejo Escolar de Castilla y León : BOCyL 5-11-2007**

**Ley 3/2004, de 25 de febrero, del Sistema Universitario Vasco (Law) : 25-02-2004, 3, BOPV 12-03-2004**

**Ley 3/2004, de 25 de junio, de Consejos Escolares de La Rioja : BOLR 1-7-2004**

**Ley 30/1984, de 2 de agosto, de Medidas para la Reforma de la Función Pública (Law) : 02-08-84, 30, BOE 3-8-1984**

**Ley 38/2003, de 17 de noviembre, General de Subvenciones (Law) : 17-11-03, 38, BOE 18-11-2003**

**Ley 4/1984, de 9 de enero, de Consejos Escolares de Andalucía (Law) : 9-1-84, BOJA 10-1-84**

**Ley 4/1987, de 7 de abril, de los Consejos Escolares de Canarias : BOC 20-4-1987**

**Ley 40/2003, de 18 de noviembre, de Protección a las Familias Numerosas : BOE 9-11-2003**

**Ley 40/2007, de 4 de diciembre, de medidas en materia de Seguridad Social (Law) : 4-12-2007, BOE 5-12-2007**

- Ley 5/1985, de 21 de marzo, del Consejo Social de Universidades** (Law) : 21-03-85, 5, BOE 26-3-1985
- Ley 5/2002, de 19 de junio, de creación del Consejo Valenciano de Universidades y de la Comisión Valenciana de Acreditación y Evaluación de la Calidad en el sistema universitario valenciano** (Law) : 19-06-2002, 5, DOGV 26-06-2002
- Ley 51/2003, de 2 de diciembre, de igualdad de oportunidades, no discriminación y accesibilidad universal de las personas con discapacidad** (Law) : 02-08-03, 51, BOE 3-12-2003
- Ley 53/2003, de 10 de diciembre, sobre empleo público de discapacitados** (Law) : 10-12-03, 53, BOE 11-12-2003
- Ley 55/1999, de 29 de diciembre, de Medidas fiscales, administrativas y del orden social** (Law) : 29-12-99, 55, BOE 30-12-1999
- Ley 56/2003, de 16 de diciembre, de Empleo** (Law) : 16-12-2003, BOE 17-12-2003
- Ley 6/1996, de 15 de enero, del voluntariado** (Law) : 15-01-96, 6, BOE 17-1-1996
- Ley 6/1997, de 14 de abril, de organización y funcionamiento de la administración general del estado** (Law) : 14-4-97, 6, BOE 15-4-1997
- Ley 6/1998, de 30 de noviembre, de Consejos Escolares de la Región de Murcia** : BORM 15-12-98
- Ley 6/2004, de 13 de julio, de la Generalitat, de Modificación de la Ley 5/2002, de 19 de junio, de Creación del Consejo Valenciano de Universidades y de la Comisión Valenciana de Acreditación y Evaluación de la Calidad en el Sistema Universitario Valenciano** (Law) : 13-07-2004, 6, BOCV 14-07-2004
- Ley 7/1985, de 2 de abril, Reguladora de las Bases de Régimen Local** (Law) : 02-04-85, 7, BOE 3-4-1985
- Ley 7/1991, de 21 de marzo, por la que se crea el Instituto Cervantes** (Law) : 21-03-91, 7, BOE 22-3-1991
- Ley 7/2007, de 12 de abril, del Estatuto Básico del Empleado Público.** (Law) : 12-04-07, BOE 13-04-2007
- Ley 8/2001, de 14 de junio, por la que se regulan los Consejos Escolares de Extremadura** : BOE 25-7-2001
- Ley 9/1996, de 27 de diciembre, reguladora del Consejo Escolar del Principado de Asturias** : BOPA 31-12-1996
- Ley 9/1998 de Consejos Escolares de las Islas Baleares** : BOCAIB 19-12-1998
- Ley de 29 de julio de 1943 sobre ordenación de la Universidad española.** (Law) : 29-07-43, BOE 31-7-1943
- Ley de Consejos Escolares de Aragón** : BOA 15-2-1996
- Ley de Consejos Escolares de la Comunidad Valenciana** : DOGV 20-1-1989
- Ley de Instrucción Pública.** (Law) : GAZETA 10-9-1857
- Ley Foral 12/1997, de 4 de noviembre, Reguladora del Consejo Escolar de Navarra** : 182, BON 12-11-1997
- Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo** (Organic law) : 03-10-90, 1, BOE 4-10-1990
- Ley Orgánica 1/2004, de 28 de diciembre, de medidas de protección integral contra la violencia de género** (Organic law) : 28-12-04, 1, BOE 29-12-2004

**Ley Orgánica 10/1999, de 21 de abril, de modificación de la Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación** (*Organic law*) : 21-04-99, 10, BOE 22-4-1999

**Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación** (*Organic law*) : 23-12-02, 10, BOE 24-12-2002

**Ley Orgánica 11/1983, de 25 de agosto, de Reforma Universitaria** (*Organic law*) : 25-08-83, 11, BOE 1-9-1983

**Ley Orgánica 2/2006, de 3 de mayo, de Educación.** (*Organic Law*) : 03-5-2006, 2, BOE 4-5-2006

**Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.** (*Organic Law*) : 12-04-07, 4, BOE 13-4-2007

**Ley Orgánica 5/1980, de 19 de junio, por la que se regula el Estatuto de Centros Escolares** : BOE 27-6-1980

**Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional** : BOE 20-6-2002

**Ley Orgánica 6/2001, de 21 de diciembre, de Universidades** (*Organic law*) : 21-12-01, 6, BOE 24-12-2001

**Ley Orgánica 7/1980, de 5 de julio, de libertad religiosa** (*Law*) : 05-06-80, 7, BOE 24-7-1980

**Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación** (*Organic law*) : 03-07-85, 8, BOE 4-7-1985

**Ley Orgánica 9/1992, de 23 de diciembre, sobre transferencia de competencias a las Comunidades Autónomas** (*Organic law*) : 23-12-92, 9, BOE 24-12-1992

**Ley Orgánica 9/1995, de 20 de noviembre, de la Participación, la Evaluación y el Gobierno de los centros docentes** (*Organic law*) : 20-11-95, 9, BOE 21-11-1995

**Orde do 25 de xuño de 2009 pola que se regula a implantación, o desenvolvemento e a avaliación do segundo ciclo da educación infantil na Comunidade Autónoma de Galicia** (*Order*) : 25-5-2009, DOG 10-7-2009

**Orden 1070/2009, de 10 de marzo, de la Consejería de Educación, por la que se convocan para el año 2009 los "Premios Aurelio Blanco" para alumnos de Escuelas de Arte cuya titularidad corresponde a la Comunidad de Madrid** (*Order*) : 10-05-2009, 1070, BOCM 22/04/2009

**Orden 12/2008, de 29 de abril, de la Consejería de Educación, Cultura y Deporte de La Rioja, por la que se dictan instrucciones para la implantación del Segundo Ciclo de la Educación Infantil en el ámbito de la Comunidad Autónoma de La Rioja** (*Order*) : 29-04-2008, BOR 13-05-2008

**Orden 1250/2000, de 25 de abril, de la Consejería de Educación, por la que se establece la sectorización de los equipos de orientación educativa y psicopedagógica** : BOCM 9-5-2000

**Orden 21/2008, de 4 de septiembre, de la Consejería de Educación, Cultura y Deporte, por la que se regula la implantación del Bachillerato en los centros docentes de la Comunidad Autónoma de la Rioja** (*Order*) : 04-09-2008, BOLR 12-09-08

**Orden 49/2002, de 6 de junio, de la Consejería de Educación, Cultura, Juventud y Deportes por la que se dictan instrucciones para la organización de la Educación Secundaria Obligatoria, se fija su horario y se aprueba el currículo de materias** (*Order*) : 06-06-02, 49, Corrección de errores BOR 17-9-2002

**Orden 5267/2008, de 17 de noviembre, de la Conserjería de Educación, por la que se establecen las bases reguladoras de las ayudas económicas para ampliación de estudios de música, danza, arte dramático, diseño y conservación y restauración de bienes culturales en España o en el extranjero y se aprueba la convocatoria para el año 2009** (Order) : 17-11-2008, BOCAM 26-11-2008

**Orden 5428/2009, de 30 de noviembre, por la que se modifican las bases reguladoras establecidas en la Orden 5267/2008, de 17 de noviembre, y se aprueba la convocatoria para el año 2010 de las ayudas económicas para ampliación de estudios de música, danza, arte dramático, diseño y conservación y restauración de bienes culturales en España o en el extranjero** : BOCM 29-12-2009

**Orden 69/2000, de 23 de junio, por la que se regula la impartición de la Lengua Extranjera en el primer ciclo de la Educación Primaria, en el ámbito de la Comunidad Autónoma de La Rioja** (Order) : 23-06-00, 69, BOR 1-7-2000

**Orden 75/1989, de 2 de octubre, por la que se aprueban las normas, los programas, el cuadro médico de exclusiones y los ejercicios físicos por los que han de regirse los procesos selectivos** (Order) : 02-10-89, BOE 5-10-1989

**Orden AEC/1098/2005, de 11 de abril, por la que se establecen las bases reguladoras de la concesión de subvenciones, becas y ayudas de formación, investigación, intercambio, promoción y de viajes y estancia de la Agencia Española de Cooperación Internacional.** (Order) : 11-04-05, AEC/1098, BOE 26-4-2005

**Orden CIN /2038/2008, de 25 de junio, por la que se convocan ayudas para favorecer la movilidad de profesores visitantes y de estudiantes en enseñanzas universitarias oficiales de máster para el curso académico 2008-2009** (Order) : 25-6-08, 36, BOE 11/7/2008

**Orden CIN/2038/2008, de 25 de junio, por la que se convocan ayudas para favorecer la movilidad de profesores visitantes y de estudiantes en enseñanzas universitarias oficiales de máster para el curso académico 2008-2009** (Resolution) : 25-06-06, BOE 11-7-2008

**Orden CIN/2708/2008, de 24 de septiembre, de bases reguladoras de la aportación complementaria a las Universidades e instituciones de Enseñanza Superior para el desarrollo del programa «Erasmus» (Programa de Aprendizaje Permanente) a través de la acción movilidad Orden EDU/2819/2009, de 30 de septiembre, de bases reguladoras de la aportación complementaria a las Universidades e Instituciones de enseñanza superior, para el desarrollo del programa ERASMUS** (Order) : 30-09-2009, BOE 21-10-2009

**Orden CIN/3040/2008, de 20 de octubre, por la que se modifica la Orden de 2 de diciembre de 1994, por la que se establece el procedimiento para la evaluación de la actividad investigadora, en desarrollo del Real Decreto 1086/1989, de 28 de agosto, sobre retribuciones del profesorado universitario** (Order) : 20-10-2008, BOE 28-10-2008

**Orden de 1 de julio de 2002 por la que se adapta lo dispuesto en la Orden de 19 de junio de 1996, por la que se regula la implantación de la Educación Secundaria Obligatoria, al Decreto 233/2002, de 6 de junio** (Order) : 01-07-02, DOG 31-7-2002

**Orden de 1 de julio de 2002, por la que se establece y regula el horario semanal de Bachillerato en la Comunidad Autónoma de Extremadura** (Order) : 01-07-02, DOE 11-7-2002

**Orden de 1 de julio de 2008, del Departamento de Educación, Cultura y Deporte, por la que se aprueba el currículo del Bachillerato y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón** (Order) : 01-07-2008, BOA 17-07-2008

**Orden de 10 de agosto de 2007, por la que se desarrolla el currículo correspondiente a la Educación Secundaria Obligatoria en Andalucía** (Order) : 10-08-2007, BOJA 30-08-07

**Orden de 10 de agosto de 2007, por la que se regula la Educación Secundaria Obligatoria para personas Adultas** (Order) : 10-8-2007, BOJA 31-8-2007,

**Orden de 10 de marzo de 1995, de la Consejería de Educación y Ciencia, por la que se determinan las funciones y se regulan aspectos básicos del funcionamiento de los servicios psicopedagógicos escolares de sector** : DOGV 15-06-1995

**Orden de 10 de noviembre de 2004, por la que se convocan ayudas de formación para la movilidad de los educadores de personas adultas y otros itinerarios educativos** (Order) : 10-11-04, BOJA 2-12-04

**Orden de 10-11-2009, de la Consejería de Educación y Ciencia por la que se aprueban las bases y se convocan subvenciones para cursar Estudios Superiores de Música y Danza en Conservatorios y Escuelas Superiores de titularidad pública de España durante el curso 2009-2010** (Order) : 10-11-2009, DOCM 20-11-2009

**Orden de 11 de abril de 2006, de la Consejería de Cultura, Educación y Deporte, por la que se regula la evaluación diagnóstica en la enseñanza básica de la Comunidad Valenciana** : DPGV 11-5-2006,

**Orden de 11 de enero de 1996, por la que se disponen las normas que han de regir la prueba de acceso al grado medio y al grado superior de las Enseñanzas de Artes Plásticas y Diseño para quienes no cumplan los requisitos académicos establecidos** (Order) : 11-01-96, BOE 17-1-1996

**Orden de 11 de enero de 1999 por la que se autoriza la implantación anticipada en Escuelas de Arte de ciclos formativos de Artes Plásticas y Diseño, establecidos por la Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo** (Order) : 11-01-99, BOE 29-1-1999

**Orden de 11 de noviembre de 1994 por la que se regulan las enseñanzas complementarias de lengua y cultura españolas para alumnos españoles residentes en el exterior.** (Order) : 11-11-94, BOE 17-11-1994

**Orden de 11 de octubre de 1994, por la que se regula la actividad de voluntariado en los centros públicos que impartan Enseñanzas de Régimen General** (Order) : 11-10-94, BOE 25-10-1994

**Orden de 12 de noviembre de 1992, sobre evaluación en Educación Primaria** (Order) : 12-11-92, BOE 21-11-1992

**Orden de 13 de marzo de 2009, de los consejeros de economía, hacienda y empleo y de educación, cultura y deporte, por la que se modifican parcialmente los precios públicos por la prestación de servicios académicos no universitarios y se establece su cuantía para el curso escolar 2009/2010** : BOA 8-4-2009,

**Orden de 14 de noviembre de 1994, por la que se regula el proceso de evaluación y acreditación académica del alumnado que curse la Formación Profesional Específica establecida en la Ley Orgánica 1/1990 de 3 de octubre de Ordenación General** (Order) : 14-11-94, BOE 24-11-1994

**Orden de 14 de noviembre de 2001 por la que se desarrolla el Real Decreto 282/1999, de 22 de febrero, por el que se establece el Programa de Talleres de Empleo, y se establecen las bases reguladoras de la concesión de subvenciones públicas a dicho Programa** (Order) : 14-11-01, BOE 21-11-2001



**Orden de 14 de noviembre de 2001 por la que se regulan el programa de Escuelas Taller y Casas de Oficios y las Unidades de Promoción y Desarrollo y se establecen las bases reguladoras de la concesión de subvenciones públicas a dichos programas :** *BOE 21-11-2001*

**Orden de 15 de junio de 2005, de la Consejería de Educación y Ciencia, por la que se regula el régimen de funcionamiento de las Unidades de Orientación en los centros públicos que imparten Educación Infantil y Primaria de la Comunidad Autónoma de Castilla-La Mancha :** *DOCM 27-6-2006*

**Orden de 16 de febrero de 1996, por la que se establecen los elementos básicos de los informes de evaluación del alumnado que curse los ciclos formativos de Artes Plásticas y Diseño regulados por la Ley Orgánica 1/1990, de 3 de octubre (Order) :** *16-02-96, BOE 23-2-1996*

**Orden de 16 de febrero de 2009, de la Consejería de Educación, Formación y Empleo, por la que se regula la evaluación de diagnóstico y su procedimiento de aplicación en los centros docentes (Order) :** *BORM 5-3-2009*

**Orden de 16 de noviembre de 2000, por la que se actualiza la de 2 de diciembre de 1994, por la que se establece el procedimiento para la evaluación de la actividad investigadora en desarrollo del Real Decreto 1086/1989, de 28 de agosto (Order) :** *16-11-00, BOE 21-11-2000*

**Orden de 16 de noviembre de 2007, por la que se regula la organización de la orientación y la acción tutorial en los centros públicos que imparten las enseñanzas de Educación Infantil y Primaria (Order) :** *BOJA 17-12-2007*

**Orden de 16 de septiembre de 2002, de la Consejería de Educación y Cultura, por la que se desarrolla la estructura y organización de las enseñanzas de la Educación Secundaria Obligatoria en la Comunidad Autónoma de la Región de Murcia (Order) :** *16-09-02, BORM 4-10-2002*

**Orden de 17 de mayo de 2002, por la que se dictan instrucciones par la implantación del Decreto 40/2002, de 28 de marzo, por el que se establece el currículo de la Educación Secundaria Obligatoria en el ámbito de gestión de la Consejería (Order) :** *17-05-02, BOC 23-5-2002*

**Orden de 18 de septiembre de 1990 por la que se establecen las proporciones de profesionales/alumnos en la atención educativa de los alumnos con necesidades especiales (Order) :** *18-09-90, BOE 2-10-1990*

**Orden de 19 de mayo de 2003, por la que se establece el horario lectivo, las materias propias de la modalidad, las materias optativas y los itinerarios educativos correspondientes al Bachillerato (Order) :** *19-05-03, BOJA 11-6-2003*

**Orden de 2 de diciembre de 1994, por la que se establece el procedimiento para la evaluación de la actividad investigadora en desarrollo del Real Decreto 1086/1989, de 28 de agosto, sobre retribuciones del profesorado universitario (Order) :** *2-12-94, BOE 3-12-1994 y CE de 24-1-1995*

**Orden de 20 de diciembre de 2001 por la que se determinan convalidaciones de estudios de Formación Profesional Específica derivada de la Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo (Order) :** *20-12-01, BOE 9-1-2001*

**Orden de 21 de febrero de 1996 sobre la evaluación de los centros docentes sostenidos con fondos públicos (Order) :** *21-03-96, BOE 29-2-1996*

**Orden de 21 de julio de 1994, por la que se regulan los aspectos básicos del proceso de evaluación, acreditación académica y movilidad del alumnado que curse la Formación Profesional Específica establecida en la Ley Orgánica 1/1990, de 3 de octubre (Order) :** *21-07-94, BOE 26-7-1994*

**Orden de 22 de abril de 1997, de la Consejería de Cultura, Educación y Ciencia, por la que se aprueba el Reglamento de Funcionamiento del Consejo Escolar Valenciano** (Order) : BOCyL 3-5-2010

**Orden de 22 de julio de 2003, por la que se regulan los Planes de Autoevaluación y Mejora en los centros docentes públicos de Andalucía, a excepción de los universitarios** (Order) : 22-07-03, BOJA 151 de 7-8-2003

Corrección de errores de **la Orden de 22 de julio de 2003, por la que se regulan los Planes de Autoevaluación y Mejora en los centros docentes públicos de Andalucía, a excepción de los universitarios** (BOJA 10-02-2004).

**Orden de 22 de julio de 2005, por la que se regula la atención educativa al alumnado con altas capacidades intelectuales** (Order) : 22-7-05, BOC 1-8-2005

**Orden de 22 de marzo de 1999, por la que se regulan los programas de formación para la transición a la vida adulta destinados a los alumnos con necesidades educativas especiales escolarizados en centros de educación especial** (Order) : 26-03-1999, BOE 10-04-1999

**Orden de 22 de marzo de 2005, de la Conselleria de Cultura, Educación y Deporte, por la que se regula el procedimiento para la implantación de sistemas de gestión de calidad en los centros educativos no universitarios de la Comunidad Valenciana** (Order) : 22-3-2005, DOGV (15-4-2005)

**Orden de 22 de noviembre de 1979, sobre equivalencia del Bachillerato Internacional con el Curso de Orientación Universitaria** (Order) : 22-11-79, BOE 19-12-1979

**Orden de 23 de febrero de 2001, por la que se establecen las bases para el desarrollo de los procesos de evaluación en los centros docentes de niveles no universitarios, sostenidos con fondos públicos** (Order) : 23-02-01, BOC 9-3-2001

**Orden de 23 de febrero de 2001, por la que se establecen las bases para el desarrollo de los procesos de evaluación en los centros docentes de niveles no universitarios, sostenidos con fondos públicos de la Comunidad Autónoma de Canarias** (Order) : 23-02-2001, BOC 09-03-2001

**Orden de 23 de octubre de 1995 por la que se modifica la de 11 de noviembre de 1994, por la que se regulan las enseñanzas complementarias de lengua y cultura españolas para alumnos españoles residentes en el exterior** (Order) : 23-10-1995, BOE 26-10-1995

**Orden de 23 de septiembre de 1998 por la que se establecen las bases para la suscripción de convenios con las instituciones a que se refiere el artículo 7.1.d) del Real Decreto 1027/1993, de 25 de junio..** (Order) : 23-09-98, BOE 1-10-1998

**Orden de 23 de septiembre de 1999 por la que se desarrolla el Real Decreto 2723/1998, de 18 de diciembre, por el que se regula la autonomía en la gestión económica de los centros docentes públicos no universitarios** : BOE 1-10-1999

**Orden de 24 de febrero de 2005 por la que se establece la sectorización de los Equipos de Orientación Educativa y Psicopedagógica: Generales, Específicos y de Atención Temprana, en la Comunidad Autónoma de Extremadura** (Order) : DOE 15-3-2005

**Orden de 24 de julio de 1995, por la que se regula las titulaciones mínimas que deben poseer los profesores de los centros privados en Educación Secundaria Obligatoria y en Bachillerato** (Order) : 24-07-95, BOE 4-8-1995

**Orden de 24 de junio de 1987 por la que se aprueba el reglamento de funcionamiento del Consejo Escolar del Estado.** (Order) : 24-06-87, BOE 30-6-1987

**Orden de 24 de Junio de 1998 por la que se establece la organización y el funcionamiento de la orientación educativa y profesional en Comunidad Autónoma de Galicia regulada por el Decreto 120/1998** (Order) : DOG 31-7-1998

**Orden de 24 de marzo de 2009 por la que se convoca la selección y renovación de planes de autoevaluación y mejora de la calidad de la educación en centros educativos de Galicia para el curso 2009/10** : DOG 31/03/2009

**Orden de 24 de marzo de 2009 por la que se convoca la selección y renovación de planes de autoevaluación y mejora de la calidad de la educación en centros educativos para el curso 2009/10** (Order) : 24-03-2009, DOG 31-3-2009

**Orden de 24 de mayo de 2007 por la que se regulan determinados aspectos relativos a la ordenación e implantación de las enseñanzas de Educación Secundaria Obligatoria establecidas por la Ley Orgánica 2/2006, de 3 de mayo, de Educación** (Order) : 24-05-2007, DOE 05-06-07,

**Orden de 25 de julio de 2008, por la que se regula la atención a la diversidad del alumnado que cursa la educación básica en los centros docentes públicos de Andalucía** (Order) : BOJA 22-8-2008

**Orden de 25 de octubre de 2001 por la que se establecen los elementos básicos del proceso de evaluación, acreditación académica y movilidad de los alumnos que cursen las enseñanzas superiores de Artes Plásticas y de Diseño establecidas en la Ley** (Order) : 25-10-01, BOE 1-11-2001

**Orden de 26 de abril de 1996, por la que se regula el plan de estudios y la implantación del Curso de Cualificación Pedagógica para la obtención del Título Profesional de Especialización Didáctica** (Order) : 26-04-96, BOE 11-5-1996

**Orden de 26 de agosto de 2002, sobre evaluación de centros docentes sostenidos con fondos públicos de la Comunidad Autónoma de Extremadura ...** (Order) : 26-06-02, DOE 7-9-2002

**Orden de 26 de julio de 1973, sobre creación del Programa de Educación Permanente de Adultos y regulación, con carácter provisional, del desarrollo de estas enseñanzas** (Order) : 26-07-73, BOE 1-8-1973

**Orden de 26 de mayo de 1993, sobre adscripción de centros a Universidades públicas de competencia de la Administración General del Estado y autorización de los centros extranjeros que son competencia de la misma** (Order) : 26-05-93, BOE 1-6-1993 y CE del 29-6-1993

**Orden de 26 de noviembre de 1992, por la que se regula la convocatoria, reconocimiento, certificación y registro de las actividades de formación permanente del profesorado y se establece la equivalencia de las actividades de investigación** (Order) : 26-11-92, BOE 10-12-1992

**Orden de 27 de julio de 2006, por la que se regulan determinados aspectos referidos a la organización y funcionamiento del departamento de orientación en los Institutos de Educación Secundaria** : BOJA 8-9-2006,

**Orden de 27 de marzo de 2001, por la que se regula el funcionamiento y organización del Instituto Vasco de Evaluación e Investigación Educativa no universitaria (IVEI)** (Order) : 27-3-2001, BOPV 5-4-2001

**Orden de 27 de noviembre de 2000 por la que se establecen las normas generales a que deben atenerse las convocatorias específicas de ayudas de las acciones descentralizadas de la segunda fase del Programa Sócrates de la Unión Europea.** (Order) : 27-11-2000, BOE 19-12-2000

**Orden de 27 de octubre de 2009, por la que se regulan las pruebas de evaluación de diagnóstico y el procedimiento de aplicación en los centros docentes de Andalucía** (Order) : 27-11-2009, BOJA 25-11-2009

**Orden de 28 de enero de 2003, del Departamento de Educación y Ciencia por la que se establece el horario y la distribución de materias en Educación Secundaria Obligatoria** (Order) : 28-01-03, BOA 5-2-2003

**Orden de 28 de julio de 2009 por la que se fijan los precios públicos a satisfacer por la prestación de servicios académicos universitarios para el curso 2009/2010** (Order) : 28-07-2009, BORM 5-9-2009

**Orden de 28 de marzo de 2001, de la Consejería de Educación y Cultura, por la que se aprueba el Plan Regional de Formación del Profesorado** (Order) : 28-3-01, BOCyL 10-4-2001. Modificada por Orden de 21 de diciembre de 2001 (BOCyL 17-1-2002)

**Orden de 28 de marzo de 2008, del Departamento de Educación, Cultura y Deporte, por la que se aprueba el currículo de la Educación infantil y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón** (Order) : 28-03-2008, BOA 14-04-2008

**Orden de 28 de octubre de 1991 por la que se aprueba el currículo y se regulan las enseñanzas de Conservación y Restauración de Bienes Culturales** (Order) : 28-10-91, BOE 1-11-1991

**Orden de 29 de abril de 2002, de la Consejería de Educación y Cultura, por la que se regula la impartición de la Educación Secundaria Obligatoria en Castilla y León** (Order) : 29-04-02, BOCL 10-5-2002

**Orden de 29 de febrero de 1996, por la que se modifica la orden de 29 de junio de 1994, por la que se aprueban las instrucciones que regulan la organización y funcionamiento de las escuelas de Educación Infantil y colegios de Educación Primaria** (Order) : 29-02-96, BOE 9-3-1996

**Orden de 29 de febrero de 1996, por la que se regula la organización y funcionamiento de la Inspección de Educación** (Order) : 29-02-96, BOE 2-3-1996

**Orden de 29 de junio de 1994 por la que se aprueban las instrucciones que regulan la organización y funcionamiento de las escuelas de educación infantil y de los colegios de educación primaria.** (Order) : 29-06-94, BOE 6-7-1994

**Orden de 29 de junio de 1994 por la que se aprueban las instrucciones que regulan la organización y funcionamiento de los institutos de Educación Secundaria. Modificada por orden de 29 de febrero de 1996** (Order) : 29-06-94, Modificada por orden de 29 de febrero de 1996 (BOE 9-3-1996)

**Orden de 29 de mayo de 1995, por la que se establecen los elementos básicos de los informes de evaluación del grado elemental de las Enseñanzas de Danza y de los grados elemental y medio de las Enseñanzas de Música** (Order) : 29-05-95, BOE 7-6-1995

**Orden de 30 de enero de 1986 por la que, en cumplimiento de la disposición final primera del Real Decreto 334/1985, de 6 de marzo, de ordenación de la educación especial, se establecen las proporciones de personas/alumnos en esta modalidad educativa** (Order) : 30-01-86, BOE 30-1-1986

**Orden de 30 de julio de 2007, del Departamento de Educación, Cultura y Deporte, por la que se aprueba el currículo de materias optativas correspondientes a la etapa de Educación secundaria obligatoria y se disponen las condiciones para su impartición en los centros docentes de la Comunidad autónoma de Aragón** (Order) : 30-07-2007, BOA 17-08-07

**Orden de 30 de octubre de 1992, por la que se establecen los elementos básicos de los informes de evaluación de las Enseñanzas de Régimen General reguladas por la Ley Orgánica 1/1990, de 3 de**

**octubre, de Ordenación General del Sistema Educativo (Order) : 30-10-92, BOE 11-11-1992 y CE de 28-11-1992**

**Orden de 31 de julio de 1998, por la que se regula la admisión de alumnos en centros sostenidos con fondos públicos para cursar Formación Profesional Específica de grado superior (Order) : 31-07-98, BOE 14-8-1998**

**Orden de 4 de agosto de 1995, por la que se desarrolla el Real Decreto 406/1988, de 29 de abril, modificado por el Real Decreto 807/1993, de 28 de mayo, sobre organización de las pruebas de aptitud para acceso a las Facultades, Escuelas Técnicas (Order) : 04-08-95, BOE 18-8-1995**

**Orden de 4 de julio de 2002 por la que se regula la organización académica del Bachillerato en la Comunidad de Galicia (Order) : 04-07-02, DOG 29-7-2002**

**Orden de 4 de julio de 2002, por la que se establece y regula el horario semanal del segundo ciclo de Educación Secundaria Obligatoria en la Comunidad Autónoma de Extremadura (Order) : 04-07-02, DOE 11-7-2002**

**Orden de 4 de mayo de 1994, por la que se modifica la de 12 de junio de 1992 por la que se regulan las pruebas de aptitud para el acceso a las Facultades, Escuelas Técnicas Superiores y Colegios Universitarios de alumnos (Order) : 04-05-94, BOE 11-5-1994**

**Orden de 5 de agosto de 2008, de la Consejera de Educación y Cultura, por la cual se aprueba el Plan Cuadrienal (2008-2012) de Formación Permanente (Order) : 5-8-08, BOIB 23-8-2008**

**Orden de 5 de agosto de 2008, por la que se desarrolla el Currículo correspondiente a la Educación Infantil en Andalucía (Order) : 05-08-2008, BOJA 26-08-2008**

**Orden de 5 de agosto de 2008, por la que se desarrolla el currículo correspondiente al Bachillerato en Andalucía (Order) : 05-08-2008, BOJA 26-08-2008**

**Orden de 5 de mayo de 1994, por la que se suprime el servicio de apoyo escolar de los Centros de Recursos y se establece la reordenación de los Centros de Profesores y de los Centros de Recursos (Order) : 05-05-94, BOE 10-5-1994**

**Orden de 6 de mayo de 2008, por la que se convoca la realización de Proyectos de Educación Intercultural en centros públicos de Educación Infantil, Primaria y Secundaria Obligatoria para el curso 2008/09 (Order) : 06-05-2008, BOC 06-06-2008**

**Orden de 6 de noviembre de 2006, por la que se regula la organización y el funcionamiento de la Inspección de Educación (Order) : 6-11-2006, BORM 16-11-2006, <http://>**

**Orden de 7 de septiembre de 1994, por la que se establece la sectorización de los Equipos de Orientación Educativa y Psicopedagógica (Order) : 07-09-1994, BOE 20-09-1994**

**Orden de 8 de mayo de 2009 por la que se regula la evaluación de diagnóstico y su procedimiento de aplicación en los centros docentes (Order) : DOE 13-5-2009**

**Orden de 9 de diciembre de 1992 por la que se regulan la estructura y funciones de los Equipos de Orientación Educativa y Psicopedagógica (Order) : 09-12-1992, BOE 18-12-1992**

**Orden de 9 de diciembre de 1992, por la que se regula la estructura y funciones de los Equipos de Orientación Educativa y Psicopedagógica (Order) : 09-12-92, BOE 18-12-1992**

**Orden de 9 de junio de 1998 por la que se establece el Plan Anual de Mejora de los Centros Docentes Públicos dependientes del Ministerio de Educación y Cultura y se dictan instrucciones para su desarrollo y aplicación** (Order) : 09-06-98, BOE 13-6-1998

**Orden de 9 de junio de 2003, por la que se aprueba el II Plan Andaluz de Formación Permanente del Profesorado** (Order) : 9-6-03, BOJA 26-6-2003, modificada por Orden de 28 de noviembre de 2005 (BOJA 15-12-2005)

**Orden de 9 de marzo de 1990, del Ministerio de Relaciones con las Cortes y de la Secretaría del Gobierno, por la que se regula la gestión de tasas académicas** (Order) : 09-03-90, BOE 15-3-1990

**Orden de 9 de mayo de 2007, del Departamento de Educación, Cultura y Deporte, por la que se aprueba el currículo de la Educación secundaria obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón** (Order) : 09-05-2007, BOA 01-06-07

**Orden de 9 de octubre de 1998 por la que se modifica la de 11 de noviembre de 1994 por la que se regulan las enseñanzas complementarias de lengua y cultura españolas para alumnos españoles residentes en el exterior** (Order) : 9-10-98, BOE 15-10-1998

**Orden del 21 de febrero, sobre la evaluación de los centros docentes sostenidos con fondos públicos** (Order) : 21-02-96, BOE 29-2-1996

**Orden del 3 de mayo de 1983 de 1983, por la que se establecen normas generales sobre calendario escolar universitario** (Order) : 03-05-83, BOE 10-5-1983

**Orden do 30 de abril de 2007 pola que se convoca a selección e renovación de plans de autoavaliación e mellora da calidade da educación en centros educativos para o curso 2007/08** (Order) : 30-4-2007, DOG 17-09-07,

**Orden ECD/1414/2003, de 12 de mayo, por la que se establecen las bases reguladoras de la aportación complementaria a las Universidades y Organismos de Enseñanza Superior para el desarrollo del programa comunitario "Erasmus".** (Order) : 12-05-03, 1414, BOE 3-6-2003

**Orden ECD/1668/2002, de 29 de mayo, por la que se convocan becas y ayudas para favorecer la movilidad del profesorado universitario y alumnos de tercer ciclo en los programas de doctorado de las Universidades públicas para el curso académico** (Order) : 29-05-02, 1668, BOE 3-7-2002

**Orden ECD/1696/2002, de 1 de julio, por la que se crean los Premios Nacionales de Formación Profesional y se establecen a tal efecto los requisitos para la concesión de los Premios Extraordinarios de Formación Profesional** (Order) : 1-7-02, ECD/1696, BOE 5-7-2002

**Orden ECD/1923/2003, de 8 de julio, por la que se establecen los elementos básicos de los documentos de evaluación, de las enseñanzas escolares de régimen general reguladas por la Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación** (Order) : 08-07-03, 1923, Corrección de errores BOE 8-8-2003

**Orden ECD/2022/2002, de 29 de julio, por la que se modifica la de 11 de noviembre de 1994, por la que se regulan las enseñanzas complementarias de lengua y cultura españolas para alumnos españoles residentes en el exterior.** (Order) : 29-07-02, ECD/2022, BOE 8-8-2002

**Orden ECD/2234/2002, de 30 de julio de 2002 por la que se establece el currículo de las enseñanzas de Lengua y Cultura españolas para alumnos españoles residentes en el exterior.** (Order) : 30-07-02, ECD/2234, BOE 13-9-2002

**Orden ECD/3299/2003, de 14 de noviembre, por la que se desarrolla la disposición adicional cuarta del Real Decreto 69/2000 de 21 de enero, por el que se regulan los procedimientos de selección para el ingreso en los centros universitarios (Order) : 14-11-03, 3299, BOE 28-11-2003**

**Orden ECD/3305/2002, de 16 de diciembre, por la que se modifican las de 14 de marzo de 1988 y 30 de abril de 1996 para la aplicación de lo dispuesto en el Real decreto 104/1988, de 29 de enero, sobre homologación y convalidación de títulos y estudios extranjeros de educación no universitaria : BOE 28-12-2002,**

**Orden ECD/3310/2002, de 16 de diciembre, por la que se regulan los aspectos curriculares, los requisitos generales y los efectos de la formación en materia deportiva, a los que se refiere la disposición transitoria primera del Real Decreto 1913/1997 (Order) : 16-12-02, 3310, BOE 30-12-2002**

**Orden ECD/3387/2003, de 27 de noviembre, por la que se modifica y amplía la Orden de 29 de junio de 1994, por la que se aprueban las instrucciones que regulan la Organización y Funcionamiento de las Escuelas de Educación infantil (Order) : 27-11-03, ECD/3387, BOE 5-12-2003**

**Orden ECD/3388/2003, de 27 de noviembre, por la que se modifica y amplía la Orden de 29 de junio de 1994, por la que se aprueban las Instrucciones que regulan la Organización y Funcionamiento de los Institutos de Educación Secundaria, modificada por la Orden de 29 de febrero de 1996 : BOE 5-12-2003,**

**Orden ECD/454/2002, de 22 de febrero, por la que se establecen los elementos básicos de los informes de evaluación de las enseñanzas conducentes a la obtención de titulaciones de técnicos deportivos reguladas por el Real Decreto 1913/1997 (Order) : 22-02-02, 454, BOE 55/2002 de 5-3-2002**

**Orden ECI/1132/2008, de 9 de abril, por la que se convoca el Concurso Nacional de Buenas Prácticas de Convivencia, para el año 2008 (Order) : 09-04-2008, BOE 24-4-2008**

**Orden ECI/1168/2007, de 17 de abril, por la que se convocan plazas de profesores de Enseñanza Secundaria en Secciones Bilingües de Español en centros educativos de Bulgaria, Eslovaquia, Hungría, Polonia, República Checa, Rumania, Rusia y China para el curso 2007-2008 (Order) : 17-4-2007, BOE 1-5-2007,**

**Orden ECI/1254/2007, de 17 de abril, por la que se establecen las bases reguladoras del Programa José Castillejo de ayudas para estancias de movilidad en el extranjero de jóvenes doctores pertenecientes al personal docente o investigador de universidades y de centros de investigación (Order) : 17-4-2007, 1254, BOE 8-5-2007,**

**Orden ECI/1305/2005, de 20 de abril, de bases reguladoras de la concesión de subvenciones públicas en régimen de concurrencia competitiva. (Order) : 20-04-05, 1305, BOE 12-5-2005**

**Orden ECI/1655/2004, de 11 de mayo, por la que se modifican las bases reguladoras de la Orden ECD/1414/2003, de 12 de mayo, y se convoca la subvención "Aportación complementaria a las universidades para el desarrollo del Programa Comunitario Erasmus". (Order) : 11-05-2004, 1655, BOE 5-6-2004**

**Orden ECI/1711/2005, de 23 de mayo, por la que se modifica la Orden de 23 de septiembre de 1998, sobre suscripción de convenios de colaboración con las instituciones educativas titulares de centros docentes radicados en el extranjero. (Order) : 23-05-05, 1711, BOE 10-6-2005**

**Orden ECI/1845/2007, de 19 de junio, por la que se establecen los elementos de los documentos básicos de evaluación de la educación básica regulada por la Ley Orgánica 2/2006, de 3 de mayo, de Educación, así como los requisitos formales derivados del proceso de evaluación que son precisos para garantizar la movilidad del alumnado (Order) : 19-6-2007, 1845, BOE 22-6-2007, <http://>**

**Orden ECI/1957/2007, de 6 de junio, por la que se establecen los currículos de las enseñanzas de religión católica correspondientes a la educación infantil, a la educación primaria y a la educación secundaria obligatoria** (Order) : 6-6-2007, 1957, BOE 3-7-2007,

**Orden ECI/2039/2005, de 17 de junio, por la que se convocan becas y ayudas al estudio de carácter general, para el curso académico 2005/2006, para alumnos de niveles postobligatorios no universitarios y para universitarios** (Order) : 17-6-05, ECI/2039, BOE 30-6-2005

**Orden ECI/2129/2007, de 20 de junio, por la que se convocan becas de movilidad, para el curso 2007-2008 para los alumnos universitarios, de enseñanzas artísticas superiores y de otros estudios superiores que cursan estudios fuera de su Comunidad Autónoma** (Order) : 20-6-2007, ECI/2129, BOE 14-7-2007

**Orden ECI/2220/2007, de 12 de julio, por la que se establece el currículo y se regula la ordenación de la Educación Secundaria Obligatoria** (Order) : 12-7-2007, 2220, BOE 21-07-2007,

**Orden ECI/2514/2007, de 13 de agosto, sobre expedición de títulos universitarios oficiales de Máster y Doctor** (Order) : 13-8-2007, 2514, BOE 21-8-2007,

**Orden ECI/2527/2005, de 4 de julio, por la que se actualiza y se amplía el anexo X de Acceso a Estudios Universitarios desde los Ciclos Formativos de Grado Superior, del Real Decreto 777/1998, de 30 de abril** (Order) : 4-7-05, ECI/2527, BOE 5-8-2005

**Orden ECI/2572/2007, de 4 de septiembre, sobre evaluación en Educación Secundaria Obligatoria** (Order) : 4-9-2007, 2572, BOE 6-9-2007 y CE de 12-11-2007,

**Orden ECI/266/2008, de 6 de febrero, por la que se establecen las bases reguladoras de la concesión de subvenciones públicas en el marco de la línea instrumental de actuación en recursos humanos del Plan Nacional de Investigación Científica, Desarrollo e Innovación Tecnológica (I+D+i) 2008-2011** (Order) : 06-02-08, BOE 9-2-2008

**Orden ECI/2908/2007, de 2 de octubre, por la que se regulan las características y la organización del nivel básico de las enseñanzas de régimen especial de inglés adaptadas a la modalidad de educación a distancia y el currículo respectivo** (Order) : 2-10-2007, 2908, BOE 8-10-2007,

**Orden ECI/2928/2004, de 1 de septiembre, por la que se actualiza la Orden de 25 de noviembre de 1999** (Real Decree) : 01-09-2004, BOE 10-9-2004

**Orden ECI/3088/2007, de 18 de octubre, por la que se regula la estructura y el funcionamiento de los Centros de Profesores y de Recursos en el ámbito de gestión del Ministerio de Educación y Ciencia** (Order) : 18-10-2007, 3088, BOE 26-10-2007

**Orden ECI/3218/2007, de 16 de octubre, por la que se convocan becas de formación en evaluación y estadística educativa en el Instituto de Evaluación** (Order) : 16-10-2007, 3218, BOE 6-11-2007,

**Orden ECI/3514/2007, de 2 de noviembre, por la que se convocan para el año 2007, los Premios Nacionales de Investigación e Innovación Educativa** (Order) : 2-11-2007, 3514, BOE 4-12-2007,

**Orden ECI/3831/2005, de 24 de noviembre, por la que se modifica la Orden ECI/1305/2005, de 20 de abril, de bases reguladoras de la concesión de subvenciones públicas en régimen de concurrencia competitiva** (Order) : 24-11-05, BOE 09-12-2005



**Orden ECI/3854/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Infantil** (Order) : 27-12-2007, 3854, BOE 29-12-2007,

**Orden ECI/3857/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria** (Order) : 27-12-2007, 3857, BOE 29-12-2007,

**Orden ECI/3858/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de las profesiones de Profesor de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanzas de Idiomas** (Order) : 27-12-2007, 3858, BOE 29-12-2007,

**Orden ECI/3960/2007, de 19 de diciembre, por la que se establece el currículo y se regula la ordenación de la educación infantil en Ceuta y Melilla** (Order) : 05/01/2008, 1330, BOE 5-1-2008

**Orden ECI/655/2007, de 26 de febrero, por la que se convocan plazas, dentro del programa de intercambio puesto por puesto, de profesores alemanes, británicos, franceses, austriacos y suizos, con profesores españoles de Educación Primaria, Secundaria y Escuelas Oficiales de Idiomas para el curso 2007/2008** (Order) : 26-2-2007, 655, BOE 20-03-2007,

**Orden ECI/667/2007, de 5 de marzo, por la que se convocan plazas para profesores visitantes en Institutos de Enseñanza Secundaria y Centros de Formación Profesional de la República Federal de Alemania, para el curso 2007-2008** (Order) : 5-3-2007, 667, BOE 21-3-2007,

**Orden ECI/939/2008, de 5 de marzo, por la que se convoca la obtención de la Mención de Calidad a programas de doctorado de las universidades españolas para el curso académico 2008-2009** : BOE 5-4-2008,

**Orden ECI/944/2008, de 2 de abril, por la que se establecen las normas que han de regir la Prueba De Acceso a los Ciclos Formativos de Grado Medio y de Grado Superior correspondientes a las enseñanzas de Formación Profesional Inicial del sistema educativo, en el ámbito de gestión del Ministerio de Educación y Ciencia** (Order) : 08-04-2008, BOE 08-04-2008

**Orden EDU 5/2006, de 22 de febrero, por la que se regulan los Planes de Atención a la Diversidad y la Comisión para la Elaboración y Seguimiento del Plan de Atención a la Diversidad en los centros educativos de la Comunidad Autónoma de Cantabria** : BOC 8-3-2006

**Orden EDU/1036/2009, de 24 de abril, por la que se convocan plazas de profesores de Enseñanza Secundaria en Secciones Bilingües de Español en centros educativos de Bulgaria, Eslovaquia, Hungría, Polonia, República Checa, Rumanía, Rusia y China para el curso 2009-2010** (Order) : 20-04-2009, BOE 30-4-2009

**Orden EDU/1037/2009, de 20 de abril, por la que se convocan plazas para profesores visitantes en institutos de enseñanza secundaria y centros de formación profesional de la República Federal de Alemania, para el curso 2009-2010** (Order) : 20-04-2009, BOE 30-4-2009

**Orden EDU/1045/2007, de 12 de junio, por la que se regula la implantación y el desarrollo de la Educación Secundaria Obligatoria en la Comunidad de Castilla y León** (Order) : 12-06-2007, BOCYL 13-06-07

**Orden EDU/11/2005, de 11 de enero, por la que se regulan los planes para el fomento de la lectura y el desarrollo de la comprensión lectora de los centros docentes de Educación Infantil y/o Educación Primaria** (Order) : 11-01-05, EDU/11, BOCYL 19-1-2005

**Orden EDU/1262/2009, de 14 de mayo, sobre delegación de competencias del Ministerio de Educación** (Order) : 14-05-09, EDU/1262, BOE 21-5-2010

**Orden EDU/1373/2008, de 23 de julio, que desarrolla el Decreto 92/2004, de 29 de julio, por el que se regula la Inspección Educativa en Castilla y León** (Order) : 23-07-2008, EDU/1373, BOCYL 146/2008

**Orden EDU/1482/2009, de 4 de junio, por la que se regula la formación de listas de aspirantes a desempeñar puestos en régimen de interinidad en plazas de los cuerpos docentes contemplados en la Ley Orgánica 2/2006, de 3 de mayo, de Educación, en las Ciudades de Ceuta y Melilla** (Order) : 04-06-2009, BOE 9-6-2009

**Orden EDU/1651/2009, de 1 de junio, por la que se modifican las Agrupaciones de Lengua y Cultura Españolas en Suiza** (Order) : 1-6-09, BOE 22-6-2009

**Orden EDU/1773/2009, de 16 de junio, por la que se convocan plazas de estancias profesionales en Alemania, Austria, Francia, Reino Unido y Suiza, para profesores de Educación Primaria, Educación Secundaria y Escuelas Oficiales de Idiomas, para el curso 2009-2010** (Order) : 16-06-2009, BOE 2-7-2009

**Orden EDU/1795/2009, de 23 de junio, por la que se convocan subvenciones para favorecer la movilidad de profesores visitantes y de estudiantes en enseñanzas universitarias oficiales de máster para el curso académico 2009-2010, incluidos los desarrollados conjuntamente por universidades francesas y españolas** (Order) : 23-06-09, BOE 6-7-2009

**Orden EDU/1901/2009, de 9 de julio, por la que se convocan becas de carácter general y de movilidad para el curso académico 2009-2010, para estudiantes de enseñanzas universitarias** (Order) : 9-7-09, DOCM 15-7-2009

**Orden EDU/1925/2004, de 20 de diciembre, por la que se regula el desarrollo de experiencias de calidad en centros escolares sostenidos con fondos públicos y servicios educativos de la Comunidad de Castilla y León, y por la que se aprueba el Programa de Mejora de la Calidad Educativa para el trienio 2004-2007** (Order) : 20-12-2004, 1925, BOCyL 29-12-2004

**Orden EDU/1927/2009, de 26 de junio, por la que se convocan subvenciones para la cooperación interuniversitaria con Brasil** (Resolution) : 26-06-2009, BOE 18-7-2009

**Orden EDU/2235/2009, de 20 de julio, por la que se convocan becas de colaboración de estudiantes en departamentos universitarios para el curso académico 2009-2010** : BOE 13-8-2009

**Orden EDU/2514/2009, de 7 de septiembre, por la que se convoca subvención para el fomento de la movilidad de titulados de universidades españolas mediante un programa de prácticas formativas en empresas de Europa, Estados Unidos, Canadá y Asia (Programa ARGO GLOBAL)** (Order) : 7-9-2009, BOE 22-9-2009

**Orden EDU/2933/2009 de 23 de octubre, por la que se convocan subvenciones para favorecer la movilidad de profesores y de estudiantes en enseñanzas de doctorado para el curso académico 2009-2010** (Order) : 23-10-2009, BOE 2-11-2009

**Orden EDU/3083/2009, de 6 de noviembre, por la que se convocan ayudas para becas y contratos de Formación de Profesorado Universitario del Programa Nacional de Formación de Recursos Humanos de Investigación, en el marco del Plan Nacional de Investigación Científica, Desarrollo e Innovación Tecnológica 2008-2011** (Resolution) : 06-11-2009, BOE 17-11-2009

**Orden EDU/3108/2009**, de 17 de noviembre, por la que se regulan los préstamos ligados a la posesión de una renta futura para realizar estudios de posgrado de Máster Universitario o de Doctorado (Order) : 17-11-2009, BOE 19-11-2009

**Orden EDU/3109/2009**, de 13 de noviembre, por la que se convocan los Premios Nacionales a la Excelencia en el Rendimiento Académico Universitario destinados a quienes hayan concluido los estudios en el curso académico 2007-2008 (Order) : BOE 19/11/2009

**Orden EDU/3283/2007**, de 27 de noviembre, por la que se convoca concurso de méritos para la provisión de puestos de asesores técnicos en el exterior (Order) : 27-11-2009, EDU/3283, BOE 5-12-2009

**Orden EDU/3284/2009**, de 27 de noviembre, por la que se convoca concurso público de méritos para la provisión de puestos de personal docente en el exterior (Order) : 27-11-2009, BOE 5-12-2009

**Orden EDU/343/2010**, de 3 de febrero, por la que se convocan plazas para auxiliares de conversación de lengua española en centros docentes de Australia, Austria, Bélgica, Canadá, Estados Unidos, Francia, Italia, Malta, Nueva Zelanda, Portugal, Reino Unido, República de Irlanda y República Federal de Alemania, para el curso académico 2010-2011 (Order) : 3-2-2010, BOE 20-2-2010

**Orden EDU/473/2010**, de 26 de febrero, por la que se establece el procedimiento de acceso a las enseñanzas universitarias oficiales de grado, para los estudiantes procedentes de sistemas educativos extranjeros con estudios homologables al título de Bachiller español : BOE 3-3-2010

**Orden EDU/47372010**, de 26 de febrero, por la que se establece el procedimiento de acceso a las enseñanzas universitarias oficiales de grado, para los estudiantes procedentes de sistemas educativos extranjeros con estudios homologables al título de Bachiller español (Order) : 26-2-2010, BOE 3-3-2010

**Orden EDU/849/2010**, de 18 de marzo, por la que se regula la ordenación de la educación del alumnado con necesidad de apoyo educativo y se regulan los servicios de orientación educativa en el ámbito de gestión del Ministerio de Educación, en las ciudades de Ceuta y Melilla (Order) : BOE 6-4-2010

**Orden EDU/958/2007**, de 25 de mayo, por la que se aprueba el Modelo de Autoevaluación para Organizaciones Educativas de Castilla y León (Order) : 25-5-2007, 958, BOCYL 01-6-2007,

**Orden ENS/289/2002**, de 31 de julio por la que se desarrolla la organización y funcionamiento de la Inspección de Enseñanza en Cataluña (Order) : 31-07-2002, 289, DOGC 12-8-2002

**Orden ESD/1413/2008**, de 16 de mayo, de delegación de competencias del Ministerio de Educación, Política Social y Deporte (Order) : 16-05-2008, BOE 23-5-2008

**Orden ESD/1539/2008**, de 27 de mayo , por la que se convoca el premio «Marta Mata» a la calidad de los centros educativos para el año 2008 (Order) : 27-5-08, BOE 3-6-2008

**Orden ESD/1742/2008**, de 17 de junio, por la que se regulan las características y se establecen la estructura, el currículo y las pruebas correspondientes al nivel básico y al nivel intermedio de las enseñanzas de Régimen Especial de inglés adaptadas a la modalidad de educación a distancia (Order) : 17-6-08, BOE 19-6-2008

**Orden ESD/3473/2008**, de 1 de diciembre, por la que se establecen normas procedimentales aplicables a los concursos de traslados de ámbito estatal, que deben convocarse durante el curso 2008-2009, para funcionarios de los Cuerpos docentes a que se refiere la Ley Orgánica 2/2006, de 3 de mayo, de Educación (Order) : 01-12-08, ESD/3473/2008, BOE 6-10-2004

**Orden ESD/3542/2008, de 25 de noviembre, por la que se convocan plazas para Profesores visitantes en centros escolares de los Estados Unidos de América y Canadá, para el curso académico 2009-2010** (Order) : 25-11-2008, BOE 6-12-2008,

**Orden ESD/3948/2008, de 22 de diciembre, por la que se convocan plazas para auxiliares de conversación de lengua española en centros docentes de Austria, Bélgica, Canadá, Estados Unidos, Francia, Italia, Nueva Zelanda, Portugal, Reino Unido, República de Irlanda y República Federal de Alemania, para el curso académico 2009-2010** (Order) : 22-12-2009, BOE 14-1-2009,

**Orden ESD/619/2009, de 3 de marzo, por la que se establecen las condiciones y se convoca el premio 'Sello Europeo para las iniciativas innovadoras en la enseñanza y el aprendizaje de las lenguas 2009'** (Order) : 03-03-2009, BOE 14-3-2009

**Orden Foral 385/2002, de 19 de julio, del Consejero de Educación y Cultura, por la que se aprueba un Plan de Evaluación y Calidad para los centros de Educación Infantil y Primaria sostenidos con fondos públicos en la Comunidad Foral de Navarra** (<I>Foral</I> Order) : 19-07-02, 385, BON 18-9-2002

**Orden Foral 386/2002, de 19 de julio, del Consejero de Educación y Cultura, por la que se aprueba un plan de evaluación y calidad para los centros de Educación Secundaria sostenidos con fondos públicos en la Comunidad Foral de Navarra** (<I>Foral</I> Order) : 19-07-02, 386, BON 18-9-2002

**Orden Foral 66/2008, de 14 de mayo, del Consejero de Educación, por la que se implanta el Bachillerato, se desarrolla su estructura, se regula su organización, se fija su horario y se aprueba el currículo de materias optativas correspondientes al mismo en la Comunidad Foral de Navarra** (Foral Order) : 14-05-2008, BON 09-06-2008

**Orden Foral 89/2002, de 27 de marzo, del Consejero de Educación y Cultura, por la que se desarrolla la estructura del Bachillerato, se regula su organización, se fija su horario y se aprueba el currículo de materias optativas correspondientes al mismo** (<I>Foral</I> Order) : 27-03-02, 89, BON 3-5-2002

**Orden Foral 93/2008, de 13 de junio, del consejero de educación por la que se regula la Atención a la Diversidad en los centros educativos de Educación Infantil y Primaria y Educación Secundaria de la Comunidad Foral de Navarra** : BON 30-7-2008

**Proyecto de Ley Orgánica de Educación, aprobada por el pleno del Congreso de los Diputados en sesión celebrada el día 15 de diciembre de 2005** (Bill) : 15-12-05, Boletín Oficial de las Cortes Generales 26-12-2005

**Real Decreto 1025/2002, de 4 de octubre, por el que se modifica el Real Decreto 1640/1999, de 22 de octubre, modificado y completado por el Real Decreto 990/2000, de 2 de junio, por el que se regula la prueba de acceso a estudios universitarios** (Royal Decree) : 04-10-02, 1025, BOE 22-10-2002

**Real Decreto 1027/1993, de 25 de junio, por el que se regula la acción educativa en el exterior** (Royal Decree) : 25-06-93, 1027, BOE 22-3-1993

**Real Decreto 1033/1999, de 18 de junio, por el que se determinan los accesos a las enseñanzas superiores de quienes se hallen en posesión del título de técnico superior de Artes Plásticas y Diseño** (Royal Decree) : 18-06-99, 1033, BOE 29-6-1999

**Real Decreto 104/1988, de 29 de enero, sobre homologación y convalidación de títulos y estudios extranjeros de educación no universitaria** : BOE 17/2/1988,

**Real Decreto 1042/2009, de 29 de junio, por el que se desarrolla la estructura orgánica básica del Ministerio de Ciencia e Innovación** (Royal Decree) : 29-6-09, BOE 30-6-2009

**Real Decreto 1044/2003, de 1 de agosto, por el que se establece el procedimiento para la expedición por las universidades del Suplemento Europeo al Título** (Royal Decree) : 01-08-03, 1044, BOE 11-9-2003

**Real Decreto 1046/2003, de 1 de agosto, por el que se regula el subsistema de Formación Profesional Continua** (Royal Decree) : 1-8-03, 1046, BOE 12-9-2003

Corrección del **Real Decreto 1046/ 2003, de 1 de agosto, por el que se regula el Subsistema de Formación Profesional Continua** (BOE 3-12-2003)

**Real Decreto 1052/2002, de 11 de octubre, por el que se regula el procedimiento para la obtención de la evaluación de la Agencia Nacional de Evaluación de la Calidad y Acreditación, y de su certificación, a los efectos de contratación de personal docente e investigador universitario** (Real Decree) : 11-10-2002, 1052, BOE 12-10-2002

**Real Decreto 1086/1989, de 28 de agosto, sobre retribuciones del profesorado universitario** (Royal Decree) : 28-08-89, 1086, BOE 9-9-1989

**Real Decreto 1086/2009, de 3 de julio, por el que se modifica y desarrolla la estructura orgánica básica del Ministerio de Educación** (Royal Decree) : 03-07-2009, BOE 07-7-2009,

**Real Decreto 1090/2000, de 9 de junio, por el que se establecen los estudios superiores de Vidrio, el título correspondiente, la prueba de acceso y los aspectos básicos del currículo** (Royal Decree) : 09-06-00, 1090, BOE 22-6-2000

**Real Decreto 1112/1999, de 25 de junio, por el que se modifica y completa el Real Decreto 986/1991, de 14 de junio, por el que se aprueba el calendario de aplicación de la nueva ordenación del sistema educativo.** (Royal Decree) : 25-06-99, 1112, BOE 8-7-1999

**Real Decreto 1124/2008, de 4 de julio, por el que se desarrolla la estructura orgánica básica del Ministerio de Asuntos Exteriores y de Cooperación** (Royal Decree) : 4-07-2008, BOE 9-07-2008,

**Real Decreto 1125/2003, de 5 de septiembre, por el que se establece el sistema europeo de créditos y el sistema de calificaciones en las titulaciones universitarias de carácter oficial y validez en todo el territorio nacional** (Resolution) : 05-09-03, 1125, BOE 18-9-2003

**Real Decreto 1128/2003, de 5 de septiembre, por el que se regula el Catálogo Nacional de Cualificaciones Profesionales** (Royal Decree) : 05-09-03, 1128, BOE 17-9-2003

**Real Decreto 1137/2002, de 31 de octubre, por el que se regulan los "diplomas de español como lengua extranjera (DELE)".** (Royal Decree) : 31-10-02, 1137, BOE 8-11-2002

**Real Decreto 1138/2002, de 31 de octubre, por el que se regula la Administración del Ministerio de Educación, Cultura y Deporte en el exterior** (Royal Decree) : 31-10-02, 1138, BOE 1-11-2002

**Real Decreto 1173/1987, de 25 de septiembre, por el que se modifican las disposiciones transitorias primera 1 y 3 del Real Decreto 2360/1984, de 12 de diciembre, sobre Departamentos Universitarios** (Royal Decree) : 25-09-87, 1173, BOE 233/87 de 29-10-1987

**Real Decreto 1179/1992, de 2 de octubre, por el que se establece el currículo del Bachillerato** (Royal Decree) : 02-10-92, 1179, BOE 21-10-1992

**Real Decreto 118/2004, de 23 de enero, por el que se regula el título de Especialización Didáctica** (Royal Decree) : 23-01-04, 118, BOE 4-2-2004

**Real Decreto 1180/1992, de 2 de octubre, por el que se crea el Centro para la Innovación y Desarrollo de la Educación a Distancia** (Royal Decree) : 02-10-92, 1180, BOE 18-12-1992

**Real Decreto 1200/1986, de 13 de junio, por el que se modifica el Real Decreto 898/1985, de 30 de abril, sobre régimen de profesorado universitario** (Royal Decree) : 13-06-86, 1200, BOE 25-6-1986

**Real Decreto 1224/2009, de 17 de julio, de reconocimiento de las competencias profesionales adquiridas por experiencia labora** : BOE 25-8-2009,

**Real Decreto 1258/2005, de 21 de octubre, por el que se modifican el Real Decreto 118/2004, de 23 de enero, por el que se regula el título de Especialización Didáctica, y el Real Decreto 334/2004, de 27 de febrero** (Royal Decree) : 21-10-05, 1258, BOE 8-11-2005

**Real Decreto 1267/1994, de 10 de junio, por el que se modifica el Real Decreto 1497/1987, de 27 de noviembre, por el que se establecen las directrices generales comunes de los planes de estudios de los títulos universitarios de carácter oficial** (Royal Decree) : 10-06-94, 1267, BOE 11-6-1994 y CE de 14-6-1994

**Real Decreto 1272/2003, de 10 de octubre, por el que se regulan las condiciones para la declaración de equivalencia de títulos españoles de enseñanza superior universitaria o no universitaria a los títulos universitarios de carácter oficial y validez** (Royal Decree) : 10-10-03, 1272, BOE 24-10-2003

**Real Decreto 1312/2007, de 5 de octubre, por el que se establece la acreditación nacional para el acceso a los cuerpos docentes universitarios** (Real Decree) : 5-10-2007, 1312, BOE 6-10-2007,

**Real Decreto 1313/2007, de 5 de octubre, por el que se regula el régimen de los concursos de acceso a cuerpos docentes universitarios** (Real Decree) : 5-10-2007, 1313, BOE 8-10-2007,

**Real Decreto 1325/2002, de 13 de diciembre, por el que se modifica y completa el Real Decreto 1086/1989, de 28 de agosto, sobre retribuciones del profesorado universitario** (Royal Decree) : 13-12-02, 1325, BOE 11-1-2003

**Real Decreto 1326/2002, de 13 de diciembre, por el que se modifica el Real Decreto 375/1999, de 5 de marzo, por el que se crea el Instituto Nacional de las Cualificaciones** (Royal Decree) : 13-12-02, 1326, BOE 14-12-2002

**Real Decreto 135/2002, de 1 de febrero, por el que se establecen las condiciones básicas por las que se rigen las pruebas previstas en el artículo 52.3 de la Ley Orgánica 1/1990, de 3 de octubre, ...** (Royal Decree) : 01-02-02, 135, BOE 16-02-2002

**Real Decreto 1363/2007, de 24 de octubre, por el que se establece la ordenación general de las enseñanzas deportivas de régimen especial** (Real Decree) : 24-10-2007, 1363, BOE 8-11-2007,

**Real Decreto 1387/1991, de 18 de septiembre, por el que se aprueban las enseñanzas mínimas del currículo de Conservación y Restauración de Bienes Culturales y regula la prueba de acceso a estos estudios** (Royal Decree) : 18-9-91, BOE 30/9/1991

**Real Decreto 1387/1991, de 18 de septiembre, por el que se aprueban las enseñanzas mínimas del currículo de Conservación y Restauración de Bienes Culturales y se regula la prueba de acceso a estos estudios** (Royal Decree) : 18-09-91, 1387, BOE 30-9-1991

**Real Decreto 1391/2003, de 17 de noviembre, por el que deroga el Real Decreto 408/2001, de 20 de abril, por el que se establece el II Plan de la Calidad de las Universidades.** (Royal Decree) : 17-11-03, 1391, 28-11-03

**Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales** (*Real Decree*) : 29-10-2007, 1393, BOE 30-10-2007,

**Real Decreto 1394/2007, de 29 de octubre, por el que se establece el título de Técnico Superior en Educación Infantil y se fijan sus enseñanzas mínimas** (*Real Decree*) : 29-10-2007, 1394, BOE 24-11-2007,

**Real Decreto 1396/2007, de 29 de octubre, por el que se establece el título de Técnico en Cocina y Gastronomía y se fija sus enseñanzas mínimas** (*Real Decree*) : 29-10-2007, 1396, BOE 23-11-2007,

**Real Decreto 1397/2007, de 29 de octubre, por el que se establece el título de Técnico en Emergencias Sanitarias y se fijan sus enseñanzas mínimas** (*Real Decree*) : 29-10-2007, 1397, BOE 24/11/2007,

**Real Decreto 1398/2007, de 29 de octubre, por el que se establece el título de Técnico en Mecanizado y se fijan sus enseñanzas mínimas** (*Real Decree*) : 29-10-2007, 1398, BOE 24-11-2007,

**Real Decreto 1399/2007, de 29 de octubre, por el que se establece el título de Técnico en Panadería, Repostería y Confitería y se fijan sus enseñanzas mínimas** (*Real Decree*) : 29-10-2007, 1399, BOE 24-11-2007,

**Real Decreto 1416/2005, de 25 de noviembre, por el que se modifica el Real Decreto 1128/2003, de 5 de septiembre, por el que se regula el Catálogo Nacional de las Cualificaciones Profesionales** (*Royal Decree*) : 25-11-05, BOE 3-12-2005

**Real Decreto 1440/1991, de 30 de agosto, por el que se establece el título universitario oficial de Maestro, en sus diversas especialidades, y las directrices generales propias de los planes de estudios conducentes a su obtención** (*Royal Decree*) : 30-08-91, 1440, BOE 11-10-1991

**Real Decreto 1463/1999, de 17 de diciembre, por el que se establecen los aspectos básicos del currículo de las enseñanzas de grado superior de Danza y se regula la prueba de acceso a estos estudios** (*Royal Decree*) : 17-12-1999, BOE 17-10-1990

**Real Decreto 1463/1999, de 17 de septiembre, por el que se establecen los aspectos básicos del currículo de las enseñanzas del grado superior de Danza y se regula la prueba de acceso a estos estudios.** (*Royal Decree*) : 17-09-99, 1463, BOE 29-9-1999

**Real Decreto 1467/2007, de 2 de noviembre, por el que se establece la estructura del bachillerato y se fijan sus enseñanzas mínimas** (*Real Decree*) : 2-11-2007, 1467, BOE 6-11-2007 y CE de 7-11-2007,

**Real Decreto 1485/2009, de 26 de septiembre, por el que se modifica el Real Decreto 365/2007, de 16 de marzo, por el que se regula el Consejo Superior de Enseñanzas Artísticas** : BOE 16-12-2009

**Real Decreto 1496/1999, de 24 de septiembre, por el que se establecen los estudios superiores de Diseño, la prueba de acceso y los aspectos básicos del currículo de dichos estudios** (*Royal Decree*) : 24-09-99, 1496, BOE 6-10-1999

**Real Decreto 1504/2003, de 28 de noviembre, por el que se aprueba el Reglamento del Consejo de Coordinación Universitaria** (*Royal Decree*) : 28-11-03, 1504, BOE 6-12-2003

**Real Decreto 1509/2005, de 16 de diciembre, por el que se modifican el Real Decreto 55/2005, de 21 de enero, por el que se establece la estructura de las enseñanzas universitarias y se regulan los estudios universitarios oficiales de grado y el Real Decreto 56/2005, de 21 de enero, por el que se regulan los estudios universitarios oficiales de posgrado.** (*Royal Decree*) : 16-12-05, 1509, BOE 20-12-2005

**Real Decreto 1513/2006, de 7 de diciembre, por el que se establecen las enseñanzas mínimas de la Educación Primaria.** (*Royal Decree*) : 07-12-06, 1513, BOE 8-12-2006

**Real Decreto 1523/1989, de 1 de diciembre, por el que se aprueban los contenidos mínimos del primer nivel de las Enseñanzas Especializadas de Idiomas Extranjeros** (Royal Decree) : 01-12-89, 1523, BOE 18-12-1989

**Real Decreto 1526/1999, de 1 de octubre, por el que se aprueba el Reglamento del Instituto Cervantes.** (Royal Decree) : 01-10-99, 1526, BOE 12-10-1999

**Real Decreto 1532/1986, de 11 de julio, por el que se regulan las Asociaciones de Alumnos** (Royal Decree) : 11-07-86, 1532, BOE 29-7-1986

**Real Decreto 1533/1986, de 11 de julio de 1986, por el que se regulan las Asociaciones de Padres de Alumnos** (Royal Decree) : 11-07-86, 1533, BOE 29-7-1986

**Real Decreto 1537/2003, de 5 de diciembre, por el que se establecen los requisitos mínimos de los centros que impartan enseñanzas escolares de régimen general** (Royal Decree) : 15-12-03, 1537, BOE 10-12-2003

**Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.** (Royal Decree) : 15-12-2006, 1538, BOE 3-1-2007

**Real Decreto 1558/2005, de 23 de diciembre, por el que se regulan los requisitos básicos de los centros integrados de formación profesional** (Real Decree) : 23-12-2008, BOE 30-12-2005

**Real Decreto 1573/1996, de 28 de junio, por el que se modifica el Real Decreto 2193/1995, de 28 de diciembre, por el que se establecen las normas básicas para el acceso y la provisión de puestos de trabajo en el Cuerpo de Inspectores de Educación** (Royal Decree) : 28-06-96, 1573, BOE 29-6-1996

**Real Decreto 1577/2006, de 22 de diciembre, por el que se fijan los aspectos básicos del currículo de las enseñanzas profesionales de música reguladas por la Ley Orgánica 2/2006, de 3 de mayo, de Educación.** (Royal Decree) : 22-12-06, 1577, BOE 20-1-2007

**Real Decreto 1614/2009, de 26 de octubre, por el que se establece la ordenación de las enseñanzas artísticas superiores reguladas por la Ley Orgánica 2/2006, de 3 de mayo, de Educación** (Royal Decree) : 26-10-09, BOE 27-11-2009

**Real Decreto 1629/2006, de 29 de diciembre, por el que se fijan los aspectos básicos del currículo de las enseñanzas de idiomas de régimen especial reguladas por la Ley Orgánica 2/2006, de 3 de mayo, de Educación.** (Royal Decree) : 29-12-06, 1629, BOE 4-1-2007

**Real Decreto 1630/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas del segundo ciclo de Educación Infantil.** (Royal Decree) : 29-12-06, 1630, BOE 4-1-2007

**Real Decreto 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria.** (Royal Decree) : 29-12-06, 1631, BOE 5-1-2007

**Real Decreto 1640/1999, de 22 de octubre, por el que se regula la prueba de acceso a estudios universitarios** (Royal Decree) : 22-10-99, 1640, BOE 27-10-1999

**Real Decreto 1677/2009, de 13 de noviembre, por el que se aprueba el Reglamento del Consejo de Universidades** (Royal Decree) : 13-11-09, BOE 4-12-2009

**Real Decreto 1684/1997, de 7 de noviembre, por el que se aprueba el reglamento de funcionamiento del Consejo General de Formación Profesional** (Royal Decree) : 07-11-97, 1684, BOE 18-11-1997



**Real Decreto 1689/2007, de 14 de diciembre, por el que se establece el título de Técnico en Farmacia y Parafarmacia y se fijan sus enseñanzas mínimas** (*Real Decree*): 14-12-2007, 1689, BOE 17-1-2008,

**Real Decreto 1690/2007, de 14 de diciembre, por el que se establece el título de Técnico en Servicios de Restauración y se fijan sus enseñanzas mínimas** (*Real Decree*): 14-12-2007, 1690, BOE 18-1-2008,

**Real Decreto 1691/2007, de 14 de diciembre, por el que se establece el título de Técnico en Sistemas Microinformáticos y Redes y se fijan sus enseñanzas mínimas** (*Real Decree*): 14-12-2007, 1691, BOE 17-1-2008,

**Real Decreto 1692/1995, de 20 de octubre, por el que se regula el título profesional de especialización didáctica** (*Real Decree*): 20-10-1995, 1692, BOE 9-11-1995,

**Real Decreto 1692/1995, de 20 de octubre, por el que se regula el título profesional de especialización didáctica.** (*Real Decree*): 20-10-1995, 1692, BOE 9-11-1995

**Real Decreto 1692/2007, de 14 de diciembre, por el que se establece el título de Técnico en Soldadura y Calderería y se fijan sus enseñanzas mínimas** (*Real Decree*): 14-12-2007, 1692, BOE 17-1-2008,

**Real Decreto 1700/1991, de 29 de noviembre, por el que se establece la estructura del Bachillerato** (*Royal Decree*): 29-11-91, 1700, BOE 2-12-1991

**Real Decreto 173/1998, de 16 de febrero, por el que se modifica y completa el Real Decreto 986/1991, de 14 de junio, por el que se aprueba el calendario de aplicación de la nueva ordenación del sistema educativo** (*Royal Decree*): 16-02-98, 173, BOE 17-2-1998

**Real Decreto 1834/2008, de 8 de noviembre, por el que se definen las condiciones de formación para el ejercicio de la docencia en la educación secundaria obligatoria, el bachillerato, la formación profesional y las enseñanzas de régimen especial y se establecen las especialidades de los cuerpos docentes de enseñanza secundaria** (*Royal Decree*): 08-11-2008, BOE 28-11-2008

**Real Decreto 1843/1994, de 9 de septiembre, por el que se establece los títulos de técnico superior de artes plásticas y diseño pertenecientes a la familia profesional de artes aplicadas de la escultura y se aprueban las correspondientes enseñanzas mínimas** (*Royal Decree*): 09-09-94, 1843, BOE 25-10-1994

**Real Decreto 1865/2004, de 6 de septiembre, por el que se regula el Consejo Nacional de la Discapacidad** (*Royal Decree*): 06-09-04, 1865, BOE 7-7-2004

**Real Decreto 188/2007, de 9 de febrero, por el que se modifica el Real Decreto 774/2002, de 26 de julio, por el que se regula el sistema de habilitación nacional para el acceso a cuerpos de funcionarios docentes universitarios y el régimen de concursos de acceso respectivos, modificado por el Real Decreto 338/2005, de 1 de abril.** (*Royal Decree*): 09-02-07, 188, BOE 10-2-2007

**Real Decreto 1892/2008, de 14 de noviembre, por el que se regulan las condiciones para el acceso a las enseñanzas universitarias oficiales de grado y los procedimientos de admisión a las universidades públicas españolas** (*Royal Decree*): 14-11-08, 1742, BOE 24-11-2008

**Real Decreto 1947/1995, de 1 de diciembre, por el que se establecen el Plan Nacional de Evaluación de la Calidad de las Universidades** (*Royal Decree*): 01-12-95, 1947, BOE 9-12-1995

**Real Decreto 1949/1995, de 1 de diciembre, por el que se modifica el Real Decreto 1086/1989, de 28 de agosto, sobre retribuciones del profesorado universitario** (*Royal Decree*): 01-12-95, 1949, BOE 18-1-1996

**Real Decreto 1950/1985, de 11 de septiembre, por el que se crean, en materia de enseñanza, los Servicios de Alta Inspección del Estado** (*Royal Decree*): 11-09-85, 1950, BOE 25-10-1985

**Real Decreto 1964/2008, de 28 de noviembre, por el que se modifica el Real Decreto 2112/1998, de 2 de octubre, por el que se regulan los concursos de traslados de ámbito nacional para la provisión de plazas correspondientes a los cuerpos docentes** (Royal Decree) : 28-11-2008, BOE 29-11-2008

**Real Decreto 2018/2004, de 11 de octubre, por el que se modifica el Reglamento del Instituto Cervantes, aprobado por el Real Decreto 1526/1999, de 1 de octubre, adaptando la composición de sus órganos rectores a la reestructuración de los departamentos ministeriales.** (Royal Decree) : 11-10-04, 2018, BOE 13-10-2004

**Real Decreto 2112/1998, de 2 de octubre, por el que se regulan los concursos de traslados de ámbito nacional para la provisión de plazas correspondientes a los Cuerpos docentes** (Royal Decree) : 02-10-98, 2112, BOE 6-10-1998

**Real Decreto 2193/1995, de 28 de diciembre, por la que se establecen las normas básicas para el acceso y la provisión de puestos de trabajo en el Cuerpo de Inspectores de Educación y la integración en el mismo de los actuales inspectores** (Royal Decree) : 20-12-95, 2193, BOE 30-12-1995

**Real Decreto 2271/2004, de 3 de diciembre, por el que se regula el acceso al empleo público y la provisión de puestos de trabajo de las personas con discapacidad** (Royal Decree) : 03-12-04, 2271, BOE 17-12-2004

**Real Decreto 229/2008, de 15 de febrero, por el que se regulan los centros de referencia nacional en el ámbito de la formación profesional** (Real Decree) : 15-2-2008, BOE 25-02-2008

**Real Decreto 2298/1983, de 28 de julio, por el que se regula el sistema Real Decreto 1721/2007, de 21 de diciembre, por el que se establece el regimen de las becas y ayudas al estudio personalizadas.** (Royal Decree) : 21-12-2007, 1721/2007, BOE (17-01-2007)

**Real Decreto 234/2005, de 4 de marzo, por el que se establecen los títulos de Técnico Deportivo y Técnico Deportivo Superior en Baloncesto, se aprueban las correspondientes enseñanzas comunes y se regulan las pruebas** (Royal Decree) : 4-3-05, 234, BOE 26-3-2005

**Real Decreto 234/2005, de 4 de marzo, por el que se establecen los títulos de Técnico Deportivo y Técnico Deportivo Superior en Baloncesto, se aprueban las correspondientes enseñanzas comunes y se regulan las pruebas y los requisitos de acceso a estas enseñanzas** (Royal Decree) : 4-3-2005, BOE 26-03-2005

**Real Decreto 2347/1996, de 8 de noviembre, por el que se modifica el Real Decreto 1497/1987, de 27 de noviembre, por el que se establecen las directrices generales comunes de los planes de estudio de los títulos universitarios de carácter oficial** (Royal Decree) : 08-11-96, 2347, BOE 23-11-1996

**Real Decreto 2360/1984, de 12 de diciembre, sobre Departamentos Universitarios** (Royal Decree) : 12-12-84, 2360, BOE 14-1-1985

**Real Decreto 2398/1998, de 6 de noviembre, por el que se establecen los estudios superiores de Cerámica, pertenecientes a las enseñanzas de Artes Plásticas, el título correspondiente, la prueba de acceso y los aspectos básicos de currículo** (Royal Decree) : 06-11-98, 2398, BOE 2-12-1998

**Real Decreto 240/2007, de 16 de febrero, sobre entrada, libre circulación y residencia en España de ciudadanos de los Estados miembros de la Unión Europea y de otros Estados parte en el Acuerdo sobre el Espacio Económico Europeo** : BOE 28-2-2007,

**Real Decreto 242/2009, de 27 de febrero, por el que se establecen convalidaciones entre las enseñanzas profesionales de música y danza y la Educación Secundaria Obligatoria y el Bachillerato,**

así como los efectos que sobre la materia de educación física deben tener la condición de deportista de alto nivel o alto rendimiento y las enseñanzas profesionales de Danza : *BOE 28-2-2009*

**Real decreto 2483/1994, de 23 de diciembre, por el que se aprueba el currículo y las condiciones de acceso a los ciclos formativos de grado superior de artes plásticas y diseño de la familia profesional de las artes aplicadas de la escultura.** (*Royal Decree*) : 23-12-94, 2483, *BOE 7-2-1995*

**Real Decreto 254/2004, de 13 de febrero por el que se establecen los títulos de Técnico Deportivo y Técnico Deportivo Superior de Atletismo, se aprueban las correspondientes enseñanzas comunes y se regulan las pruebas de acceso a estas enseñanzas** (*Royal Decree*) : 13-2-2004, *BOE 11-03-2004*

**Real Decreto 254/2004, de 13 de febrero, por el que se establecen los títulos de Técnico Deportivo y Técnico Deportivo Superior en Atletismo, se aprueban las correspondientes enseñanzas comunes y se regulan las pruebas de acceso a estas enseñanzas** (*Royal Decree*) : 13-02-04, 254, *BOE 11-3-2004*

**Real Decreto 264/2008, de 22 de febrero, por el que se modifica el Real Decreto 1137/2002, de 31 de octubre, por el que se regulan los "diplomas de español como lengua extranjera (DELE)"** (*Royal Decree*) : 22-02-2008, *BOE 12-03-2008*

**Real Decreto 2723/1998, de 18 de diciembre, por el que se desarrolla la autonomía en la gestión económica de los centros docentes públicos** (*Royal Decree*) : 24-06-88, 2723, *BOE 31-12-1998*

**Real Decreto 275/2007, de 23 de febrero, por el que se crea el Observatorio Estatal de la Convivencia Escolar** (*Royal Decree*) : 23-2-2007, 275, *BOE 15-3-2007*,

**Real Decreto 276/2007, de 23 de febrero, por el que se aprueba el Reglamento de ingreso, accesos y adquisición de nuevas especialidades en los cuerpos docentes a que se refiere la Ley Orgánica 2/2006, de 3 de mayo, de Educación, y se regula el régimen transitorio de ingreso a que se refiere la disposición transitoria decimoséptima de la citada ley.** (*Royal Decree*) : 23-02-07, 276, *BOE 2-3-2007*

**Real Decreto 282/1999, de 22 de febrero, por el que se establece el programa de talleres de empleo** (*Royal Decree*) : 22-2-99, *BOE 23-2-1999*

**Real Decreto 295/2004, de 20 de febrero, por el que se establecen determinadas cualificaciones profesionales que se incluyen en el Catálogo nacional de cualificaciones profesionales...** (*Royal Decree*) : 20-02-04, 295, *BOE 9-3-2004*

**Real Decreto 299/1996, de 28 de febrero, de ordenación de las acciones dirigidas a la compensación de desigualdades en educación** (*Royal Decree*) : 28-02-96, 299, *BOE 12-3-1996*

**Real Decreto 318/2000, de 3 de marzo, por el que se establecen los títulos de Técnico Deportivo y Técnico Deportivo Superior en las especialidades de Deportes de Montaña y Escalada, se aprueban las correspondientes enseñanzas mínimas y se regulan** (*Royal Decree*) : 03-03-00, 318, *BOE 25-3-2000*

**Real Decreto 319/2000, de 3 de marzo, por el que se establecen los títulos de Técnico Deportivo y Técnico Deportivo Superior en las especialidades de los Deportes de invierno, se aprueban las correspondientes enseñanzas mínimas y se regulan** (*Royal Decree*) : 03-03-00, 319, *BOE 28-3-2000*

**Real Decreto 320/2000, de 3 de marzo, por el que se establecen los títulos de Técnico Deportivo y Técnico Deportivo Superior en las especialidades de Fútbol y Fútbol Sala, se aprueban las correspondientes enseñanzas mínimas y se regulan las pruebas** (*Royal Decree*) : 03-03-00, 320, *BOE 29-3-2000*

**Real Decreto 321/1994, de 25 de febrero, sobre autorización a centros docentes privados para impartir Enseñanzas Artísticas** (Royal Decree) : 25-02-94, 321, BOE 6-4-1994

**Real Decreto 334/1985, de 6 de marzo, de ordenación de la Educación Especial** (Royal Decree) : 06-03-85, 334, BOE 16-3-1985

**Real Decreto 338/2005, de 1 de abril, por el que se modifica el Real Decreto 774/2002, de 26 de julio, por el que se regula el sistema de habilitación nacional para el acceso a Cuerpos de Funcionarios Docentes Universitarios** (Royal Decree) : 1-4-05, 338, BOE 11-4-2005

**Real Decreto 34/2008, de 18 de enero, por el que se regulan los certificados de profesionalidad** (Royal Decree) : 18-01-08, BOE 31-1-2008

**Real Decreto 3473/2000, de 29 de diciembre, por el que se modifica el Real decreto 1007/1991, de 14 de junio, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria** (Royal Decree) : 29-12-00, 3473, BOE 16-1-2001

**Real Decreto 3474/2000, de 29 de diciembre, por el que se modifican el Real Decreto 1700/1991, de 29 de noviembre, por el que se establece la estructura del Bachillerato, y el Real Decreto 1178/1992, de 2 de octubre, por el que se establecen** (Royal Decree) : 29-12-00, 3474, BOE 16-1-2001

**Real Decreto 361/2004, de 5 de marzo, por el que se establecen los títulos de Técnico Deportivo y Técnico Deportivo Superior en Balonmano, se aprueban las correspondientes enseñanzas comunes y se regulan las pruebas de acceso a estas enseñanzas** (Royal Decree) : 5-3-2004, BOE 23-03-2004

**Real Decreto 361/2004, de 5 de marzo, por el que se establecen los títulos de Técnico Deportivo y Técnico Deportivo Superior en Balonmano, se aprueban las correspondientes enseñanzas comunes.** (Royal Decree) : 05-03-04, 361, BOE 23-3-2004

**Real Decreto 365/2007, de 16 de marzo, por el que se regula el Consejo Superior de Enseñanzas Artísticas** (Royal Decree) : 16-3-2007, 365, BOE 4-4-2007,

**Real Decreto 375/1999, de 5 de marzo, por el que se crea el Instituto Nacional de las Cualificaciones** (Royal Decree) : 05-03-99, 375, BOE 16-3-1999

**Real Decreto 389/1992, de 15 de abril, por el que se establecen los requisitos mínimos de los centros que imparten Enseñanzas Artísticas** (Royal Decree) : 15-04-92, 389, BOE 28-4-1992

**Real Decreto 395/2007, de 23 de marzo, por el que se regula el subsistema de formación profesional para el empleo** (Royal Decree) : 23-3-2007, 395, BOE 11-4-2007,

**Real Decreto 408/2001, de 20 de abril, por el que se establece el II Plan de Calidad de Universidades :** BOE 21-4-2001

**Real Decreto 423/2005, de 18 de abril, por el que se fijan las enseñanzas comunes del nivel básico de las enseñanzas de idiomas de régimen especial, reguladas por la Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación** (Royal Decree) : 18-4-05, 423, BOE 30-4-2005

**Real Decreto 432/2008, de 12 de abril, por el que se reestructuran los departamentos ministeriales** (Royal Decree) : 12-04-08, 553, BOE 14-4-2008

**Real Decreto 438/2008, de 14 de abril, por el que se aprueba la estructura orgánica básica de los departamentos ministeriales** (Royal Decree) : 16-4-2008, 562, BOE 16-4-2008

**Real Decreto 48/2010, de 22 de enero, por el que se modifica el Real Decreto 276/2007, de 23 de febrero, por el que se aprueba el Reglamento de ingreso, accesos y adquisición de nuevas especialidades en los cuerpos docentes a que se refiere la Ley Orgánica 2/2006, de 3 de mayo, de Educación, y se regula el régimen transitorio de ingreso a que se refiere la disposición transitoria decimoséptima de la citada ley : BOE 06/02/2010**

**Real Decreto 485/1995, de 7 de abril, por el que se amplía el Real Decreto 557/1991, de 12 de abril, sobre creación y reconocimiento de universidades y centros universitarios (Royal Decree) : 07-04-95, 485, BOE 28-4-1995**

**Real Decreto 495/2010, de 30 de abril, por el que se aprueba la estructura básica de los departamentos ministeriales (Royal Decree) : 30-04-2010, BOE 6-05-2010**

**Real Decreto 542/2009, de 7 de abril, por el que se reestructuran los Departamentos ministeriales : BOE 7/4/2009,**

**Real Decreto 55/2005, de 21 de enero, por el que se establece la estructura de las enseñanzas universitarias y se regulan los estudios universitarios oficiales de Grado (Royal Decree) : 21-01-05, 55, BOE 25-1-2005**

**Real Decreto 554/1991, de 12 de abril, por el que se modifica y completo el Real Decreto 898/1985, de 30 de abril, sobre régimen del profesorado universitario, modificado y completado por el Real Decreto 1200/1986, de 13 de junio (Royal Decree) : 12-04-91, 554, BOE 19-4-1991**

**Real Decreto 557/1991, de 12 de abril, sobre creación y reconocimiento de Universidades y Centros Universitarios públicos y privados (Royal Decree) : 12-04-91, 557, BOE 20-4-1991**

**Real Decreto 56/2005, de 21 de enero, por el que se regulan los estudios universitarios oficiales de Posgrado (Royal Decree) : 21-01-05, 56, BOE 25-1-2005**

**Real Decreto 562/1990, de 4 de mayo, por el que se aprueba el reglamento general de ingreso en los centros docentes militares de formación y de acceso a la condición militar de empleo (Royal Decree) : 04-05-90, 562, BOE 8-5-1990**

**Real Decreto 564/1987, de 15 de abril, por el que se regula la acción educativa en el exterior (Royal Decree) : 15-04-87, 564, BOE 29-4-87**

**Real Decreto 596/2007 de 4 de mayo, por el que se establece la ordenación general de las enseñanzas profesionales de artes plásticas y diseño (Royal Decree) : 4-5-07, BOE 25-5-2007**

**Real Decreto 614/1997, de 25 de abril, por el que se modifica parcialmente el Real Decreto 1497/1987, de 27 de noviembre, por el que se establecen las directrices generales comunes de los planes de estudios de los títulos universitarios (Royal Decree) : 25-04-97, 614, BOE 16-5-1997**

**Real Decreto 617/1995, de 21 de abril, por el que se establecen los aspectos básicos del currículo de grado superior de las Enseñanzas de Música y se regula la prueba de acceso a estos estudios (Royal Decree) : 21-04-95, 617, BOE 23-8-1995**

**Real Decreto 631/1993, de 3 de mayo, por el que se regula el Plan Nacional de Formación e Inserción Profesional (Royal Decree) : 03-05-93, 631, BOE 4-5-1993**

**Real Decreto 640/2009, de 17 de abril, por el que se desarrolla el Real Decreto 542/2009, de 7 de abril, por el que se reestructuran los departamentos ministeriales y se modifica el Real Decreto 438/2008, de**

**14 de abril, por el que se aprueba la estructura orgánica básica de los departamentos ministeriales :**  
*BOE 21-4-2009,*

**Real Decreto 676/1993, de 7 de mayo, por el que se establecen directrices generales sobre los títulos y las correspondientes enseñanzas mínimas de Formación Profesional (Royal Decree) :** 07-05-93, 676, *BOE 22-5-1993*

**Real Decreto 678/2006, de 2 de junio, por el que se modifica el Real Decreto 1553/2004, de 25 de junio, por el que se desarrolla la estructura orgánica básica del Ministerio de Educación y Ciencia. (Royal Decree) :** 02-06-06, 678, *BOE 3-6-2006*

**Real Decreto 69/2000, de 21 de enero por el que se regulan los procedimientos de selección para el ingreso en los centros universitarios de los estudiantes que reúnan los requisitos legales necesarios para el acceso a la Universidad (Royal Decree) :** 21-01-00, 69, *BOE 22-1-2000*

**Real Decreto 694/2007, de 1 de junio, por el que se regula el Consejo Escolar del Estado :** *BOE 13-6-2007,*

**Real Decreto 70/2000, de 21 de enero, por el que se modifica parcialmente el Real Decreto 898/1985, de 30 de abril, sobre régimen del profesorado universitario, modificado por los Reales Decretos 1200/1986, de 13 de junio, y 554/1991, de 12 de abril (Royal Decree) :** 21-01-00, 70, *BOE 22-1-2000*

**Real Decreto 706/2002, de 19 de julio, por el que se regulan determinadas incorporaciones al grado superior de las enseñanzas de música y las equivalencias, a efectos académicos, de las enseñanzas de música, de canto y de danza (Royal Decree) :** 19-07-02, 706, *BOE 7-8-2002*

**Real Decreto 717/2005, de 20 de junio, por el que se regula la ordenación de las enseñanzas en los centros docentes acogidos al convenio entre el Ministerio de Educación y Ciencia y The British Council (Royal Decree) :** 20-6-05, 717, *BOE 6-7-2005*

**Real Decreto 733/1995, de 5 de mayo, sobre expedición de títulos académicos y profesionales correspondientes a las enseñanzas establecidas por la ley orgánica 1/1990, de 3 de octubre, de ordenación general del sistema educativo (Royal Decree) :** 5-5-95, 733, *BOE 02-6-1995*

**Real Decreto 74/2000, de 21 de enero, por el que se modifica parcialmente el Real Decreto 1086/1989, de 28 de agosto, sobre retribuciones del profesorado universitario (Royal Decree) :** 21-01-00, 74, *BOE*

**Real Decreto 743/2003, de 20 de junio, por el que se regula la prueba de acceso a la universidad de los mayores de 25 años (Royal Decree) :** 20-6-03, 743, *BOE 4-7-2003*

**Real Decreto 745/1992, de 26 de junio, por el que se establecen los aspectos básicos del currículo de las enseñanzas de Arte Dramático y se regula la prueba de acceso a estos estudios (Royal Decree) :** 26-6-1992, *BOE 25-7-1992*

**Real Decreto 754/1992, de 26 de junio, por el que se establecen los aspectos básicos del currículo de las Enseñanzas de Arte Dramático y se regula la prueba de acceso a estos estudios (Royal Decree) :** 26-06-92, 754, *BOE 25-07-1992*

**Real Decreto 755/1992, de 26 de junio, por el que se establecen los aspectos básicos del currículo del grado elemental de las Enseñanzas de Danza (Royal Decree) :** 26-06-92, 755, *BOE 25-7-1992*

**Real Decreto 774/2002, de 26 de julio, por el que se regula el sistema de habilitación nacional para el acceso a Cuerpos de Funcionarios Docentes Universitarios y el régimen de los concursos de acceso respectivos (Royal Decree) :** 26-07-02, 774, *BOE 7-8-2002*

**Real Decreto 779/1998, de 30 de abril, por el que se modifica parcialmente el Real Decreto 1497/1987, de 27 de noviembre, por el que se establecen las directrices generales comunes de los planes de estudio de los títulos universitarios de carácter oficial y validez en todo el territorio nacional** (*Royal Decree*) : 30-04-98, 779, BOE 1-5-1998

**Real Decreto 799/1984, de 28 de marzo, sobre regulación de experiencias en centros de Enseñanzas Artísticas** (*Royal Decree*) : 28-03-84, 799, BOE 27-4-1984

**Real Decreto 806/2006, de 30 de junio, por el que se establece el calendario de aplicación de la nueva ordenación del sistema educativo, establecida por la Ley Orgánica 2/2006, de 3 de mayo de Educación** (*Royal Decree*) : 30-06-06, BOE 14-7-2006. Corrección de errores (BOE 14-9-2006)

**Real Decreto 82/1996, de 26 de enero, por el que se aprueba el reglamento orgánico de las escuelas de Educación Infantil y de los colegios de Educación Primaria** : 26-1-96, BOE 20-2-1996

**Real Decreto 828/2003, de 27 de junio, por el que se establecen los aspectos educativos básicos de la Educación Preescolar** (*Royal Decree*) : 27-06-03, 828, BOE 1-7-2003

**Real Decreto 83/1996, de 26 de enero, por el que se aprueba el reglamento orgánico de los institutos de educación secundaria** : BOE 21-2-1996

**Real Decreto 831/2003, de 27 de junio, por el que se establece la ordenación general y las enseñanzas comunes de la Educación Secundaria Obligatoria** (*Royal Decree*) : 27-06-03, 831, BOE 3-7-2003

**Real Decreto 832/2003, de 27 de junio, por el que se establece la ordenación general y las enseñanzas comunes del Bachillerato** (*Royal Decree*) : 27-06-03, 832, BOE 4-7-2003

**Real Decreto 835/2002, de 2 de agosto, por el que se modifican los Reales Decretos 986/12991, de 14 de junio, por el que se aprueba el calendario de aplicación de la nueva ordenación del sistema educativo, y 1004/1991, de 14 de junio** (*Royal Decree*) : 02-08-02, 835, BOE 3-8-2002

**Real Decreto 85/2007, de 26 de enero, por el que se fijan los aspectos básicos del currículo de las enseñanzas profesionales de danza reguladas por la Ley Orgánica 2/2006, de 3 de mayo, de Educación.** (*Royal Decree*) : 26-01-07, 85, BOE 13-2-2007

**Real Decreto 898/1985 de 30 de abril, sobre régimen del profesorado universitario** (*Royal Decree*) : 30-04-85, 898, BOE 19-6-1985

**Real Decreto 903/2007, de 6 de julio, por el que se aprueba el Estatuto del Organismo Autónomo Programas Educativos Europeos** (*Royal Decree*) : 6-7-2007, 903, BOE 7-7-2007,

**Real Decreto 922/2009, de 29 de mayo, por el que se establecen los umbrales de renta y patrimonio familiar y las cuantías de las becas y ayudas al estudio del Ministerio de Educación para el curso 2009-2010** (*Royal Decree*) : 29-05-2009, BOE 30-05-2009

**Real Decreto 928/1993, de 18 de junio, por el que se regula el Instituto Nacional de Calidad y Evaluación** (*Royal Decree*) : 18-06-93, 928, BOE 6-7-1993

**Real Decreto 942/1986, de 9 de mayo, por el que se establecen normas generales para la realización de experimentaciones educativas en centros docentes** (*Real Decree*) : 09-05-1986, 942, BOE 14-5-1986

**Real Decreto 942/2003, de 18 de julio, por el que se determinan las condiciones que deben reunir las pruebas para la obtención de los títulos de Técnico y Técnico Superior de Formación Profesional Específica.** (*Royal Decree*) : 18-07-03, 942, BOE 31-7-2003

**Real Decreto 943/2003, de 18 de julio, por el que se regulan las condiciones para flexibilizar la duración de los diversos niveles y etapas del sistema educativo para los alumnos superdotados intelectualmente** (Royal Decree) : 18-07-03, 943, BOE 31-7-2003

**Real Decreto 944/2003, de 18 de julio, por el que se establece la estructura de las enseñanzas de idiomas de régimen especial reguladas por la Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación** (Royal Decree) : 18-07-03, 944, BOE 31-7-2003

**Real Decreto 967/1986, de 11 de abril, por el que los institutos nacionales de reeducación de inválidos, de sordos y de pedagogía terapéutica se transforman en centros específicos de educación especial de régimen ordinario** (Royal Decree) : 11-04-86, 967, BOE 20-5-1986

**Real Decreto 971/2007, de 13 de julio, sobre deportistas de alto nivel y alto rendimiento** (Royal Decree) : 13-07-2007, BOE 25-7-2007

**Real Decreto 986/1991, de 14 de junio, por el que se aprueba el calendario de aplicación de la nueva ordenación del sistema educativo** (Royal Decree) : 14-06-91, 986, BOE 25-6-1991

**Real Decreto 989/2008, de 13 de junio, por el que se regula la contratación excepcional de profesores colaboradores** : BOE 1-07-2008

**Real Decreto Legislativo 1/1995, de 24 de marzo, por el que aprueba el texto refundido de la Ley del Estatuto de los Trabajadores** (Royal Decree) : 24-03-95, 1, BOE 20-3-1995

**Real Decreto Ley 9/2005, de 6 junio, por el que se prorroga el plazo previsto en la disposición transitoria quinta de la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades, para la renovación de los contratos de los profesores** (Royal Decree Law) : 6-6-05, 9, BOE 7-6-2005

**Recomendación (2002)12 del Comité de Ministros a los Estados miembros relativa a la educación para la ciudadanía democrática** (Recommendation) : DOCE 16-10-2002

**Reglamento 1677/2009, de 13 de noviembre, por el que se aprueba el Reglamento del Consejo de Universidades** : BOE 4-12-2009

**Resolución 307/2008, de 27 de junio, de la Directora General de Ordenación, Calidad e Innovación, por la que aprueban las instrucciones que van a regular, durante el curso 2008-2009, la organización y el funcionamiento de los centros docentes públicos que imparten las enseñanzas de segundo ciclo de Educación Infantil, Educación Primaria, Educación Secundaria Obligatoria y Bachillerato** (Resolution) : BON 1-8-2008

**Resolución 77/2008, de 4 de marzo, de la Directora Orden de 27 de julio de 2006, por la que se regulan determinados aspectos referidos a la organización y funcionamiento del departamento de orientación en los Institutos de Educación Secundaria** (Resolution) : BOJA 8-9-2006

**Resolución de 1 de abril de 2009, de la Secretaría General Técnica, por la que se publica el ofrecimiento de la Embajada de Francia de becas de investigación de un mes de duración durante el año 2009** (Resolution) : 01-04-2009, BOE 24-4-2009

**Resolución de 1 de junio de 2009, de la Secretaría de Estado de Educación y Formación Profesional, por la que se convocan ayudas para alumnado con necesidad específica de apoyo educativo para el curso académico 2009-2010** (Resolution) : 1-6-2009, BOE 5-06-2009

**Resolución de 10 de abril de 2006, de la Dirección General de Trabajo, por la que se dispone la inscripción en el registro y publicación del VIII Convenio Colectivo Nacional de Centros de Enseñanza**



**Privada de Régimen General o Enseñanza Reglada sin ningún nivel concertado o subvencionado**  
(Resolution) : 10-4-2006, BOE 26-4-2006,

**Resolución de 10 de diciembre de 2009, de la Presidencia de la Agencia Española de Cooperación Internacional para el Desarrollo (AECID), por la que se aprueba la convocatoria de los programas de “Becas MAEC-AECID” del Ministerio de Asuntos Exteriores y de Cooperación (MAEC), para ciudadanos españoles para el curso académico 2010-2011** : BOE 21/12/2009,

**Resolución de 10 de febrero de 2005, de la Dirección General de Formación Profesional e Innovación Educativa, por la que se acuerda la publicación del Plan de Atención al Alumnado Extranjero y de Minorías** : BOCyL 11-3-2005

**Resolución de 10 de marzo de 2010, de la Secretaría de Estado de Educación y Formación Profesional, por la que se regula el procedimiento para la realización de la evaluación de diagnóstico de las competencias básicas en Educación Primaria y en Educación Secundaria Obligatoria en las ciudades de Ceuta y Melilla para el curso 2009-2010** : BOE 23-3-2010

**Resolución de 10 de octubre de 2005, de la Secretaría de Estado de Universidades e Investigación por la que se establecen las bases reguladoras y se convoca el Certificado de Calidad de los Servicios de Biblioteca de las Universidades** (Resolution) : 10-10-05, BOE 28-10-2005

**Resolución de 11 de febrero de 2009, de la Consejería de Educación, por la que se dictan instrucciones sobre la realización de las pruebas previstas en el proceso de evaluación de diagnóstico de las competencias básicas, durante el curso 2009-2010, en los centros educativos de la Comunidad Autónoma del País Vasco** (Resolution) : BOPV 11-2-2010

**Resolución de 11 de julio de 2008, de la Consejería de Educación y Ciencia, por la que se convoca la selección y renovación de proyectos de autoevaluación y mejora y de consolidación de planes de mejora continua en centros docentes sostenidos con fondos públicos del Principado de Asturias**  
(Resolution) : 11-07-08, BOPA 4-8-2008

**Resolución de 11 de junio de 2007, por la que se establecen los requisitos para la solicitud y el procedimiento de autorización de las medidas de atención a la diversidad reguladas en la Orden de 7 de junio de 2007, en los centros escolares que imparten enseñanza básica** (Resolution) : BOC 15-6-2007

**Resolución de 13 de abril de 2010, de la Dirección General de trabajo, por la que se registra y publica el VI Convenio Colectivo Nacional de universidades privadas, centros universitarios privados y centros de formación de postgraduados** (Resolution) : 13-04-2010, BOE 22-4-2010

**Resolución de 13 de noviembre de 2007, de la Secretaría de Estado de Universidades e Investigación, por la que se convocan ayudas dirigidas a facilitar la movilidad de profesores visitantes y de estudiantes en programas de doctorado que han obtenido la Mención de Calidad, para el curso académico 2007/2008** (Resolution) : 13-11-2007, BOE 7-12-2007,

**Resolución de 14 de enero de 1997, de la Dirección General de Trabajo y Migraciones, por la que se dispone la inscripción en el registro y posterior publicación del texto del II Acuerdo Nacional de Formación Continua** (Resolution) : 14-1-97, BOE 1-2-1997

**Resolución de 14 de octubre de 2009, de la Consejería de Administraciones Públicas y Portavoz de Gobierno, por la que se aprueba el Plan Regional de Formación Permanente del Profesorado 2009-2010** (Resolution) : 14-10-09, BOPA 30-10-2009

**Resolución de 15 de marzo de 2007, por la que se establece la estructura de las pruebas externas generales de evaluación de rendimiento para el alumnado, las áreas sobre las que se aplican, el procedimiento de aplicación y la presentación de sus resultados, así como los participantes en las mismas (Resolution) : 16-03-2007, BOC 03-04-07**

**Resolución de 16 de febrero de 2009, de la Viceconsejería de Educación, por la que se regula el proceso de evaluación de diagnóstico en el periodo 2009-2011 en los centros docentes de la Comunidad Autónoma de Castilla-La Mancha (Resolution) : BOCM 23-2-2009**

**Resolución de 16 de mayo de 2007, de la Secretaría de Estado de Universidades e Investigación, por la que se convocan ayudas del Programa José Castillejo, para estancias de movilidad en el extranjero de jóvenes doctores pertenecientes al personal docente o investigador de universidades y de centros de investigación para el curso académico 2007-2008 (Resolution) : 16-5-2007, BOE 30-5-2007,**

**Resolución de 17 de abril de 1996, de la Secretaría de Estado de Educación, por la que se establecen las orientaciones para la distribución de objetivos, contenidos y criterios de evaluación para las enseñanzas iniciales de la educación básica de personas adultas (Resolution) : 17-04-1996, BOE 30-04-1996**

**Resolución de 17 de diciembre de 2007, de la Secretaría de Estado de Universidades e Investigación, por la que se publica el Acuerdo de Consejo de Ministros de 14 de diciembre de 2007, por el que se establecen las condiciones a las que deberán adecuarse los planes de estudios conducentes a la obtención de títulos que habiliten para el ejercicio de la profesión regulada de Maestro en Educación Infantil (Royal Decree) : 17-12-2007, BOE 21-12-2007**

**Resolución de 17 de diciembre de 2007, de la Secretaría de Estado de Universidades e Investigación, por la que se publica el Acuerdo de Consejo de Ministros de 14 de diciembre de 2007, por el que se establecen las condiciones a las que deberán adecuarse los planes de estudios conducentes a la obtención de títulos que habiliten para el ejercicio de la profesión regulada de Maestro en Educación Primaria (Resolution) : 17-12-07, BOE 21-12-2007**

**Resolución de 17 de diciembre de 2007, de la Secretaría de Estado de Universidades e Investigación, por la que se publica el Acuerdo de Consejo de Ministros por el que se establecen las condiciones a las que deberán adecuarse los planes de estudios conducentes a la obtención de títulos que habiliten para el ejercicio de las profesiones reguladas de Profesor de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanzas de Idiomas (Order) : 17-12-07, BOE 21-12-2007**

**Resolución de 17 de diciembre de 2009, del Instituto Aragonés de Administración Pública, por la que se publica el Plan de Formación Continua del personal docente de los niveles no universitarios del Departamento de Educación, Cultura y Deporte para el año 2010 (Resolution) : 17-12-2009, BOA 5-1-2010**

**Resolución de 17 de julio de 2006 del Director General de Centros Docentes para actualizar y facilitar la aplicación de la Resolución de 28 de julio de 2005, por la que se establece la estructura y funciones de la orientación educativa y psicopedagógica en Educación Infantil, Primaria y Especial de la Comunidad de Madrid : (Circular interna de la Comunidad de Madrid de 17-7-2006),**

**Resolución de 17 de mayo de 2007, de la Secretaría General del Consejo de Coordinación Universitaria, por la que se publica la relación de los programas oficiales de posgrado, y de sus correspondientes títulos, cuya implantación ha sido autorizada por las Comunidades Autónomas (Resolution) : 17-5-2007, BOE 14-6-2007 y CE de 7-8-2007,**

**Resolución de 18 de mayo de 2009, de la Dirección General de Educación, Formación Profesional e Innovación Educativa, por la que se dictan instrucciones para el desarrollo de la evaluación de**

**diagnóstico en los centros educativos de la Comunidad Autónoma de Galicia correspondientes al año 2009 : DOG 29-5-2009**

**Resolución de 19 de abril de 2007, de la Viceconsejera de Educación, por la que se dictan instrucciones para las evaluaciones de diagnóstico de cuarto de Educación Primaria y segundo de Educación Secundaria Obligatoria establecidas en la Orden 5420-01/2005, que se realizarán en el curso 2006-2007 (Resolution) : 19-4-2007, BOCM 09-05-2007**

**Resolución de 19 de diciembre de 2006, de la Dirección General de Trabajo, por la que se dispone la inscripción en el registro y publicación del XII Convenio colectivo estatal para los centros de educación universitaria e investigación (Resolution) : 19-12-2006, BOE 9-1-2007,**

**Resolución de 19 de julio de 2007, de la Dirección General de Cooperación Territorial y Alta Inspección, por la que se aprueba el Plan General de Actuación de las Unidades de Programas Educativos para el curso 2007-2008 (Resolution) : 19-06-2007, BOMECE 06-08-2007**

**Resolución de 19 de septiembre de 2003, de la Consejería de Educación y Ciencia, por la que se aprueban las instrucciones de organización y funcionamiento del Servicio de Inspección Educativa (Resolution) : 19-09-2003, BOPA 8-10-2003**

**Resolución de 2 de junio de 2008, de la Secretaría de Estado de Educación y Formación, por la que se convocan becas y ayudas al estudio de carácter general, para el curso académico 2008-2009, para alumnado que curse estudios postobligatorios no universitarios (Resolution) : 02-06-2008, BOE 19-6-2008**

**Resolución de 2 de octubre de 2000, de la Dirección General de Trabajo, por la que se dispone la inscripción en el Registro y publicación del IV Convenio Colectivo de Empresas de Enseñanza Privada sostenida total o parcialmente con Fondos Públicos (Resolution) : 02-10-00, BOE 17-10-2000**

**Resolución de 20 de abril de 2007, de la Viceconsejería de Educación, por la que se dictan instrucciones de organización y funcionamiento de la Inspección Educativa de la Comunidad de Madrid (Resolution) : 20-4-2007, BOCM 17-5-2007,**

**Resolución de 20 de febrero de 2006, de la Dirección General de Formación Profesional e Innovación Educativa, por la que se acuerda la publicación del Plan de Orientación Educativa : BOCyL 28-2-2006**

**Resolución de 20 de julio de 2007, por la que se aprueban las instrucciones para la organización y el funcionamiento de los servicios educativos (EAP, CRP, CdA, CREDA y ELIC) y del programa de maestros itinerantes para deficientes visuales para el curso 2007-2008 (Resolution) : DOGC 14-9-2007**

**Resolución de 20 de mayo de 1999 de la Secretaría General de Educación y Formación Profesional, por la que se propone un modelo de programas de formación para la transición a la vida adulta, con el fin de orientar la respuesta dirigida al alumnado con necesidades educativas especiales escolarizado en centros de educación especial (Resolution) : 20-05-1999, BOE 03-06-1999**

**Resolución de 20 de octubre de 2009, de la Secretaria de Estado de Educación y Formación Profesional, por la que se convocan ayudas para materiales didácticos que desarrollen la comprensión lectora en diferentes áreas y materias del currículo, así como para la realización de estudios sobre enseñanza y evaluación de la comprensión lectora y sobre bibliotecas escolares (Resolution) : 20-10-09, BOE 31-11-2009**

**Resolución de 21 de marzo de 2007, de la Dirección General de Trabajo, por la que se registran y publican las tablas salariales correspondientes al 2007, del XII Convenio colectivo estatal para los centros de educación universitaria e investigación (Resolution) : 21-3-2007, BOE 10-4-2007,**

**Resolución de 21 de noviembre de 2008, de la Dirección General de Trabajo, por la que se registra y publica el XII Convenio Colectivo de los Centros de Educación Universitaria e Investigación : BOE 8-12-2008**

**Resolución de 21 de noviembre de 2008, de la Presidencia de la Agencia Española de Cooperación Internacional para el Desarrollo, por la que se aprueba la LXII convocatoria general de los programas de «Becas MAEC-AECID», para ciudadanos extranjeros y españoles, para el verano 2009 y el curso académico 2009-2010 (Resolution) : 21-11-2008, BOE 13-12-2008,**

**Resolución de 21 de octubre de 2005, de la directora del Instituto Valenciano de Evaluación y Calidad Educativa por la que se conceden las ayudas económicas a los centros docentes no universitarios de la Comunidad Valenciana (Resolution) : 21-10-05, DOCV 4-11-2005**

**Resolución de 22 de abril de 2010, de la vicencosejería de Educación Escolar, por la que se regula la realización de la evaluación de diagnóstico en cuarto de Educación Primaria y 2º de Educación Secundaria Obligatoria en los centros docentes de Castilla y León (Resolution) : BOCyL 3-5-2010**

**Resolución de 22 de octubre de 2009, de la Secretaría de Estado de Educación y Formación Profesional, por la que se conceden subvenciones a entidades privadas sin fines de lucro, para la realización, durante el año 2009, de congresos y jornadas de difusión de actividades dirigidas a la educación de personas adultas en el marco del aprendizaje a lo largo de la vida (Resolution) : 22-10-09, BOE 3-11-2009**

**Resolución de 23 de abril de 2010, por la que se dictan instrucciones para el desarrollo de la evaluación de diagnóstico de las competencias básicas para el año académico 2009-2010, en la Comunidad Autónoma de Cantabria : BOC 7-5-2010**

**Resolución de 23 de agosto de 2004, por la que se establecen normas de organización y funcionamiento de los Centros de Educación a Distancia (CEAD), y se dictan instrucciones para otros centros que tienen autorizadas enseñanzas a distancia (Resolution) : 23-8-04, BOC 15-9-2004**

**Resolución de 23 de marzo de 2009, de la Consejería de Educación y Ciencia, por la que se modifica la Resolución de 23 de diciembre de 2008, de la Consejería de Educación y Ciencia, por la que se establece la organización de la evaluación de diagnóstico de las competencias básicas en 4º de Educación Primaria y 2º de Educación Secundaria Obligatoria para el curso 2008-2009 : BOPA 27-3-2009**

**Resolución de 23 de noviembre de 2009, de la Secretaría General de Universidades, por la que se adjudica una subvención para el fomento de la movilidad de titulados de universidades españolas mediante un programa de prácticas formativas en empresas de Europa, Estados Unidos, Canadá y Asia (Programa ARGO GLOBAL) (Resolution) : 23-11-2009, BOE 3-12-2009,**

**Resolución de 24 de julio de 2007, de la Secretaría de Estado de Universidades e Investigación, por la que se modifica la de 4 de diciembre de 2006, por la que se convocan ayudas para la movilidad de profesores de universidad e investigadores españoles y extranjeros y ayudas para la contratación de jóvenes doctores extranjeros en universidades y centros de investigación españoles (Resolution) : 24-7-2007, BOE 7-8-2007,**

**Resolución de 24 de julio de 2008, de la Dirección General de Política Educativa, por la que se aprueban las instrucciones para la planificación y elaboración del Plan Regional de Formación Permanente del profesorado de Castilla-La Mancha para los cursos 2008-2009 y 2009-2010 (Resolution) : 24-7-2008, DOCM 1-8-2008**

**Resolución de 25 de abril de 1996, de la Secretaría de Estado de Educación por la que se regula la elaboración del proyecto curricular de la Enseñanza Básica Obligatoria en los centros de educación especial** (Resolution) : 25-04-1996, BOE 17-05-1996

**Resolución de 25 de febrero de 1993, de la Dirección General de Trabajo, por la que se dispone la inscripción y publicación del Acuerdo Nacional sobre Formación Continua** (Resolution) : 25-02-1993, BOE 10-03-1993

**Resolución de 25 de febrero de 2003, por la que se establecen normas para la presentación y aprobación de proyectos de evaluación interna de centros docentes de niveles no universitarios...** (Resolution) : 25-02-03, BOC 25-3-2003

**Resolución de 25 de junio de 2009 relativa a la organización y el funcionamiento de los servicios educativos (CRP, EAP, ELIC, CREDA y CdA) y del Programa de Maestros Itinerantes para deficientes visuales para el curso 2009-2010** : Circular interna de la Comunidad de Madrid de 25-6-2009,

**Resolución de 26 de enero de 2009, del Director General de Ordenación e Innovación Educativa por la que se resuelve la realización de pruebas censales de diagnóstico al alumnado de 4º curso de Educación Primaria y 2º curso de Educación Secundaria Obligatoria en el año académico 2008-2009** : BOLR 11-2-2009

**Resolución de 26 de marzo de 2010, de la Dirección General de Mejora de la Calidad de la Enseñanza, por la que se dictan instrucciones para la evaluación de diagnóstico de 2º curso de la Educación Secundaria Obligatoria que se realizará en el curso 2008-2009** (Resolution) : BOCAM 20-5-2010

**Resolución de 26 de marzo de 2010, de la Dirección General de Mejora de la Calidad de la Enseñanza, por la que se dictan instrucciones para la evaluación de diagnóstico de cuarto curso de Educación Primaria, que se realizará en el curso 2009-2010** (Resolution) : BOCAM 27-4-2010

**Resolución de 27 de abril de 1994, de la Secretaría de Estado de Educación, por la que se desarrolla la orden de 26 de noviembre de 1992 que regula la convocatoria, reconocimiento, certificación y registro de las actividades de formación permanente** (Resolution) : 27-04-94, BOE 124/1994 de 25 de mayo de 1994

**Resolución de 27 de diciembre de 2005, de la Dirección General de Trabajo, por la que se dispone la inscripción en el registro y publicación del V Convenio colectivo de universidades privadas, centros universitarios privados** (Resolution) : 27-12-05, BOE 18-1-2006

**Resolución de 27 de mayo de 1998, de la Dirección General de Centros Educativos por la que se dictan instrucciones para la implantación, con carácter experimental, del Modelo Europeo de Gestión de Calidad en los centros docentes** (Resolution) : 27-05-98, BOE 2-6-1998

**Resolución de 28 de diciembre de 2006, de la Dirección General de Trabajo, por la que se dispone la inscripción en el registro y publicación del V Convenio colectivo de empresas de enseñanza privada sostenidas total o parcialmente con fondos públicos** (Resolution) : 28-12-2006, BOE 17-1-2007,

**Resolución de 28 de julio de 2005 del Director General de Centros Docentes por la que se establece la estructura y funciones de la orientación educativa y psicopedagógica en Educación Infantil, Primaria y Especial en la Comunidad de Madrid** : Documento interno de la Consejería de Educación de la Comunidad de Madrid

**Resolución de 28 de marzo de 2007, de la Dirección General de Formación Profesional e Innovación Educativa, por la que se acuerda la publicación del Plan de Atención al Alumnado con Necesidades Educativas Especiales** : BOCyL 11-4-2007

**Resolución de 29 de abril de 1996, de la Dirección General de Centros Escolares, sobre organización de los departamentos de orientación en Institutos de Educación Secundaria : BOE 31-5-1996**

**Resolución de 29 de diciembre de 1995, de la Secretaría de Estado para la Administración Pública, por la que se modifican los procedimientos de jubilación del personal civil incluido en el ámbito de cobertura del Régimen de Clases Pasivas del Estado : BOE 11/1/1996,**

**Resolución de 29 de junio de 1999 de la Secretaría General de Educación y Formación Profesional, por la que se establecen los modelos de certificados para el alumnado que finaliza su escolarización en los programas de formación para la transición a la vida adulta (Resolution) : 29-06-1999, BOE 08-07-1999**

**Resolución de 3 de febrero de 2003, de la Dirección General de Trabajo, por la que se dispone la inscripción en el registro y posterior publicación del X Convenio Colectivo de centros de asistencia, atención, diagnóstico, rehabilitación (Resolution) : 03-02-03, BOE 19-2-2003**

**Resolución de 3 de junio de 2009, de la Secretaría de Estado de Educación y Formación Profesional, por la que se convocan becas y ayudas al estudio de carácter general y de movilidad, para el curso académico 2009-2010, para alumnado que curse estudios postobligatorios y superiores no universitarios (Resolution) : 03-06-09, BOE 20-5-2009**

**Resolución de 3 de marzo de 2006, de la Dirección General de Trabajo, por la que se dispone la inscripción en el registro y publicación del IV Acuerdo Nacional de Formación (Resolution) : 03-03-2006, BOE 27-03-2006**

**Resolución de 3 de septiembre de 2003, de la Dirección General de enseñanzas escolares, por la que se dictan instrucciones para el funcionamiento de los Departamentos de Orientación en los centros de Educación Secundaria Obligatoria sostenidos con fondos públicos de la Comunidad Autónoma de la Región de Murcia (Resolution) : BORM 01/09/2003,**

**Resolución de 30 de abril de 1996 de la Dirección General de Renovación Pedagógica, por la que se dictan instrucciones sobre el funcionamiento de los equipos de Orientación Educativa y Psicopedagógica (Resolution) : 30-04-96, BOMECE 13-5-1996**

**Resolución de 30 de abril de 1996, de la Secretaría de Estado de Educación, por la que se regulan aspectos de ordenación académica de la Formación Profesional Específica de grado medio y superior (Resolution) : 30-04-96, BOE 17-5-1996**

**Resolución de 30 de abril de 2003, de la Dirección General de Coordinación y Política Educativa, por la que se desarrollan los diferentes componentes de la evaluación interna de los centros docentes recogidos en la Orden de 6 de marzo de 2003 (Resolution) : 30-4-03, BOCM 11-6-2003**

**Resolución de 30 de abril de 2009, de la Secretaría de Estado de Educación y Formación, por la que se convoca concurso nacional de buenas prácticas para la dinamización e innovación de las bibliotecas escolares de los centros escolares para el año 2009 (Resolution) : 30-4-09, BOE 13/5/2009**

**Resolución de 30 de marzo de 2009, de la Secretaría de Estado de Universidades, por la que se dictan instrucciones para el acceso a la Universidad española, en el próximo curso 2009-2010, de los alumnos procedentes de sistemas educativos a los que es de aplicación el artículo 38.5 de la Ley Orgánica 2/2006, de 3 de mayo, de Educación (Resolution) : 30-03-2009, BOE 22-4-2009**

**Resolución de 31 de enero de 2000, de la Dirección General de Trabajo, por la que se dispone la inscripción en el Registro y publicación del X Convenio Colectivo Estatal para los Centros de Educación Universitaria e Investigación (Resolution) : 31-01-00, BOE 22-2-2000**

**Resolución de 31 de julio de 1995, de la Dirección General de Trabajo, por la que dispone la inscripción en el registro y publicación del VIII Convenio Colectivo de Ámbito Estatal para los Centros de Educación Universitaria e Investigación : BOE 28-8-1995,**

**Resolución de 31 de marzo de 1999, del Instituto Nacional de Empleo, de aplicación y desarrollo de la Orden de 9 de marzo de 1999 por la que se desarrolla el Real Decreto 282/1999, de 22 de febrero, por el que se establece el Programa de Talleres de Empleo (Resolution) : 31-3-1999, BOE 12-4-1999**

**Resolución de 4 de agosto de 2006, de la Secretaría General de Educación, por la que se establecen las líneas prioritarias en materia de formación permanente del profesorado. (Resolution) : 04-08-06, BOE 16-8-2006**

**Resolución de 4 de diciembre de 2006, de la Secretaría de Estado de Universidades e Investigación, por la que se convocan ayudas para la movilidad de profesores de universidad e investigadores españoles y extranjeros y ayudas para la contratación de jóvenes doctores extranjeros en universidades y centros de investigación españoles (Resolution) : 4-12-2006, BOE 14-12-2006,**

**Resolución de 4 de enero de 2010, de la Secretaría de Estado de Hacienda y Presupuestos, por la que se dictan instrucciones en relación con las nóminas de los funcionarios incluidos en el ámbito de aplicación de la Ley 30/1984, de 2 de agosto en los términos de la disposición final cuarta de la Ley 7/2007, de 12 de abril, del Estatuto Básico del Empleado Público, y se actualizan para el año 2010 las cuantías de las retribuciones del personal a que se refieren los correspondientes artículos de la Ley de Presupuestos Generales del Estado para dicho ejercicio (Resolución) : 04-01-2010, BOE 5-1-2010**

**Resolución de 4 de noviembre de 2005, de la Secretaría de Estado de Universidades e Investigación, por la que se hace pública la convocatoria para la subvención de acciones con cargo al programa de Estudios y Análisis (Resolution) : 4-11-05, BOE 23-11-2005**

**Resolución de 5 de marzo de 2008, de la Secretaría de Estado de Universidades e Investigación, por la que se publica la convocatoria correspondiente al año 2008, de ayudas del Programa Nacional de Movilidad de Recursos Humanos de Investigación, en el marco del Plan Nacional de Investigación Científica, Desarrollo e Innovación 2008-2011 (Subprograma PROEXT-MEC. Estancias de movilidad de profesores e investigadores en centros extranjeros de enseñanza superior e Resolución de 17 de marzo de 2009, de la Secretaría de Estado de Universidades, por la que se convocan subvenciones del Programa Nacional de Movilidad de Recursos Humanos de Investigación, en el marco del Plan Nacional de Investigación Científica, Desarrollo e Innovación Tecnológica 2008-2011 (Resolution) : 17-03-2009, BOE 2-4-2009**

**Resolución de 6 de febrero de 2009, de la Dirección General de Política Educativa, por la que se establece la organización de la realización de la evaluación de diagnóstico de los centros docentes de Educación Primaria y Educación Secundaria Obligatoria de la Comunidad Autónoma de Aragón (Resolution) : BOA 3-3-2009**

**Resolución de 7 de julio de 1995, del Instituto Nacional de Empleo, de aplicación y desarrollo de la Orden del Ministerio de Trabajo y Seguridad Social, de 3 de agosto de 1994, por la que se regulan los programas de escuelas taller y casas de oficios, las unidades de promoción y desarrollo y los centros de iniciativa empresarial y se establecen las bases reguladoras de la concesión de subvenciones públicas a dichos programas (Resolution) : 7-7-1995, BOE 28-7-1995**

**Resolución de 7 de junio de 2007, de la Secretaría de Estado de Universidades e Investigación, por la que se convocan ayudas para favorecer la movilidad de profesores visitantes y de estudiantes en másteres oficiales para el curso académico 2007-2008** (Resolution) : 7-6-2007, BOE 20-6-2007,

**Resolución de 7 de mayo de 2002, de la Dirección General de Trabajo, por la que se dispone la inscripción en el Registro y publicación del VII Convenio Colectivo Nacional de Centros de Enseñanza Privada de régimen general o enseñanza reglada** (Resolution) : 07-05-02, BOE 28-5-2002

**Resolución de 8 de octubre de 2002, de la Secretaría de Estado de Educación y Universidades, por la que se regula la planificación, registro y certificación de las actividades de formación permanente del profesorado** (Resolution) : 8-10-02, BOE 23-9-2002

**Resolución de 8-7-2002, de la Dirección General de Coordinación y Política Educativa, por la que se aprueban las instrucciones que definen el modelo de intervención, las funciones y prioridades en la actuación del profesorado de apoyo y otros profesionales en el desarrollo del Plan de atención a la diversidad en los Colegios de educación Infantil y primaria y en los institutos de educación secundaria** (Resolution) : DOCM 19-7-2002

**Resolución de 9 de diciembre de 2009, de la Secretaría General de Universidades, por la que se conceden las aportaciones complementarias a las Universidades e Instituciones de Enseñanza Superior para el desarrollo del Programa «Erasmus»** (Resolution) : 9-12-2009, BOE 01-01-2009

**Resolución de 9 de febrero de 2009, de la Secretaría de Estado de Educación y Formación, por la que se convocan plazas, para funcionarios docentes, para la realización de los cursos Aulas Europeas: Programa de inmersión lingüística y cultural con Francia y con el Reino Unido** (Order) : 9-2-2009, BOE 11-03-2009

**Resolución de 9 de mayo de 2007, de la Consejería de Educación y Ciencia, por la que se convoca la selección y renovación de proyectos experimentales de autoevaluación y mejora en centros docentes sostenidos con fondos públicos en el Principado de Asturias** (Resolution) : 9-5-2007, BOPA 4-6-2007,

**Resolución de 9 de noviembre de 1998, de la Secretaría General Técnica, por la que se da publicidad al convenio de colaboración entre la Conserjería y las universidades de Almería, Cádiz, Córdoba, Granada, Huelva, Internacional de Andalucía, Jaén** (Resolution) : 09-11-98, BOJA 20/99 de 16-2-1999

**Resolución de la Consejería de Educación y Ciencia, por la cual se regula la realización de las evaluaciones de diagnóstico del curso 2008-2009 y el procedimiento de aplicación en los centros docentes de las Islas Baleares** : BOIB 17-3-2009

**Resolución de la Dirección General de Política Educativa de 31 de agosto de 2006 por la que se dictan instrucciones para los Equipos de Atención Temprana, Equipos de en Aragón Orientación Educativa y Psicopedagógica y Equipo Específico de Motóricos** : Documento interno del Departamento de Educación, Cultura y Deporte de Aragón

**Resolución EDU/1037/2009, de 16 de abril, sobre la convocatoria de la prueba de evaluación de la Educación Primaria correspondiente al curso 2008-2009** : DOGC 23-4-2009

**Texto refundido de la Ley 13/1988, de 28 de octubre, de Consejos Escolares del País Vasco** : BOPV 23-11-1988



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[IDCONTENIDO=227&IDTIPO=200&\\_\\_PLANT\\_PERSONALIZADA=/JSP/CARM/plantillasPortal/organigramas/plantillaDetalleOrganigrama.jsp&IDESTRUCTURAJERARQUICA=454&RASTRO=c77\\$m5782](http://www.carm.es/newweb2/servlet/integra.servlets.ControlPublico?IDCONTENIDO=227&IDTIPO=200&__PLANT_PERSONALIZADA=/JSP/CARM/plantillasPortal/organigramas/plantillaDetalleOrganigrama.jsp&IDESTRUCTURAJERARQUICA=454&RASTRO=c77$m5782)

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**COMUNIDAD AUTÓNOMA DE VALENCIA: DIRECCIÓN GENERAL DE EVALUACIÓN, INNOVACIÓN Y CALIDAD EDUCATIVA Y DE LA FORMACIÓN PROFESIONAL**

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