

Organisation of the education system in

Spain

2008/09

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1. Political, Social and Economic Background and Trends

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

The chapter is divided into seven sections analysing different aspects: the first section presents a historical summary of the political situation; the second describes the main legislative and executive bodies at national, regional and local level, as well as their respective powers; the third section focuses on the non-denominational character of the State and on its relationships with the various religious faiths; the fourth one provides an overview of the relationship between Spanish, the official language throughout the whole of the country, and the different languages of several regions, with an official status only in their corresponding territories; the next two sections refer to demographic and economic indicators respectively; and finally, this chapter concludes with a range of statistical data presented in sections five and six.

1.1. Historical overview

According to the 1978 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. Its territory is officially divided into Autonomous Communities, thus modifying the former geographically centralised model. In this way, the Constitution has opened up the possibility for the Autonomous Communities to progressively assume and widen their powers within the legal framework. In the field of education, these powers can be of an executive and legislative nature.

With the approval of the Constitution, a political transition from an authoritarian regime to a parliamentary democracy began. This transition has brought with it profound changes in all spheres of life (social, political, economical and cultural) from which education has not been exempt.

Certain social 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 the 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. First, Spain joined the North Atlantic Treaty Organisation (NATO) in 1984 and, second, it entered the European Community in 1985.

As far as domestic politics are concerned, since 1977, when the first democratic elections were held after the dictatorship of Francisco Franco, 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)* which was in power from 1982 up to 1996, and from 2004 up to 2008; the *Partido Popular (PP)*, which governed between 1996 and 2004. On March 9th 2008, the *PSOE* was the party with the greatest number of votes in the general election, and is therefore back in office.

At present, there are only four nation-wide parties with parliamentary representation: the *PSOE*, integrated in the Socialist International; the *PP*, belonging to the Christian Democrat International; *Izquierda Unida (IU)*, a coalition which is part of the European Left-wing Party; and *Unión, Progreso y Democracia (UpyD)*. Both the *PSOE* and the *PP* hold more than 90% of the seats in the Congress of Deputies, the lower house of the *Cortes Generales* (Spanish Parliament). As provided by the Constitution, the Spanish Parliament is divided into two houses, the Congress and the Senate, and holds the legislative power.

In addition to the above mentioned national parties, there are various political organisations which, while regional in scope, also have parliamentary representation. This is the case of *Convergència i Unió (CiU)*, *Esquerra Republicana de Catalunya (ERC)*, *Partido Nacionalista Vasco (PNV)*, *Iniciativa per Catalunya Verds (ICV)*, *Bloque Nacionalista Galego (BNG)*, *Coalición Canaria (CC)* and *Nafarroa Bai (Na-Bai)*.

CONGRESO DE LOS DIPUTADOS

Constitución Española de 27 de diciembre de 1978

1.2. Main executive and legislative bodies

This section presents 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 of 1978, 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.

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.

Article 98.1 of 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 Parliament and on the basis of the electoral results. In accordance with the Spanish Constitution, article 97, the Government conducts domestic and foreign policy, civil and military administration, and the defence of the State. Pursuant to the Constitution and law, it exercises executive functions and is vested with the power of making regulations. The State Administration is made up of the ministerial departments and other bodies dependent on them. Virtually all ministries are related in some way to the Ministry of Education, Social Policy and Sport.

As stipulated by the Constitution, Spain's territory is divided into municipalities, provinces and autonomous communities, all of them having the autonomy to manage their respective interests.

This division 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. These statutes regulate the organisation, operation and authority of each autonomous community. They are, notwithstanding, an integral part of the Spanish legal system (approved by absolute majority in a final vote in the Congress of Deputies).

The Constitution decrees that the State is solely responsible for a range of matters, whereas other issues, because of their nature, may be transferred or delegated to other levels of the Administration.

The State guarantees the effective application of the principle of solidarity, ensuring an appropriate and fair economic balance among the different regions of the Spanish State, taking into due consideration the characteristics of the island territories.

In this regard, the exclusive powers 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 national debt among others.

The constant and gradual decentralisation process has affected many ministries, including the Ministry of Education, Social Policy and Sport. 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.

CONGRESO DE LOS DIPUTADOS

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

SENADO

Constitución Española de 27 de diciembre de 1978

1.2.2. The Autonomous Communities

Spain is made up of 17 Autonomous Communities and the Autonomous Cities of Ceuta and Melilla. Their respective statutes of autonomy constitute their basic institutional law, which the State recognises and upholds as an integral part of its legal system. The responsibilities they may have embrace the organisation of their self-governing institutions; changes in municipal boundaries in their area; territorial organisation; urban planning and housing; agriculture and cattle-breeding; promotion of culture and research and social welfare and health care; as well as the teaching of 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 chapter 2 section 2.6.2.).

Without detriment to the different designations they may have in each of the Autonomous Communities, the regional legislative and executive bodies are as follows: 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.

Constitución Española de 27 de diciembre de 1978

Ley 12/1983, de 14 de octubre, del Proceso Autonómico

1.2.3. Local Administration

As stipulated by Article 137 of the 1978 Spanish Constitution, Spain's territory is divided into municipalities, provinces and autonomous communities, all of them having autonomy to manage their respective interests.

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 local entities made up from the grouping together of municipalities. Provinces have the legal capacity to perform State activities. Any alteration in the boundaries of provinces must be approved by the Spanish Parliament by means of a constitutional act. The autonomous government and administration of provinces is entrusted to representative chambers, such as *diputaciones* (provincial councils) or other representative bodies.

It is worth noting that municipalities may be grouped together into associations other than provinces. Furthermore, the islands have their own administrative bodies in the form of councils or *cabildos*.

Constitución Española de 27 de diciembre de 1978

Ley 12/1983, de 14 de octubre, del Proceso Autonómico

1.3. Religions

The 1978 Spanish Constitution, article 16, 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. In the same article, it is 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, as stated in Article 16 of the Spanish Constitution, 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.

Constitución Española de 27 de diciembre de 1978

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

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

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

Ley 26/1992, de 10 de noviembre, por la que se aprueba el acuerdo de cooperación del Estado con la Comisión Islámica de España

Ley Orgánica 7/80, de 5 de julio, de libertad religiosa

1.4. Official and minority languages

Pursuant to the Spanish Constitution of 1978, 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 Catalan, Galician, Valencian (all Romance languages deriving from Latin) and *Euskera* or Basque, which have a co-official status.

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 *Euskera*, 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 learning language varies from one Autonomous Community to another, depending upon linguistic recovery and normalisation policies as well as other circumstances.

Constitución Española de 27 de diciembre de 1978

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 505,990 km² of Spain's total land area.

On January 1st 2008, according to official figures released by the National Statistics Institute, there were 46,063,511 inhabitants, with a relative majority of women (50.5%). Density of population was found to be 89.34 inhabitants per square kilometre in the year 2007. This population is unevenly spread, with a higher population density in coastal areas than inland, with the exception of its capital, Madrid. In line with the territorial distribution of population, three groups of Autonomous Communities can be identified:

- Firstly, those with more than four million inhabitants: Andalusia, with 17.75% of the entire national population; Catalonia, Madrid and the Valencian Community.
- The second group is made up of those Communities with one to three million inhabitants. It is comprised of the following Communities, 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 the smallest population make up the third group (less than one million inhabitants). In descending order of population they are Navarre, Cantabria, La Rioja as well as Ceuta and Melilla.

In the last decades, 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 2007 up to 2008 population increased by 15.9%. The population aged over 65 has also increased: in 1981, this group amounted to 11.2% of the total population, while in 2008 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 1.38 in 2007). This means that, if all other

conditions remain unchanged and no allowance is made for migratory flows, which are currently increasing, the Spanish population shows a tendency to decrease. 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 1999, 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 years.

- The population between the ages of 16 and 64 has increased from 1981 to 2008, and has reached a total of 31,361,274 (68.0% of the Spanish population).
- Life expectancy. The figure for the year 2006 was 81.1 years for the whole population, 77.7 for men and 84.4 for women.
- Mortality rate. This shows a tendency to level off. In recent years, there has been a slight increase due to the fact that the population is aging, reaching 9.29‰ in 1999. From 2000 a slight decrease, standing at 8.64‰ in 2007, has been observed (see table 1.2 in section 1.7.1.).

Consequently, the Spanish population's natural growth declined over the period 1981-2007, in spite of the increase observed in 2000 (see table 1.2 in section 1.7.1.). This increase is largely owing to the fact that birth rates have risen among foreign women. In 2007, the Autonomous Communities which experienced a greater natural growth in absolute terms were Madrid (with an increase of 32,751 inhabitants), Andalusia (30,929) and Catalonia (23,410). On the other hand, the most noticeable negative population growth occurred in Galicia (with a decrease of 8,318), Castile and Leon (6,768) and Asturias (4,727).

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 1st 2008, there were 5,220,577 foreigners registered as living in Spain (11.3% of the total population - see table 1.3 in section 1.7.1.).

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1.6. Economic situation

One of the main indicators of the economic situation of a country is the Consumer Price Index (CPI), which measures changes in the prices of goods and services that a Spanish household consumes. The annual rate of change in the CPI in 2008 is 4.5%, a point higher than that of 2007. The Gross Domestic Product (GDP) has risen significantly over the past years. In 1975, it amounted to EUR 38,758 million, while in 2007 the rate increased to EUR 1,049,848 million, i.e. a 27 fold increase over 32 years. The GDP per capita reached EUR 23,396 in 2007.

With regard to employment and the working population; since 1970, six clearly defined stages in the Spanish economy can be observed. At the beginning of 1976, the unemployment rate was 4.4% of the working population, which indicated a situation of full employment.

These 1976 unemployment figures were similar to those in Western Europe, but in certain countries the rate had started to increase as a result of the 1973 crisis, which did not affect Spain until 1976. Therefore, 1976 proved to be the beginning of this first stage (which lasted until 1988) characterised by a constant increase in unemployment rates. In 1984, more than 20% of the population was unemployed.

The second stage, between 1988 and 1992, is marked by a decrease in unemployment.

The end of 1992 marked the beginning of a third stage, with a serious economic recession and a rapid rise in unemployment as key elements. During this stage the unemployment rate rose to above 20%. In fact, the highest ever unemployment rate in Spain was recorded at the end of the first quarter of 1994, standing at 24.58%.

The nation did not begin to come out of this recession until the end of 1994, which marks the starting point of the fourth stage. This phase is characterised by a rapid drop in unemployment. For seven years, there has been a 55% 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, there is another phase in which unemployment stands approximately at 8% and 10%. Lastly, in the year 2008 a new phase has started in which the unemployment rate has increased at a faster pace than in previous years. Therefore, unemployment figures corresponding to the third quarter of 2008 were 11,33%.

In Spain, in the third quarter of 2008, 59,95% of the population was working, that is in active employment, able to work or seeking employment (labour force). This rate has remained fairly constant over the last few years. The rate of employment by age, however, has varied; thus, while the working population rate for people between the ages of 16 and 24 has declined around 10% in the last 20 years due to the extension of secondary education to most of the population (53.53% in the third quarter of 2008); with regard to women in the 25-54 age group the rate is 82.36%. In this age group, a spectacular growth in the number of women seeking employment can be observed, with the figure reaching 73.51% of the total female population for the third quarter of 2008.

According to the working population survey (EPA-*Encuesta de Población Activa*), in the third quarter of 2008, approximately 11.3% of the working population was unemployed. Unemployment rates are not the same for men as for women nor for different age groups; generally speaking, women and young adults have the highest unemployment rates. On one hand, approximately 10.32% of the male working population is unemployed, while the figure amounts to 12.66% of the female working population. Among men between 25 and 54 years of age, the unemployment rate stands at 9.17%, being two points lower than that of women, which reaches 11.42%. In the 20-24 age group, 19.89% of males and 19.93% of females are unemployed. The youngest working population suffers most from unemployment: among young people between 16 and 19 years of age, 35.21% of males and 42.45% of women do not have a job and are looking for one. Finally, the lowest unemployment rate is found in the 55 and over age group, standing at 6.05% for men and 8.09% for women.

As far as temporary employment is concerned, Spain has one of the highest rates in the EU. By the end of the third quarter of 2008, one third of the employees had a temporary job (29.54%).

In the third quarter of 2008, the distribution of unemployment rates also varies from one region of the country to another. The Autonomous Communities with the lowest rates of unemployment are Aragon (6.23%), the Basque Country (6.27%), Cantabria (6.34%), Navarre (7.09%) and Asturias (7.53%). Unemployment reaches its highest rates in Andalusia (18.33%), and the Canary Islands (17.50%).

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1.7. Statistics

Statistics are presented in section 1.7.1. referring to the development of the Spanish population and of foreign population over recent censuses and registers; the evolution of the birth rate, death rate and natural growth rate for the Spanish population; population density and the proportion of urban population. Section 1.7.2. contains economic data: including certain economic indicators such as the Gross Domestic Product and the growth of Spanish economy; and also activity, unemployment and employment rates, according to gender, for the third quarter of 2008.

1.7.1. Demography

Table 1.1: Development of the Spanish Population

	Total
1970	34,041,452
1981	37,741,460
1991	38,919,875
1998	39,453,417
1999	39,626,153
2000	39,927,392
2001	40,265,544
2002	41,837,894
2003	42,717,064
2004	43,197,684
2005	44,108,530
2006	44,708,964
2007	45,200,737
2008	46,063,511

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
1990	10.3	8.6	1.8
1995	9.2	8.8	0.4
1999	9.5	9.3	0.2
2000	9.9	9.0	0.9
2001	10.0	8.8	1.1
2002	10.1	8.9	1.2
2003	10.5	9.2	1.4
2004	10.7	8.7	1.9
2005	10.8	8.9	1.8
2006	10.9	8.4	2.5
2007	11.0	8.6	2.4

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
1998	637,085	1.6	-
1999	748,954	1.9	17.6
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

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

Table 1.4: Population density. January 1st 2007

Population density (inhabitants//km ²)	89.3
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Source: *Instituto Nacional de Estadística* (National Statistics Institute).

Table 1.5: Percentage of urban population¹

Percentage of urban population	76.4
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¹ Calculated from the population census 2001

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

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1.7.2. The economy

TABLE 1.6: Economic indicators in 2007

GDP at standard prices	1,050,595
GDP per capita (Euros)	23,412
GDP per capita in PPP ¹ (EU 25 = 100)	105,2 ²
Growth of the Spanish economy %	3.7

¹ Purchasing power parity.

² Eurostat 2006.

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

TABLE 1.7: Activity, unemployment and employment rates, according to gender, in the third quarter of 2008

	Total	Women	Men
Active ¹	59.95	50.46	69.81
Unemployed ²	53.16	44.07	62.90
Employed ³	11.33	12.66	10.32

¹ Percentage of active population in relation to the population aged 16 years and over.

² Percentage of unemployment population in relation to population aged 16 years and over.

³ Percentage of working population in relation to the population aged 16 years and over.

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

EUROSTAT

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

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

The 1857 *Ley de Instrucción Pública* (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. 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. The *LGE* did not only mean the extension of education, but also an attempt to achieve quality in education for everyone.
- 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.
- Interest in establishing relations between the education system and the labour market, so that education could effectively prepare students for employment.

After Franco's death in 1975, democracy was restored and a parliamentary monarchy was established. In 1978, the Spanish Constitution was approved. As in other areas, it had a marked influence on the education system (see section 2.3.1.). It gave rise to the 1980 Act on the Regulation of the Statute of Educational Institutions, which regulated school statutes. 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. This Act was repealed a few years later.

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 drawing up the syllabuses and the issue of qualifications; budget management; and staffing, both administrative and teaching.

The 1985 *Ley Orgánica Reguladora del Derecho a la Educación*, *LODE* (Act on the Right to Education) then followed. 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 seven 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); the 2002 *Ley Orgánica de las Cualificaciones y de la Formación Profesional, LOCFP* (Act on Qualifications and Vocational Training); and the 2002 *Ley Orgánica de Calidad de la Educación, LOCE* (Act on the Quality of Education).

The *LOU*, which repeals the *LRU*, was passed on December 21st 2001 with the aim of improving the quality and excellence of university education (see section 2.3.3.).

In 2002, the *LOCFP* was passed. Its 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.).

On December 23rd 2002, the *LOCE*, which modified the *LODE*, the *LOGSE* and the *LOPEG*, was also passed. 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* (Act on Education) and the 2007 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, covering pre-primary education, primary education, compulsory secondary education, [Bachillerato](#), vocational training, artistic education, language education, sports education, and adult education. The Act will be gradually implemented over five years; starting in 2006/07 and finishing in 2009/10 (see section 2.3.4.).

The 2007 Act modifying the Act on Universities 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..

El sistema educativo español 2000

Constitución Española de 27 de diciembre de 1978

Ley 14/1970, de 4 de agosto, General de Educación y Financiamiento de la Reforma Educativa

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación

Ley Orgánica 11/1983, de 25 de agosto, de Reforma Universitaria

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación

Ley Orgánica 9/1995, de 20 de noviembre, de la Participación, la Evaluación y el Gobierno de los centros docentes

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.

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 *Ley Orgánica de Educación, LOE* (Act on Education) 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 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 organization of specialised Sports 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 *Ministerio de Educación, Política Social y Deporte, MEPSyD* (Ministry of Education, Social Policy and Sport) 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 training qualification programmes (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 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 Programas de Refuerzo, Orientación y Apoyo (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](#) 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 online and semi-presential courses.
- To promote an education-work culture in which holding at least the [Graduado en Educación Secundaria Obligatoria](#) or an initial vocational training qualification prevails for the access of young people to employment.

As regards university education and its adaptation to the European Higher Education Area (EHEA), the 2007 Act modifying the Act on Universities and the October 2007 Royal Decree on the organisation of official university education, establish the new legislative framework of university education (see section 6.2.). As regards teaching staff in the civil service, the MEPSyD 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 career-based professional model (see section 8.2.2.1.). Likewise, within the next months the passing of the Statute of University Teaching and Research Staff is envisaged (see section 8.2.2.2.).

Una educación de calidad para todos y entre todos. Propuestas para el debate.

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Real Decreto 1363/2007, de 24 de octubre, por el que se establece la ordenación general de las enseñanzas deportivas de régimen especial

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

Real Decreto 1467/2007, de 2 de noviembre, por el que se establece la estructura del bachillerato y se fijan sus enseñanzas mínimas

Real Decreto 1513/2006, de 7 de diciembre, por el que se establecen las enseñanzas mínimas de la Educación Primaria.

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

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.

Real Decreto 1630/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas del segundo ciclo de Educación Infantil.

Real Decreto 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria.

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

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.

2.3. Fundamental principles and basic legislation

In the 2008/09 academic year, 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 (Act on Education).
- The LOE simplifies the legal situation by repealing the acts which made up the legislative framework of the education system at non-university levels:
 - 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 Participación, Evaluación y 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).

The LOE also modifies some sections of the LODE, particularly those dealing with the rights and duties of parents or guardians as regards their children or wards, parents' associations, pupils' rights and duties, pupils' association and participation, the School Council in publicly funded private schools, the functions of the School Council of each educational institution, and the reasons for considering that private schools have failed to comply with the specific agreements regarding their public funding.

The Act will be gradually implemented over five years, starting in 2006/07 and finishing in 2009/10. Therefore, those aspects which have not come into effect yet continue to be regulated by the previous legislation.

Constitución Española de 27 de diciembre de 1978

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación

Ley Orgánica 11/1983, de 25 de agosto, de Reforma Universitaria

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación

Ley Orgánica 9/1995, de 20 de noviembre, de la Participación, la Evaluación y el Gobierno de los centros docentes

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

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.

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.

Constitución Española de 27 de diciembre de 1978

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* (Act on Education).

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.).

CONSEJO ESCOLAR DEL ESTADO

Constitución Española de 27 de diciembre de 1978

Ley Orgánica 1/2004, de 28 de diciembre, de medidas de protección integral contra la violencia de género

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación

2.3.3. The 2001 Ley Orgánica de Universidades, LOU (Act on Universities), and the 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 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. The following new measures are among those established by this Act:

- 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 will replace the current 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 will have a more prominent role within the university system.
- Changing the current 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 within a year (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.

AGENCIA NACIONAL DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN (ANECA)

CONFERENCIA GENERAL DE POLÍTICA UNIVERSITARIA

Ley Orgánica 11/1983, de 25 de agosto, de Reforma Universitaria

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) 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, LODE* (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 will finish in 2009/10 (see table 2.1).

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"> – Organisation and management of schools: Election of headteacher School Council – Schooling of immigrants – New system of access for official teachers – Extension of voluntary retirement – School libraries – Annual report on indicators of the education system before the Chamber of Deputies – Extension of curricular diversification programmes in compulsory secondary education (ESO) – Setting-up of the Supreme Council for Artistic Education – Learning report at the end of primary education 	<ul style="list-style-type: none"> – Possibility of early implementation of the first cycle of pre-primary education¹ – 1st and 2nd years of primary education – 1st and 3rd years of ESO – Evaluation, promotion and certification in ESO – Elementary and intermediate levels of language education – Elementary Music and Dance education – 1st, 2nd, 3rd and 4th years of professional Music and Dance education– New entrance examinations for vocational training – Possibility of early implementation of initial vocational qualification programmes² – Access to university of foreign students New admission criteria for students 	<ul style="list-style-type: none"> – First cycle of pre-primary education – 3rd and 4th years of primary education – 2nd and 4th years of ESO – 1st year of Bachillerato – Pre-primary education – Diagnostic evaluation on completion of the 4th year of primary education and 2nd of ESO – Advanced level of language education – New adult education examinations to obtain ESO and Bachillerato qualifications – Initial vocational qualification programmes – 5th and 6th years of professional Music and Dance education – Intermediate professional Plastic Arts and Design education 	<ul style="list-style-type: none"> – 5th and 6th years of primary education – 2nd year of Bachillerato – New university entrance examinations – Advanced professional Plastic Arts and Design education

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

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

Drawn up by the Spanish Eurydice Unit.

Source: June 30 Royal Decree 806/2006. July 14 2006 Spanish Official Gazette, no. 167.

ORGANIZACIÓN DE LAS NACIONES UNIDAS PARA LA EDUCACIÓN, LA CIENCIA Y LA CULTURA (UNESCO)

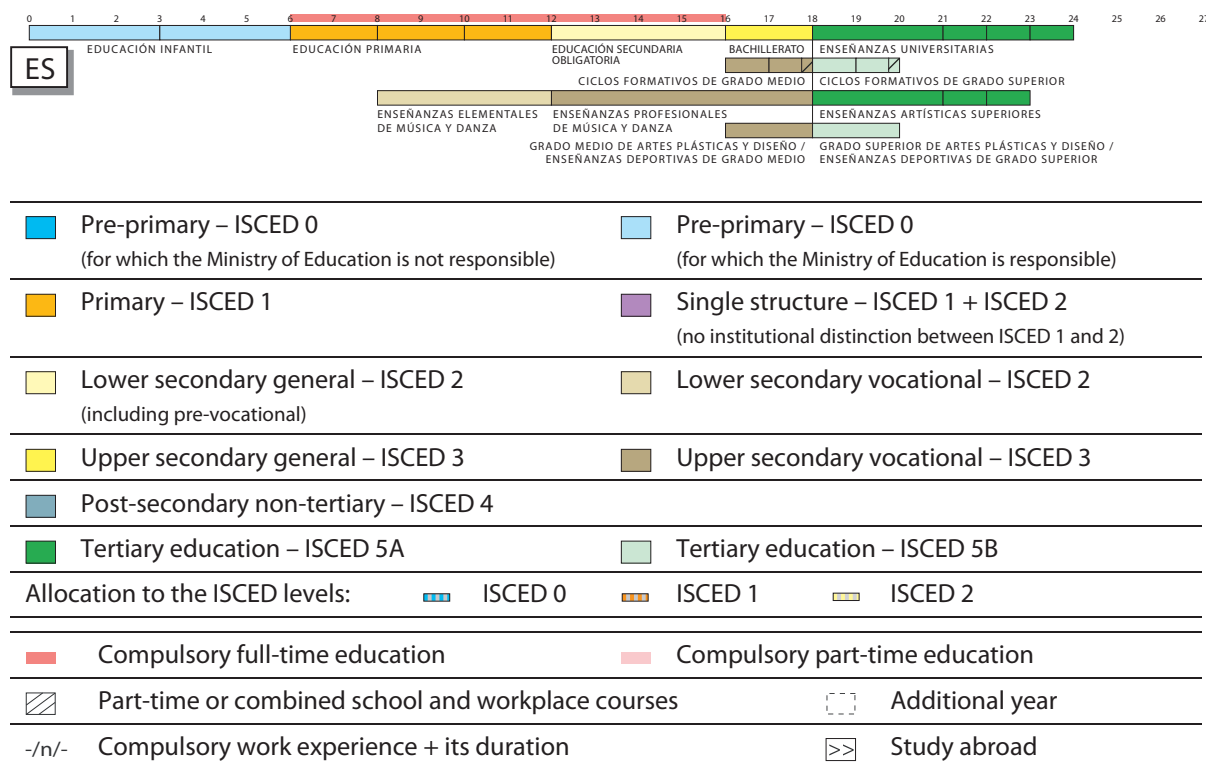
Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1467/2007, de 2 de noviembre, por el que se establece la estructura del bachillerato y se fijan sus enseñanzas mínimas

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.

2.4. General structure and defining moments in educational guidance

Organisation of the education system in Spain, 2008/09



Source: Eurydice.

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) partially modified the structure of the education system. However, it will be gradually implemented over five years; starting in the academic year 2006/07 and finishing in 2009/10 (see section 2.3.4.). Therefore, those aspects that do not come into effect immediately will continue to be regulated by the previous legislation. University education is governed by the 2001 *Ley Orgánica de Universidades, LOU* (Act on Universities), the 2007 Act modifying the Act on Universities and the 2007 Royal Decree on the organisation of official university education.

The Spanish education system is organised into mainstream education (see section 2.4.1.) and (see section 2.4.2.)). Mainstream education covers:

- Pre-primary education.
- Primary education.
- Compulsory secondary education (*ESO*).
- Bachille.
- 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, 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.

[Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo](#)

[Ley Orgánica 2/2006, de 3 de mayo, de Educación.](#)

[Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.](#)

[Ley Orgánica 6/2001, de 21 de diciembre, de Universidades](#)

[Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales](#)

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 [Grduado en Educación Secundaria Obligatoria](#) certificate, which provides them access to [Bachillerato](#), intermediate vocational training, intermediate Plastic Arts and Design education, 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 are organised for such pupils, with the aim of providing all students with professional skills equivalent to level one of the National Catalogue of Occupational Qualifications, which allow them to satisfactory 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, activities aimed at the integration and re-integration of

workers, as well as activities aimed at providing in-service training in companies (allowing the acquisition and constant updating of professional competences). This report only covers initial vocational training, since it is part of the education system.

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. Based on this organisational model there are four educational modes:

- a) First cycle education (short cycle), vocational in nature. A [Diplomado](#) Architect or Technical Engineer degree is awarded upon successful completion. In some cases, students who have attained this diploma can continue their studies with a second cycle education in an area related to the first. They can do so directly or on completion of certain specific training modules dependant on the first cycle taken.
- b) First and second cycle education (long cycle). These studies are organised into cycles, but the students have to complete both of them in order to obtain the degree or the specific professional qualification. Passing the first cycle does not lead automatically to an academic degree since it does not comprise a whole academic cycle. A [Licenciado](#), Architect or Engineer Degree, is awarded after successful completion of these studies.
- c) Second-cycle-only-education. It lasts two school years and is intended for students who have a first cycle degree in an area related to the field in question. The students who go through these second cycle programmes, or through the first cycle of two-cycle studies, either directly or by means of suitable training complements, earn their [Licenciado](#), Architect or Engineer Degree.
- d) Third cycle education. Universities also offer a series of courses belonging to what is known as third cycle education, which lasts for at least two years and is open to students who have achieved their [Licenciado](#), Engineer or Architect Degree. The third cycle consists of courses and seminars aimed at students who wish to specialise in a specific scientific, technical or artistic field. The students have to write a dissertation about an unpublished research topic in order to be awarded a Doctorate.

In addition to these modes leading to officially recognised diplomas, universities may offer specialised training courses, for which there is high demand, even though they are not listed as mainstream education.

The adaptation process of the Spanish university regulations to the European Higher Education Area (EHEA) has led to the establishment of a new legal framework for university education which comprises the 2007 Act modifying the Act on Universities and the October 2007 Royal Decree establishing the organisation of official university studies. This new framework specifies the new structure of university studies, which are organised into three cycles: Bachelor, Master and Doctorate. (see 6.10.1.).

[Ley Orgánica 2/2006, de 3 de mayo, de Educación.](#)

[Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.](#)

Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

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.

Real Decreto 56/2005, de 21 de enero, por el que se regulan los estudios universitarios oficiales de Posgrado

Real Decreto 778/1998, de 30 de abril, por el que se regula el tercer ciclo de estudios universitarios, la obtención y expedición del título de Doctor y otros estudios de postgrado

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.

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 (Act on Education) sets out the following types of artistic education:

- Elementary Music and Dance education.
- Professional artistic education: professional Music and Dance education, as well as intermediate and advanced Plastic Arts and Design.
- Advanced artistic education: advanced Music and Dance education, Dramatic Arts, Preservation and Restoration of Cultural Assets, advanced Design, and advanced Plastic Arts studies (comprising advanced Ceramics and advanced Glass studies).

The LOE has established professional Music and Dance education, as well as professional Plastic Arts and Design provision. Their implementation started in the academic years 2007/08 and 2008/9 respectively, and they substitute the intermediate Music and Dance education and the intermediate [ciclos formativos](#) of Plastic Arts and Design. Likewise, advanced Plastic Arts and Design provisions are planned to be implemented in school year 2009/10 (see section 2.3.4.).

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.

La enseñanza de las lenguas extranjeras en España

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1363/2007, de 24 de octubre, por el que se establece la ordenación general de las enseñanzas deportivas de régimen especial

Real Decreto 1467/2007, de 2 de noviembre, por el que se establece la estructura del bachillerato y se fijan sus enseñanzas mínimas

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

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.

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.

Real Decreto 967/1988, de 2 de septiembre, sobre ordenación de las enseñanzas correspondientes al primer nivel de las Enseñanzas Especializadas de Idiomas

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 4.10. and 5.13.1.)

Local corporations must cooperate with the Ministry of Education, Social Policy and Sport (*MEPSyD*) and 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, they provide the *MEPSyD* and the Autonomous Communities 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.).

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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.

This decentralised model of education administration divides educational powers between the State, 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.

Constitución Española de 27 de diciembre de 1978

2.6.1. General administration at national level: the Ministry of Education, Social Policy and Sport (MEPSyD) and the Ministry of Science and Innovation (MICINN)

The Ministry of Education, Social Policy and Sport (*MEPSyD*) and the Ministry of Science and Innovation (*MICINN*) are responsible for carrying out the powers in education which are exclusive to the State.

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

MINISTERIO DE CIENCIA E INNOVACIÓN (MICINN)

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

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. 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 Ministry of Education, Social Policy and Sport (*MEPSyD*) and the Ministry of Science and Innovation (*MICINN*), in their capacity as departments of the General State Administration, are in charge of exercising these powers.

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; the laying down of minimum requirements for educational institutions; formulation of the nation-wide general plan for education; the establishment of common educational standards and the regulation of academic and professional diplomas and nation-wide valid certificates; 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 that guarantee the right of their citizens to convey and acquire a knowledge of their own linguistic heritage; High Educational Inspectorate, and general diagnostic evaluations, through the Institute of Evaluation and the relevant institutions of the different Autonomous

Communities. General investment planning for education and specifically the policy of educational grants charged to the State budget are also State powers, as well as the tenure and administration of public schools abroad and the Centre for the Innovation and Development of Distance Education (*CIDEAD*), the determination of the legal status of foreign educational institutions in Spain and the conducting of international cooperation in educational matters.

Regarding non-university levels, the *MEPSyD* 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. The State has a Senior Inspection Service in each Autonomous Community to supervise and enforce compliance with this basic regulation.

Regarding university education, the General Conference for University Policy (see section 2.7.2.1.), without detriment to the duties conferred to the university coordinating bodies of the Autonomous Communities, is the body in charge of the concertation, coordination and cooperation of the general university policy. One of its duties is to approve coordination criteria regarding tasks for assessment, certification and accreditation of university education. It is the duty of the National Agency for Quality Evaluation and Accreditation (*ANECA*) and the relevant institutions in the Autonomous Communities to coordinate and develop the tasks of evaluation, certification and accreditation of universities (see section 9.3.).

AGENCIA NACIONAL DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN (*ANECA*)

CENTRO PARA LA INNOVACIÓN Y DESARROLLO DE LA EDUCACIÓN A DISTANCIA (*CIDEAD*)

CONFERENCIA GENERAL DE POLÍTICA UNIVERSITARIA

DIRECCIÓN GENERAL DE COOPERACIÓN TERRITORIAL

INSTITUTO DE EVALUACIÓN (*IE*)

MINISTERIO DE CIENCIA E INNOVACIÓN (*MICINN*)

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

Constitución Española de 27 de diciembre de 1978

2.6.1.2. Organisation of the Ministry of Education, Social Policy and Sport

The Ministry of Education, Social Policy and Sport (*MEPSyD*) is the department of the General State Administration responsible for the proposal and carrying out of the general policies concerning educational, vocational training and sport issues, as well as managing policies concerning social cohesion and inclusion, family, child protection and dependent or disabled people care.

The higher and executive bodies through which the *MEPSyD* performs its duties are:

- The Secretariat of State for Education and Training.
- The Secretariat of State for Social Policy, Families and Care for Dependency and Disability.
- The Subsecretariat for Education, Social Policy and Sport.
- The Supreme Sports Council, an autonomous body attached to the Ministry and which has the status of Secretariat of State.
- The *Instituto de España* (Institute of Spain), together with the Royal Academies that make it up, are also administratively attached to the *MEPSyD*. Likewise, its minister is the president of the following institutions:
 - The Supreme Council for Artistic Education.
 - The State Observatory of School Coexistence.
 - The General Council of Vocational Education and Training.
 - The Territorial Council for the System for Autonomy and Attention to the Dependence.
 - The Royal Board on Disability.

- The Council for the Protection of the Spanish Red Cross.
- The Protectorate Council of the National Organisation of Spanish Blind People.
- The National Council for the Elderly.
- The National Council for Disabled Persons.
- The National Council of Social Action NGOs.
- The General Council of the Institute for the Elderly and Social Services (*IMSERSO*).
- The sectoral conferences of Autonomous Communities regional departments for the Ministry's fields.

The Secretariat of State for Education and Training 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 both mainstream education and [enseñanzas de régimen especial](#), as well as of the performance of public powers' duties in the education field, the carrying out of professional qualification programmes and education innovation and promoting equal opportunities in education access.
- The planning and management of education within the jurisdiction of the *MEPSyD*, the development and diffusion of educational advice derived from current law on [enseñanzas de régimen especial](#); drawing up national ruling on schools, as well as the promotion of vocational training and the basic organisation of vocational training provision.
- 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 governing bodies depend on the Secretariat of State for Education and Training:

- The Directorate General for the Evaluation and Organisation of the Education System, the Subdirectorate General for Academic Organisation, the Subdirectorate General for Programmes and Schools, the *Centro de Investigación y Documentación Educativa, CIDE* (Centre for Educational Research and Documentation) and the *Instituto de Evaluación, IE* (Institute of Evaluation) depend on it.
- The Directorate General for Vocational Training, which the Subdirectorate General for Guidance and Vocational Training, the Subdirectorate General For Lifelong Learning, the *Instituto Superior de Formación y Recursos en red para el Profesorado, ISFTIC* (Higher Institute for Training and ICT Resources for Teachers) and the *Instituto Nacional de las Cualificaciones, INCUAL* (National Institute for Qualifications) depend on.
- The Directorate General for Territorial Cooperation, which the Subdirectorate General for Territorial Cooperation, the Subdirectorate General for Inspection and the Subdirectorate General for Grants and Educational Promotion depend on.

Likewise, the following advisory bodies are attached to the Secretariat of State:

- The National Council for the Elderly.

- The National Council for Disabled Persons.
- The National Council of Social Action NGOs.

The Subsecretariat for Education, Social Policy and Sport has the following 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 fostering and management of international relationships regarding the departmental bodies, especially with the European Union, as well as international cooperation, notwithstanding the Ministry of Foreign Affairs and Cooperation's competences.
- The promotion and coordination of relationships between the *MEPSyD* and the different legal bodies, the other departments belonging to the General State 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 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.
- The coordination of the department's actions on gender equality.

Likewise, reporting to this Subsecretariat General are:

- The General Technical Secretariat. Executive body which the General Technical Vicesecretariat, the General Subdirectorate for International Cooperation, the General Subdirectorate for Resources, the Office of Statistics, the General Subdirectorate for Information and the Division of the Protectorate for Foundations depend on.
- The Budgetary Office.
- The Subdirectorate General for Teaching Staff.
- The Higher Office.
- The Subdirectorate General for Information and Communication Technologies.
- The Subdirectorate General for Assets Management and Services.
- General Inspectorate for Department Services.

The following public bodies are also attached to this Subsecretariat, notwithstanding their attachment to the Ministry of Justice and the Ministry of Finance and the Economy:

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

CENTRO DE INVESTIGACIÓN Y DOCUMENTACIÓN EDUCATIVA - CIDE

CONSEJO ESCOLAR DEL ESTADO

CONSEJO NACIONAL DE LA DISCAPACIDAD

INSTITUTO DE EVALUACIÓN (IE)

INSTITUTO NACIONAL DE ESTADÍSTICA (INE)

INSTITUTO NACIONAL DE LAS CUALIFICACIONES (INCUAL)

INSTITUTO SUPERIOR DE FORMACIÓN Y RECURSOS EN RED PARA EL PROFESORADO (ISFTIC)

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

OBSERVATORIO ESTATAL DE LA CONVIVENCIA ESCOLAR

OFICINA DE ESTADÍSTICA

SECRETARÍA DE ESTADO DE EDUCACIÓN Y FORMACIÓN

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Orden ECI/87/2005, de 14 de enero, de delegación de competencias del Ministerio de Educación y Ciencia.

Real Decreto 1128/2008, de 4 de julio, por el que se desarrolla la estructura orgánica básica del Ministerio de Educación, Política Social y Deporte 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

Real Decreto 275/2007, de 23 de febrero, por el que se crea el Observatorio Estatal de la Convivencia Escolar

Real Decreto 365/2007, de 16 de marzo, por el que se regula el Consejo Superior de Enseñanzas Artísticas

Real Decreto 432/2008, de 12 de abril, por el que se reestructuran los departamentos ministeriales

Real Decreto 438/2008, de 14 de abril, por el que se aprueba la estructura orgánica básica de los departamentos ministeriales

Real Decreto 903/2007, de 6 de julio, por el que se aprueba el Estatuto del Organismo Autónomo Programas Educativos Europeos

2.6.1.3. Organisation of the Ministry of Science and Innovation

The Ministry of Science and Innovation (MICINN) is the department of the General State Administration responsible for the proposal and implementation of the Government's policy in the field of universities, scientific research, technological development and innovation in every area. It is also responsible for the proposal, management, monitoring and assessment of the national programmes and strategic actions within the National Scientific Research, Development and Technological Innovation Plan.

The higher and executive bodies by means of which the MICINN carries out its duties are:

- The Secretariat of State for Universities.

- The Secretariat of State for Research, which the Secretariat General for Science and Technology Policy is attached to.
- The Subsecretariat for Science and Innovation.

The ministry is also the president of the following collegiate bodies:

- The General Conference for University Policy.
- The University Council
- The Committee for the definition of the National Qualifications Framework for Higher Education.
- Sectorial Conferences in the areas which are the department's competences.
- The Advisory Council for Science and Technology.
- The General Council for Science and Technology.

The Secretariat of State for Universities has the following functions:

- The drawing up, planning, coordination, support and monitoring of actions related to the organisation, programming and administration of higher education which are the responsibility of the General State Administration, as well as the organisation of higher education entrance examinations.
- 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 Secretariat of State's different units.
- The development of the university policy, in coordination with the University Council.
- The coordination and cooperation with the Autonomous Communities on university matters, and the development of the General Conference for University Policy's activities together with them.
- The drawing up of development regulations.
- The General State Administration's duties regarding university teaching staff working conditions and accreditation, as well as the promotion of teaching quality.
- The promotion of basic regulations favouring the implementation of risk-prevention measures at universities, enabling the improvement of the quality level.
- The proposal, fostering, programming and monitoring of department activities regarding scientific research, transfer of knowledge and technology and technological development, especially the National Plan for Scientific Research, Development and Technological Innovation.
- The relationship with professional associations or their general councils.
- The drawing up of mechanisms intended to achieve the participation and coordination of agents involved in the Spanish science-technology-business, particularly by means of the promotion of transfer-related instruments which favour the social and economic application of research results, as well as the coordination activities through the Advisory Council for Science and Technology.
- The development of the inter-ministry relations needed to grant a coherent and integrated approach regarding university matters.
- The drawing up of legislative initiatives regarding the Secretariat of State's competences.
- The development of programmes intended to organise and promote more efficient and effective infrastructures, as well as their optimization through the collaboration between universities, research centres and companies.
- The promotion programmes and the support to the creation of technology-based companies emerging from universities' research projects and public research bodies and from other agents of the science-technology-business system.
- The administrative, economic and financial management of the public subsidies programmes within the Secretariat's sphere of action.

- The monitoring, control and assessment of the observance of the obligations of those who benefit from university scholarships and public subsidies processed by the Secretariat of State.

The following bodies are attached to the Secretariat of State:

- The Directorate General for Universities, which the Subdirectorates General for Academic Coordination and Legal Regime, the Subdirectorates General for Certificates and Relations with Health-care Institutions, the Subdirectorates General for Grants and Financial Aids for Studies and Mobility for Professional Improvement, and the Subdirectorates General for Analysis, Studies and Teaching Staff depend on.
- The Directorate General for Programmes and Knowledge Transfer, which the Subdirectorates General for Research Projects, the Subdirectorates General for Researchers Training and Mobility, the Subdirectorates General for Science and Transfer Infrastructures, the Subdirectorates General for Cooperative Research Promotion and the Subdirectorates General for Financial Management and EU Structural Funds are attached to.

Likewise, the following institutions are attached to the MICINN through the Secretariat of State:

- The Subdirectorates General for the National Agency for Evaluation and Forecasting.
- The *Organismo Autónomo de Programas Educativos Europeos, OAPEE* (Spanish National Agency for Lifelong Learning Programmes).
- The Committee for the definition of the National Qualifications Framework for Higher Education.
- The Foundation of the Spanish National Agency for Lifelong Learning Programmes.

In addition, the following bodies are administratively linked to the MICINN through this Secretariat:

- The General Conference for University Policy.
- The Council of Universities.
 - The Council of University Students.
 - The Universidad Nacional de Educación a Distancia, UNED (National Open University).
 - The Universidad Internacional Menéndez Pelayo (Menéndez Pelayo International University).

Also, the *Colegio de España en París* (College of Spain in Paris) and the National Commission for the Evaluation of Research Activity.

The Secretariat of State for Research has the following functions:

- The planning, monitoring, coordination and assessment of the National Plan for Scientific Research, Development and Technological Innovation, notwithstanding the Inter-ministerial Commission for Science and Technology's functions, in collaboration with the Secretariat of State for Universities regarding programmes development.
- The cooperation with the Autonomous Communities, especially through the General Council for Science and Technology.
- The planning, coordination and promotion of scientific and technological activities in the international field, as well as monitoring European Union's scientific and technical actions regarding the department's area.
- The promotion, development and coordination of the activities of those public research bodies attached to this Secretariat, as well as its actions together with other public or private institutions regarding scientific research and technological development.
- The promotion, development and coordination of actions intended to create and foster excellence in research.
- The development and promotion of scientific excellence centres.

- The promotion of institutional strengthening.
- The development, coordination and promotion of special infrastructures and large scientific and technical facilities, as well as carrying out feasibility studies for future facilities.
- The promotion, coordination and monitoring of scientific and technological platforms and technological centres.
- The diffusion of knowledge and technology to society.
- The drawing up of legislative initiatives regarding its competences.

The following bodies are attached to this Secretariat of State:

- The Secretariat General for Scientific and Technological Policies, which the Directorate General for Planning and Coordination, the Subdirector General for the Coordination of Research Public Bodies, the Subdirector General for Industrial Innovation Promotion and the Subdirector General for Technology-based Business are attached to. Also, the National Science and Technology Museum is attached to the MICINN through this Secretariat.
- The Directorate General for International Cooperation, which the Subdirector General for International Programmes, the Subdirector General for International Facilities and Organisations and the Subdirector General for European Programmes.

Also, the Subdirector General for Financial Management is attached to the Secretariat General for Research.

Likewise, the following bodies and public research centres are attached to the MICINN through this Secretariat of State:

- *The Consejo Superior de Investigaciones Científicas, CSIC* (Spanish National Research Council).
- *The Instituto de Astrofísica de Canarias, IAC* (Institute of Astrophysics of the Canary Islands).
- *The Instituto de Salud Carlos III* (Carlos III Health Institute).
- *The Instituto Nacional de Investigación y Tecnología Agraria y Alimentaria, INIA* (National Institute for Agricultural and Food Research and Technology).
- *The Centro de Investigaciones Energéticas, Medioambientales y Tecnológicas, CIEMAT* (Energy, Environment and Technology Research Centre).
- *The Instituto Español de Oceanografía, IEO* (Spanish Institute of Oceanography).
- *The Instituto Geológico y Minero de España, IGME* (Spanish Geological and Mining Institute).
- The minister of Science and Innovation holds the presidency of the governing committees of the IAC and the *Instituto de Salud Carlos III*, while the Secretary of State for Research holds the presidency of the INIA, CIEMAT, IEO and IGME.

The Subsecretariat for Science and Innovation has the following functions:

- The ordinary representation of the Ministry.
- Heading all department staff, and the resolution of all matters regarding the department, except those cases reserved for the Minister or the Secretaries of State's decision.
- Drawing up the annual budget draft of the Ministry, and the coordination of their attached public bodies' relevant budget, as well as the monitoring of the budgetary execution and the authorisation or, if applicable, the processing of its alterations.
- The department's external institutional relations. The management, promotion and general coordination of the department's common services, as well as the management of internal regulations and general services.
- Planning, drawing up, monitoring and managing building work projects, as well as the maintenance of the continually updated inventory of the Ministry's buildings, as well as its patrimonial administration, unless it is conferred to another department body or organization.

- The promotion and coordination of instructions and service orders which are appropriate dictating for the management of the department's matters.
- The promotion and coordination of the computer policy of the Ministry and its different bodies, the development of the necessary information systems for the running of the services, the implementation of electronic administration in the department, the management and administration of the voice and data communication networks, the administration of the Internet domain and the Ministry's portal, the advising and assistance regarding information technologies.
- The economic and financial management and the study, preparation and proposal of the contracts signed by the department, as well as the coordination of the department's collegiate bodies regarding contracting.
- The management and coordination of the competences transferred to the department's Budgetary Office by its specific regulations.
- The inspection of the bodies and organisations which are attached to or depend on the department and the monitoring of plans and actions in order to improve the efficacy and quality of services.
- The protectorate of the foundations whose aims are linked to the department's powers.
- Functions related to the department's services abroad, carried out by the Departments and Offices for Education abroad.

The following bodies depend on the Subsecretariat for Science and Innovation:

- The General Technical Secretariat.
- The Subdirectorate General for Financial Administration, Internal Regulations and Inspection of Services.
- The Subdirectorate General for Information and Communication Technologies
- The Budgetary Office.

The following public bodies are also attached to this Subsecretariat, notwithstanding their attachment to the Ministry of Justice and the Ministry of Finance and the Economy:

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

CONFERENCIA GENERAL DE POLÍTICA UNIVERSITARIA

CONSEJO SUPERIOR DE INVESTIGACIONES CIENTÍFICAS - CSIC

DIRECCIÓN GENERAL DE UNIVERSIDADES

MINISTERIO DE CIENCIA E INNOVACIÓN (MICINN)

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

ORGANISMO AUTÓNOMO PROGRAMAS EDUCATIVOS EUROPEOS (OAPEE)

Real Decreto 1183/2008, de 11 de julio, por el que se desarrolla la estructura orgánica básica del Ministerio de Ciencia e Innovación

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.

The Autonomous Communities have their own education authorities, which are responsible for the educational powers they have assumed and which they exercise pursuant to their respective statutes. Such

responsibilities do not consist merely of administering the education system in their respective regions, but also include other regulatory and executive educational powers that are not included in the group of powers reserved to the State.

Therefore, the government of each Autonomous Community holds the administrative tenure of the centres located in its region and the functions derived from it and is empowered to create, authorise and operate public and private educational institutions and administer the personnel, construction, fitting out and reform of such centres. Likewise, those services meeting pupils' needs (academic counselling, multi-professional teams) are organised by each Autonomous Community. They also develop State provision regarding educational curricula and the regulation of levels, modalities, grades and specialisations; supervise textbooks and other curricular materials; carry out experimental and pedagogical research plans; facilitate the exchange of information and the dissemination of good educational practices or the management of educational institutions; provide the necessary data for the State to draw up national and international statistics on education; publish data and indicators facilitating transparency, an efficient administration of education and educational research; process and grant subsidies to private educational institutions; administer scholarships and study grants and regulate the composition and functions of the School Council existing at regional level in each Autonomous Community (see 2.7.1.2.).

There is a series of functions which are shared between the Ministry of Education, Social Policy and Sport (*MEPSyD*), the Ministry of Science and Innovation (*MICINN*) 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 Sectorial Conference of Education, currently made up of those responsible for education in the different Autonomous Communities and chaired by the Minister of Education, Social Policy and Sport. 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. Also, new 2008 legislation regulating the university entrance examination establishes that the Sectorial Conference of Education will draw up a report on the examination results.

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) deals with both regional cooperation and cooperation among authorities. It aims, on the one hand, to optimise the efficiency of educational resources and, on the other, to achieve the general objectives, promoting the knowledge and appreciation of the cultural and linguistic diversity of the different Autonomous Communities, and contributing to interregional solidarity and regional balance as regards the redress of inequalities.

COMUNIDAD AUTÓNOMA DE ANDALUCÍA: CONSEJERÍA DE EDUCACIÓN

COMUNIDAD AUTÓNOMA DE ARAGÓN: DEPARTAMENTO DE EDUCACIÓN, CULTURA Y DEPORTE

COMUNIDAD AUTÓNOMA DE CANARIAS: CONSEJERÍA DE EDUCACIÓN, CULTURA Y DEPORTES

COMUNIDAD AUTÓNOMA DE CANTABRIA: CONSEJERÍA DE EDUCACIÓN

COMUNIDAD AUTÓNOMA DE CASTILLA Y LEÓN: CONSEJERÍA DE EDUCACIÓN

COMUNIDAD AUTÓNOMA DE CASTILLA-LA MANCHA: CONSEJERIA DE EDUCACIÓN Y CIENCIA

COMUNIDAD AUTÓNOMA DE CATALUÑA: DEPARTAMENTO DE EDUCACIÓN

COMUNIDAD AUTÓNOMA DE EXTREMADURA: CONSEJERÍA DE EDUCACIÓN

COMUNIDAD AUTÓNOMA DE GALICIA: CONSEJERÍA DE EDUCACIÓN Y ORDENACIÓN UNIVERSITARIA

COMUNIDAD AUTÓNOMA DE LA REGIÓN DE MURCIA: CONSEJERÍA DE EDUCACIÓN, FORMACIÓN Y EMPLEO

COMUNIDAD AUTÓNOMA DE LA RIOJA: CONSEJERÍA DE EDUCACIÓN, CULTURA Y DEPORTE

COMUNIDAD AUTÓNOMA DE LAS ISLAS BALEARES: CONSEJERÍA DE EDUCACIÓN Y CULTURA

COMUNIDAD AUTÓNOMA DE MADRID: CONSEJERÍA DE EDUCACIÓN

COMUNIDAD AUTÓNOMA DE VALENCIA: CONSEJERÍA DE EDUCACIÓN

COMUNIDAD AUTÓNOMA DEL PAÍS VASCO: DEPARTAMENTO DE EDUCACIÓN, UNIVERSIDADES E INVESTIGACIÓN

COMUNIDAD AUTÓNOMA DEL PRINCIPADO DE ASTURIAS: CONSEJERÍA DE EDUCACIÓN Y CIENCIA

COMUNIDAD FORAL DE NAVARRA: DEPARTAMENTO DE EDUCACIÓN

MINISTERIO DE CIENCIA E INNOVACIÓN (MICINN)

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1128/2008, de 4 de julio, por el que se desarrolla la estructura orgánica básica del Ministerio de Educación, Política Social y Deporte 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

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

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 Act on the Right to Education (LODE) and its subsequent modifications, the 1985 Act on the Fundamentals of Local Government, and the 2006 Act on Education (LOE). 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 municipalities in charge of such 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.

Ley 7/1985, de 2 de abril, Reguladora de las Bases de Régimen Local

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

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación

2.6.4. Educational institutions, administration, management

The process of decentralisation of educational powers has extended to non-university educational institutions, which have organisational, pedagogical and economic autonomy. The aim 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. Education authorities must also promote the autonomy of centres 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.

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 and cross-curricular topics.

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.

Educational institutions must also draw up their own rules of organisation and procedure, including those guaranteeing compliance with the plan for coexistence.

In addition, at the beginning of every academic year, schools 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.

Educational institutions can also, in the exercise of their autonomy, introduce innovation, working plans, or different ways of organising or increasing the number of school hours, provided they are authorised by the corresponding education authorities.

The procural of goods and the contracting of works, services and supplies can be delegated by education authorities to the governing bodies of public educational institutions. The autonomy of schools to administer these resources must meet the requirements stipulated by education authorities as regards the regulation of the process of committing, purchasing and accounting for expenditure.

In the case of higher 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.

Ley Orgánica 11/1983, de 25 de agosto, de Reforma Universitaria

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

Real Decreto Legislativo 2/2000, de 16 de junio, por el que se aprueba el Texto Refundido de la Ley de Contratos de las Administraciones Públicas

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.

Both the educational community and the education authorities take part in the selection process for headteachers. The selection 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 process for headteachers see 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.

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.

The headteacher is ultimately responsible, together with the management team, for drafting the school [proyecto educativo](#), [programación anual](#), and course memorandum to be adopted by the School Council, as well as for formulating the [proyectos curriculares](#) for each educational stage.

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.

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.

Economic administration and management are vested in the school secretary.

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

Education authorities must facilitate the executive function by introducing measures which improve the management team's performance as regards staff and material resources, as well as by organising programmes and training courses.

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 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 (which in some Communities is called Technical Team of Pedagogical Coordination) and form teachers. In some Autonomous Communities language normalisation teams and teams for supplementary and extracurricular activities also constitute educational coordination bodies. Likewise, in other Autonomous Communities the ICT coordinator is included and the Pedagogical Coordination Commission is not.

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 [proyectos](#)

[curriculares](#); 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 (discipline, subject or vocational area); the Pedagogical Coordination Commission; form teachers; and the teaching team, with a different name according to each Autonomous Community. 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.

The name, number and composition of educational coordination bodies at secondary level may also vary depending on the regulations in force in the different Autonomous Communities. Thus, sometimes included in these bodies are, among others, teams or coordinators of language normalisation, work internships and ICT. On the other hand, in some Autonomous Communities, the Commission of Pedagogical Coordination is not part of these educational coordination bodies.

[Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo](#)

[Ley Orgánica 2/2006, de 3 de mayo, de Educación.](#)

[Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación](#)

[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.](#)

2.6.4.2. Higher educational institutions, management and administration

The Spanish Constitution of 1978, the 2001 Act on Universities (*LOU*) and the 2007 Act modifying the Act on Universities (*LOMLOU*) grant universities special autonomy to enable them to undertake their educational and research commitments, vest them with legal and administrative powers and to establish an organisational model that ensures the participation of all the sectors involved in their governance. By virtue of this principle of autonomy, each public university is empowered to formulate its respective statutes and private universities their own organisation and running regulations, containing the rules of procedure governing administrative and financial management, participation and external relations with other universities, the State and public authorities, and society in general. Universities, therefore, carry out their governance and academic functions autonomously. Personnel management and resource administration is also carried out in this way.

University statutes must observe *LOU* regulations and are subject to approval by the corresponding Governing Council in the Autonomous Communities.

Therefore, universities enjoy economic and financial autonomy and function in a similar manner to public sector companies and may, therefore, carry out specific services and receive economic compensation for them. They also enjoy the benefits that legislation grants to non-profit/teaching foundations and also have competence in matters regarding the procural of works and services and the administration of assets.

Universities also have full autonomy regarding teaching staff management. Each university's regulations specify the features of the long-term programme that must be adopted by the Social Council at the proposal of the Governing Council. This plan addresses teaching and administrative staff's working conditions, as well as resource management, for a period, depending on the university, ranging from three to four years. The regulations must also address the planning and budgetary aspects of research, which in practice involves separating allocations for teaching on the one hand and research on the other.

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 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.

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 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 LINK\$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 his/her 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 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 LOU 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.)

Constitución Española de 27 de diciembre de 1978

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

a Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

Real Decreto 2360/1984, de 12 de diciembre, sobre Departamentos Universitarios

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.

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

At the autonomous level, the Autonomous Communities have established the Autonomous School Councils. Furthermore, other Communities have set up additional bodies of this type, such as those of a Provincial, Regional and/or Municipal/Local nature, and Autonomous Councils for Vocational Training. Finally, each individual educational institution has its own School Council. Universities, in turn, have the University Social Council.

The 2006 Act on Education (LOE) 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.

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.

Constitución Española de 27 de diciembre de 1978

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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, Social Policy and Sport, after hearing the Council, from among persons of acknowledged prestige in education and appointed by Royal Decree).
- 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, Social Policy and Sport (*MEPSyD*).
- The secretary general, appointed by the minister of Education, Social Policy and Sport, 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 pupils; 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, Social Policy and Sport (with the exception of the chairmen of the regional school councils) at the suggestion of the correspondent organisations, associations, confederations or institutions.

This body 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; reports on performance and quality standards; the establishment of the minimum requirements which educational institutions must meet; and other issues which the *MEPSyD* deems are of sufficient importance to be considered. It can also, on its own initiative, formulate proposals to the *MEC* regarding the aspects already mentioned or any other issue concerning the quality of education.

The State School Council is likewise responsible for annually drafting and publishing a report on the education system, where different aspects, including reporting any incidents of violence used in the educational community, are covered and considered. The Council must also report on the measures established by education authorities as regards the prevention of violence and the promotion of equality between men and women.

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 and the council members. Council members are chosen in equal numbers from representatives of the General State Administration and the Autonomous Communities as well as from the most representative business and trade union organisations.

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 Act on Education (*LOE*). It is a state advisory and participatory body regarding artistic education. This Council consists of a chairman (the minister of Education, Social Policy and Sport), 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 *MEPSyD* 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 *MEC*; to provide reports on their own initiative or at the *MEPSyD*'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.

CONSEJO ESCOLAR DEL ESTADO

CONSEJO GENERAL DE FORMACIÓN PROFESIONAL

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

MINISTERIO DE TRABAJO E INMIGRACIÓN

Ley 1/1986, de 7 de enero, por la que se crea el Consejo General de Formación Profesional

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

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

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación

Orden de 24 de junio de 1987 por la que se aprueba el reglamento de funcionamiento del Consejo Escolar del Estado.

Real Decreto 1128/2008, de 4 de julio, por el que se desarrolla la estructura orgánica básica del Ministerio de Educación, Política Social y Deporte 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

Real Decreto 1684/1997, de 7 de noviembre, por el que se aprueba el reglamento de funcionamiento del Consejo General de Formación Profesional

Real Decreto 365/2007, de 16 de marzo, por el que se regula el Consejo Superior de Enseñanzas Artísticas

Real Decreto 694/2007, de 1 de junio, por el que se regula el Consejo Escolar del Estado

2.7.1.2. Participatory bodies at regional, provincial and local level

School councils, whether regional, provincial or 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.

Every Autonomous Community has a regional school council guaranteeing the participation of all sectors involved in education. The Autonomous Community in question establishes by law the council's composition and functions.

Regional school councils 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. The groups to be called depend on the Autonomous Community as well as on the matters to be considered. Regional school councils 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 31 to 70, depending on the Autonomous Community.

At present, all Autonomous Communities have organised their own regional school council. Nevertheless, not all of them have set up municipal/local councils, and only some have area, provincial or regional councils.

The different Autonomous Communities are also in the process of establishing their own councils for vocational training.

Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación

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.

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

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 (from the third year of *ESO*), and one administrative and service staff representative. 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. Vocational training institutions can have a representative of the business world appointed by business organisations.

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.

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 the delegates of all groups. This council is responsible for informing pupils of school problems and formulating proposals to amend the [reglamento de régimen interior](#) and to draw up 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 (Act on Education) 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.

Subsequent to this legislation, the Autonomous Communities have approved regulations governing pupils' associations, federations and confederations. All Autonomous Communities 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 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación

Real Decreto 1532/1986, de 11 de julio, por el que se regulan las Asociaciones de Alumnos

Real Decreto 1533/1986, de 11 de julio de 1986, por el que se regulan las Asociaciones de Padres de Alumnos

2.7.2. Consultation involving Players in Society at large

Nation-wide advisory and participatory bodies for the State level are the General Conference 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.

CONFERENCIA GENERAL DE POLÍTICA UNIVERSITARIA

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

2.7.2.1. National participatory bodies

The 2007 Act modifying the Act on Universities establishes the General Conference 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 will replace the current University Coordination Council which was the highest university consultative and co-ordinating body.

The General Conference for University Policy is the body of agreement, coordination and cooperation of the university general policy. It is presided by the ministry of Science and Innovation, 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 Conference. 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 Science and Innovation 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 Science and Innovation (MICINN), the General Conference for University or by the Autonomous Communities.
- To make proposals on the university system to the Government and to the General Conference for University Policy.
- To verify the syllabuses' suitability to the guidelines and conditions established by the Government for the official degrees.

CONFERENCIA GENERAL DE POLÍTICA UNIVERSITARIA

SECRETERÍA GENERAL DEL CONSEJO DE COORDINACIÓN UNIVERSITARIA

MINISTERIO DE CIENCIA E INNOVACIÓN (MICINN)

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Real Decreto 1183/2008, de 11 de julio, por el que se desarrolla la estructura orgánica básica del Ministerio de Ciencia e Innovación

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 2001 *Ley Orgánica de Universidades*, LOU (Act on Universities) establishes the right of students to be represented in the governance and representative bodies of the university, as well as their freedom of speech, meeting and union in the university environment.

The 2007 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. This council will count with the representation of students from all universities and, if appropriate, with representatives of the student regional councils.

AGENCIA NACIONAL DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN (ANECA)

Ley 5/1985, de 21 de marzo, del Consejo Social de Universidades

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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. 80% of education expenditure in Spain is financed through public funds, while the remaining 20% comes from contributions from families.

Public funds earmarked to finance Spanish education are provided mainly by the Ministry of Education, Social Policy and Sport, the Ministry of Science and Innovation and the education authorities of the Autonomous Communities.

Other ministries as well as other regional and local authorities also provide funding. In 2005, the distribution of public expenditure among the different authorities was the following: 11.9% central authority, 83.2% regional authorities and 4.9% local authorities. These proportions only vary slightly from one year to the next.

Regardless of the authority providing funding, public spending is not earmarked only for public education, but it is also allocated to subsidise private schools and finance student scholarships and grants.

Public spending on education is intended for programmes corresponding to educational activities as well as for those addressing general services, school and university sports, complementary services, 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. 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. Occasionally, aid is granted every year to pupils 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.

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Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación

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.

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* (Act on Education) 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 Social Policy and Sport 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; using the same pupil admission criteria as public schools; 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, university fees, 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.

[Ley Orgánica 2/2006, de 3 de mayo, de Educación.](#)

[Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación](#)

[Real Decreto 2723/1998, de 18 de diciembre, por el que se desarrolla la autonomía en la gestión económica de los centros docentes públicos](#)

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 Conference 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.

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Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

2.9. Statistics

Please see the following subsections for further information.

2.9.1. Expenditure on education

TABLE 2.2: Expenditure on education in Spain. 2006

	Amount (millions of EUR)	% GDP ³
Public expenditure ¹	42,368.3	4.3
Family expenditure ²	8,362.08	0.9

¹ Public expenditure statistics. Office of Statistics, Ministry of Education, Social Policy and Sport. Expenditure on education (liquidated budgets) of all public authorities, including universities.

² Only family payments for education services to schools, academies and private lessons. Expenses not included. ³ GDP of 2000. *Instituto Nacional de Estadística* (National Statistics Institute).

Source: *Estadística del gasto público en Educación*. Office of Statistics, Ministry of Education and Science.

TABLE 2.3: Distribution of public expenditure on education per educational activity (thousands of EUR). 2006

	Amount (thousands of EUR)	% with respect to total public expenditure
Total public expenditure	42,368,258.1	100.0
Expenditure of public authorities	40,545,419.3	95.7
Non-university education (total)	29,673,329.4	70.0
Pre-primary and primary education	12,276,090.0	29.0
Secondary education and vocational training	12,249,096.3	29.0
Enseñanzas de régimen especial	845,910.4	2.0
Special education	920,055.8	2.2
Adult education	334,150.0	0.8
Education abroad	109,443.0	0.3
Complementary services	820,582.4	1.9
Compensatory education	291,417.2	0.7
Extracurricular activities	491,136.6	1.2
Teacher training	249,124.6	0.6
Educational research	119,030.8	0.3
General administration	925,025.3	2.2
Other types of higher education	42,258.0	0.1
University education ¹	8,250,037.8	19.5
Occupational training	1,572,658.7	3.6
Total grants and assistance	1,284,504.5	3.0
Grants for university fees exemption	-190,111.1	-0.4
Non-allocated expenditure	3,149,325.0	7.4
Adjusting entry	-1,326,486.2	-3.1

¹ Including EUR 188,745,000 grants for university fees exemption and 1,328,545,000 private funding for universities.

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

TABLE 2.4: Average expenditure per pupil according to educational level¹. 2006

	Amount (EUR)	% with respect to GDP per inhabitant
Total expenditure	5,566	25.0
Pre-primary education	4,057	18.2
Primary education	4,508	20.2
Secondary education	6,007	26.9
Non-university higher education	7,498	33.2
University higher education	8,564	37.4

¹ Calculated using OCDE/EUROSTAT methodology

Source: Office of Statistics, Ministry of Education. Social Policy and Sport.

Estadística del gasto público en Educación. Año 2006

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2.9.2. Grants and aids. 2004/05 academic year

TABLE 2.5: Distribution of the number and amount (thousands of EUR) of grants and assistance awarded by all education authorities, according to educational level. 2006/07 (academic year)

	Number of grants and assistance	Amount (thousands of EUR)
Total	2,973,900	1,230,386.1
Pre-primary education	295,589	68,397.1
Primary education	1,616,610	192,350.6
Special education	48,577	32,984.7
Bachillerato	158,363	80,042.7
Intermediate and advanced vocational training ciclos formativos	166,258	105,631.3
Social guarantee programmes	2,018	676.1
Other types of provision/non-specified	49,042	83,250.3
University education	637,443	667,053.3

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

TABLE 2.6: Distribution of the number and amount (thousands of EUR) of grants and aids awarded by all education authorities, per type of grant and assistance in non-university education. 2006/07 (academic year)

	Number of grants and assistance	Amount (thousands of EUR)
Total	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

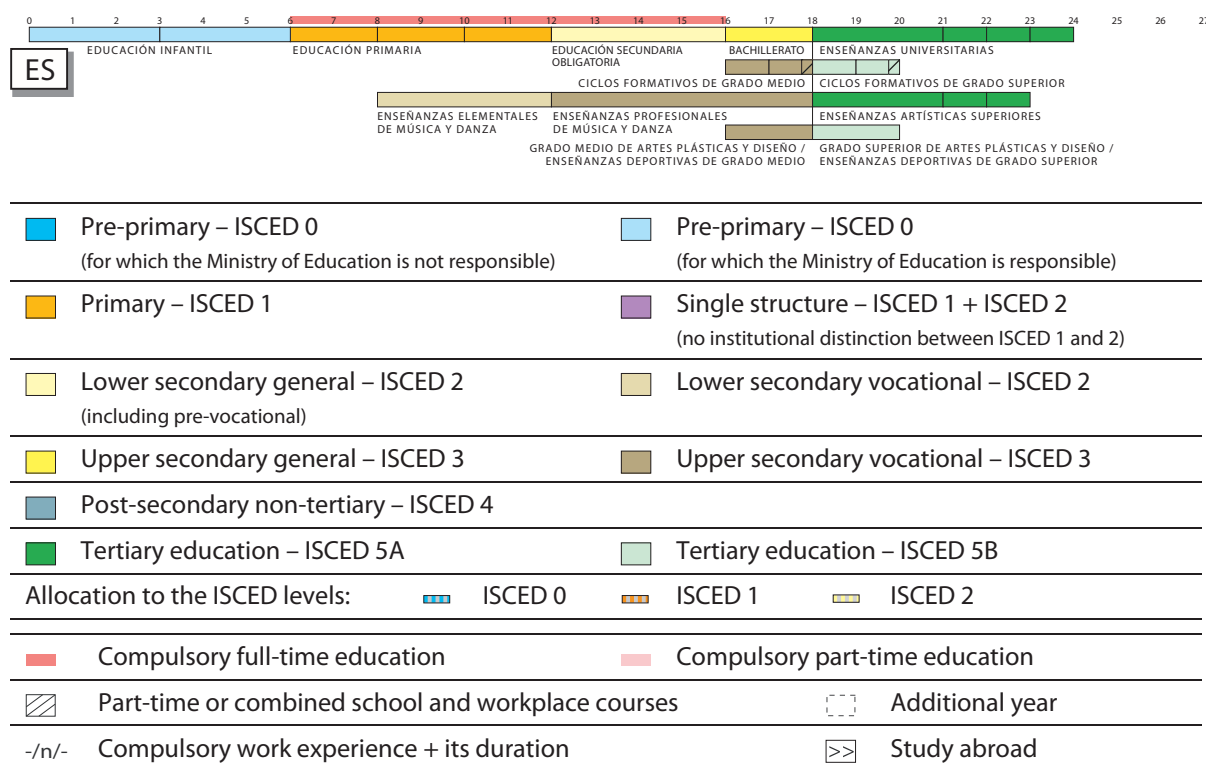
Source: Estadística de becas y ayudas al estudio. Statistics Office, Ministry of Education and Science.

Estadística de becas y ayudas al estudio. Curso 2006-07

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3. Pre-Primary Education

Organisation of the education system in Spain, 2008/09



Source: Eurydice.

Pre-primary education 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 unmistakably educational nature, with a structural and curricular development of its own. 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.

In Spain, pre-primary education is offered either in specific pre-primary education institutions (called pre-primary schools) or in institutions providing also primary education; primary and compulsory secondary education (ESO); or primary education, ESO and [Bachillerato](#). In addition, there are other types of institutions for children of this age, such as nursery schools or day care centres. They are private, although some Autonomous Communities subsidise this type of institutions.

This chapter presents a general description of pre-primary education, starting from a historical overview and including the current ongoing debates around this educational level. It also examines the structure, purpose and objectives of pre-primary education as well as its study programme, methodological principles and assessment criteria. Aspects such as financial support for families, the school calendar, support facilities and private-sector educational provision are also discussed. Finally, a general overview of organisational variations and alternative structures for this educational level is offered, and statistics about educational institutions, teaching staff and students are also presented.

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1630/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas del segundo ciclo de Educación Infantil.

3.1. Historical overview

The historical precedents of pre-primary education can be traced back to the second half of the 19th 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 20th 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.

Pre-primary education over the period 1936-1970 is viewed as being merely concerned with pupils' welfare and, in any case, as preparation for primary school. The failure to consider this educational stage as a stage in its own right and with an intrinsic justification led to a state of absolute neglect, both in the drawing up of official programmes as well as in the proper training of teaching staff specifically dedicated to this stage.

Pre-primary education was established for the first time as a level of the education system under the 1970 *Ley General de Educación y Financiamiento de la Reforma Educativa*, LGE (General Act on Education and Financing of Educational Reform), and, since then, it has undergone considerable development, both in the schooling rate and regarding its structure and psycho-pedagogical counselling. In 1985, the Experimental Programme of Pre-primary Education started, with the purpose of solving problems detected in this stage.

The 1990 *Ley Orgánica de Ordenación General del Sistema Educativo*, LOGSE (Act on the General Organisation of the Education System) regulated the organisation of this level, definitively naming it pre-primary education and establishing its organisation into two cycles, from 0 to 3 years, and from 3 up to 6, so that the teaching-learning process could be adjusted to the rate of development of its pupils. 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 organisation of pre-primary education and established a new stage: preschool education, for pupils from 0 to 3 years of age, the aim of which is the educational and welfare development of children in early infancy. Pre-primary education is made up of a single cycle of three school years, from 3 to 6 years of age, and its purpose is pupils' physical, intellectual, emotional, social and moral development.

In May 2006, the *Ley Orgánica de Educación*, LOE (Act on Education) was passed. As in the case of the LOGSE, the new Act established pre-primary education as a single educational stage organised into two cycles of three years each. Both cycles 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.

Ley 14/1970, de 4 de agosto, General de Educación y Financiamiento de la Reforma Educativa

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

3.2. Ongoing debates and future developments

Over the last decades, Spain has made an effort to develop comprehensive childcare policies and to promote inter-institutional coordination. As a result, the former Ministry of Labour and Social Affairs drew up, among its actions, a National Strategic Plan on Childhood and Adolescence, which runs from 2006 until the end of 2009, and is currently included in the action plans of the Ministry of Labour and Immigration.

It is a comprehensive planning scheme where the main strategies to develop the childhood and adolescence policy are agreed by consensus. Besides, the search for objectives shared by the institutions that participate in the development of the rights of the child is also promoted. Some of these objectives, directly linked to the pre-primary education stage, stand out:

- To encourage the exchange of experiences related to the development of educational and recreational activities for children under the age of 3.
- To increase and improve the quality of the provision of services for children under the age of 3 while their parents are at work, so that both parameters meet the European Union guidelines (Recommendation on childcare and a 33% coverage rate in public schools).
- To support the attainment of certain minimum requirements regarding the quality of the services provided for children under the age of 3.
- To promote a pre-primary education free of charge from the age of 3.

The Spanish education system assumes different responsibilities to meet these objectives. To be precise, in pre-primary education the following actions stand out:

- Recognition of the specific nature and quality of pre-primary education

The **Ley Orgánica de Educación, LOE (Act on Education)** confers an educational nature on both the first (0-3 years of age) and second (3-6) cycles of pre-primary education, facilitating an overall educational process for children who are 0-6. Therefore, schooling at this stage constitutes the ideal setting for the development of abilities and the detection of difficulties. Several distinctive characteristics of pre-primary education contribute to the quality of the educational provision, such as the specific training of its teachers, the existence of a specific curriculum close to the experiences of the children, flexible teaching methods appropriate to the pupil's pace, and encouragement of the family-school collaboration.

- Increase in school enrolment and provision of school places

In accordance with the **European educational objectives of Lisbon for 2010**, the LOE maintains the free nature of the second cycle of pre-primary education. To this end, the education authorities must guarantee a sufficient offer of school places in public schools as well as in [centros concertados](#), in the context of their educational planning, with the aim of meeting family demands. Regarding the first cycle, public authorities are urged to promote a gradual increase in the offer of public school places in this cycle, which is not free. The educational offer in this cycle must be encouraged through cooperation among the different education authorities and between these authorities and private bodies.

As a result, schooling in pre-primary education is one of the priority objectives of the educational policy. In fact, following the re-launch of the already mentioned Lisbon Strategy, agreed by the European Council in the spring of 2005, the Government approved the drawing up of the **Spanish National Reform Programme (PNR)**, of October 2005, whose main pillar, among others, was to increase the rate of children aged 0-3 attending school, since the stage of pre-primary education 'improves the performance and learning capacity of individuals and facilitates the access and continuity of women in the labour market'. Spain is among the most advanced countries of the European Union as regards schooling from the age of 3. However, the schooling rate of children aged 0-3 is very low.

The monitoring of this programme has led to a first progress report in 2006, a second in 2007 and a third in 2008. The Cabinet, in October 10th 2008, studied the **2008 Annual Progress Report of the PNR** and, in accordance with what was agreed in the European Council of the spring of 2008, it was submitted to the European Commission. Concerning pre-primary education, actions have been initiated with two aims: increase educational care in the first cycle of the stage and facilitate the non-discriminatory access of women into the labour market. Among these actions, it is important to mention the increase in the number of places for children under 3, going from 13.2% in 2004 to 15% in 2005, 16.6% in 2006 and 17.4% in 2007.

On the other hand, with the aim of improving educational care in the 0-3 stage, the Ministry of Education, Social Policy and Sport (*MEPSyD*) launched the **Educa3 Programme** in September 2008. This is a programme to promote the creation of new school places at this stage with a total budget of EUR 1,087 million for the period 2008-2012, with an Autonomous Communities co-financing rate of 50%. In 2008, the General State Administration allocation for the Plan amounted to EUR 130 million, 100 for building new pre-primary education schools, converting buildings already built into new schools and expanding existing schools, and the remaining 30 for co-financing family and childhood-oriented social programmes.

Finally, the free nature of school places in the second cycle of pre-primary education (3 to 6 years of age) is maintained. To this end, the 2008 budget estimated by the State Administration and the Autonomous Communities was EUR 428 million.

- Development of equity policies

In Spain, pre-primary education has a distinct preventive and compensatory nature and therefore an interest is taken in developing measures so that education authorities guarantee the most favourable conditions for the schooling of initially disadvantaged children in order to access basic education and progress to the subsequent levels. These measures are: promotion of early schooling, increase in the number of school places, balanced distribution of pupils from disadvantaged groups among publicly funded schools, assistance and award of grants for the provision of education, canteen and transport, and establishment of support and counselling services.

Finally, as in the case of other educational stages, there is concern for the gradual increase in coexistence problems in schools. Although conflict, lack of discipline and harassment have always existed in schools, these issues seem to have acquired increasing significance in recent years. It is a phenomenon that has a direct effect not only on teachers' work but also on their motivation, the atmosphere of the classroom and relationships with their pupils. In this respect it was agreed that an **Action plan for the promotion and improvement of school coexistence** should be established in accordance with what is stipulated by the *LOE* on coexistence plans as basic elements of the [Proyecto Educativo](#) of the school. In this line, the *MEPSyD* has announced national awards for the promotion of school coexistence through a National Competition of Good Practices of Coexistence for 2008. These awards are addressed, among others, to publicly funded schools offering the second cycle of pre-primary education which have implemented plans and actions aimed at the improvement and development of coexistence, with the aim of acknowledging their effort and contribution towards the improvement of the quality of education. The idea is to reward those schools that prove to have developed good practices for the prevention and eradication of violence and the promotion and development of positive habits for coexistence, apart from having dealt with several actions for coexistence.

Convergencia y empleo: Programa Nacional de Reformas.

Plan de Actuación para la promoción y la mejora de la convivencia escolar

Plan Estratégico Nacional de Infancia y Adolescencia 2006 – 2009

Programa Nacional de Reformas de España. Informe Anual de Progreso 2006.

Programa Nacional de Reformas. Informe Anual de Progreso 2007

Programa Nacional de Reformas. Informe Anual de Progreso 2008

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación

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

3.3. Specific legislative framework

With the passing of the 2006 *Ley Orgánica de Educación*, LOE (Act on Education), the three acts making up the legal framework of pre-primary education were repealed: 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 new Act also modified some aspects of the 1985 *Ley Orgánica Reguladora del Derecho a la Educación*, LODE (Act on the Right to Education), still in force.

In the current 2008/09 school year the first and second cycles of pre-primary education as stipulated by the LOGSE and preschool education as established by the LOCE are no longer on offer, and the stage of pre-primary education as laid down in the LOE has been finally implemented.

Royal Decree 1630/2006 has established the core curricula for the second cycle of pre-primary education. Based on this decree, the Autonomous Communities have drawn up the curricula for this stage by means of different decrees and orders.

As regards the first cycle of pre-primary education, the LOE stipulates that education authorities must establish its educational contents.

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

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

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

Decreto 181/2008, de 9 de septiembre, por el que se establece la ordenación de las enseñanzas del segundo ciclo de la educación infantil

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

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

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

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

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

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

Decreto 4/2008, de 11 de enero, por el que se aprueba el Currículo de Educación Infantil para la Comunidad Autónoma de Extremadura

Decreto 428/2008, de 29 de julio, por el que se establece la ordenación y las enseñanzas correspondientes a la Educación Infantil en Andalucía

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 71/2008, de 27 de junio, por el cual se establece el currículo de la educación infantil en las Islas Baleares

Decreto 85/2008, de 3 de septiembre, por el que se establece el currículo del segundo ciclo de Educación Infantil

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

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

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación

Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación

Ley Orgánica 9/1995, de 20 de noviembre, de la Participación, la Evaluación y el Gobierno de los centros docentes

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

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

Orden de 5 de agosto de 2008, por la que se desarrolla el Currículo correspondiente a la Educación Infantil en Andalucía

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

Orden ECI/3960/2007, de 19 de diciembre, por la que se establece el currículo y se regula la ordenación de la educación infantil

Real Decreto 1630/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas del segundo ciclo de Educación Infantil.

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.

3.4. General objectives

The aim of pre-primary 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, 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1630/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas del segundo ciclo de Educación Infantil.

3.5. Geographical accessibility

The effectiveness of the right to education must be guaranteed by appropriate planning for cost-free education in the corresponding territories.

In urban areas, the birth rate entails planning educational services to ensure the most rational use of resources. The school population is growing year after year, which may be explained by the increase in the number of immigrant pupils in recent years and by the new settlements in industrial or residential belts in some cities, necessitating the creation of new schools with an appropriate distribution of classrooms. Aspects regarding the planning for school places and of resources to guarantee the proper schooling of inhabitants in scarcely populated areas, for both pre-primary and primary education, will be discussed in section 4.5.

The *LOE* establishes that, during pre-primary 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.

The *LOE* also lays down that the State must promote different actions aimed at facilitating every pupil's choice of their preferred educational option, regardless of where they live. In order to apply the principle of collaboration, education authorities shall facilitate 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 pre-primary education units, if considered necessary, in order to cater for areas with special socio-demographic or school characteristics.

OFICINA DE ESTADÍSTICA

[Ley Orgánica 2/2006, de 3 de mayo, de Educación.](#)

[Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación](#)

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 education authorities 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 pre-primary education schools is the age of the pupil (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..

[Ley Orgánica 2/2006, de 3 de mayo, de Educación.](#)

[Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación](#)

[Real Decreto 334/1985, de 6 de marzo, de ordenación de la Educación Especial](#)

3.7. Financial support for pupils' families

A system of study grants and assistance for students in underprivileged socio-economic conditions has been established in order to guarantee equal rights as regards education.

The awarding of grants is especially important in the non-compulsory levels of education and in the complementary services of basic education.

Grants are classified into two categories: general grants for students of both compulsory and post-compulsory levels, and special grants aimed at pupils of pre-primary education, pupils with special educational needs, etc.

Major amendments to the regulations on study grants and assistance have been made for the 2008/09 school year. Therefore, it is important to mention that December 21 Royal Decree 1721/2007 established a new system for individual study grants and assistance, modifying the previous centralised management

system and regulating the necessary parameters to ensure equality in the access to the abovementioned study grants and assistance, without detriment to the Autonomous Communities' legislative and executive powers. On the other hand, April 28 Royal Decree 675/2008 establishes the family income and wealth thresholds and the amount of the study grants and assistance provided by the Ministry of Education, Social Policy and Sport (*MEPSyD*) for the 2008/09 school year.

One of the groups that demands special protection regarding financial support is that of pupils with special educational needs, due to either any type of disability or behaviour, or to intellectual giftedness that calls for activities complementing formal education. For this purpose, the *MEPSyD* announces financial assistance aimed at helping families with the cost of education. The May 6 2008 Resolution officially announces assistance for the 2008/09 school year. For this year, amounts are increased by 6% on average and thresholds are adjusted by 27%, both as compared to those for 2007/08. The two new aspects introduced in last year's announcement are still in effect. Concerning the amount of assistance for transport, an increase of 50% is envisaged if the pupil in question has a considerable motor disability. There is also the possibility of having assistance for pedagogical and language re-education if pupils' needs of this type of treatments in order to complement the provision offered by the school he/she is attending is proved. This assistance is addressed, among others, to pupils who are already 2 and who are taking pre-primary education and, as an exception, pupils who are under 2 provided that the relevant teams certify their need to be schooled. More specifically, pupils with special educational needs can be provided assistance for the following items and representing the following amounts:

- Education: up to EUR 845.
- School transport: up to EUR 605.
- School canteen: up to EUR 563.
- Student residence: up to EUR 1,760.
- Transport for travelling expenses during weekends for pupils boarding at / in special education institutions: up to EUR 434.
- Urban transport: up to EUR 302.
- Pedagogical or language re-education: up to EUR 895 for each of them.

Some Autonomous Communities offer school transport assistance for those families with less per capita income or with special social characteristics. Moreover, some education authorities also offer assistance for the cost of meals.

In addition, some Autonomous Communities annually announce grants for the schooling of pupils in the first cycle of pre-primary education in private schools.

Ley 38/2003, de 17 de noviembre, General de Subvenciones

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Orden 2250/2008, de 24 de abril, de la Consejería de Educación y de la Consejería de Familia y Asuntos Sociales, por la que se aprueban las bases reguladoras para la concesión de becas para la escolarización en centros privados en el primer ciclo de Educación Infantil y se aprueba la convocatoria correspondiente al curso 2008-2009

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.

Real Decreto 675/2008, de 28 de abril, 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, Política Social y Deporte para el curso 2008-2009

Resolución de 6 de mayo de 2008, de la Secretaría de Estado de Educación y Formación, por la que se convocan ayudas para alumnado con necesidad específica de apoyo educativo para el curso académico 2008-2009

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. Class groups are usually organised according to age (year of birth), with a maximum of 25 pupils per teacher in the second cycle and a lower ratio in the first. In this last case, education authorities set the teacher/pupil ratio. A class teacher is assigned to each group of pupils and, due to the nature of the stage, attempts are made to ensure that the same group of pupils has the same [maestro](#) as its class teacher throughout the entire cycle.

LEG ID="L0506"\$Ley Orgánica 2/2006, de 3 de mayo, de Educación.

3.9. Organisation of time

The school calendar is established by each Autonomous Community, although certain minimum standards must be observed in order to guarantee uniformity across schools and, at the same time, take into account the specific characteristics of each town.

3 de mayo, de Educación.

3.9.1. Organisation of the year

In schools where the first cycle of pre-primary education (0 to 3 years of age) is provided, 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.

In schools where only the second cycle of pre-primary education (3-6 years of age) is offered, which can be independent or operate jointly with primary education schools, the organisation of the school year coincides with that of primary education (see 4.8.).

The timetables of nursery schools or day care centres for children are freely defined, since they are private institutions.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

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.

3.9.2. Weekly and daily timetable

Timetables vary depending on the type of school (public or private) and on the education authority they are under. The timetable of public pre-primary education schools 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. Nonetheless, children are not usually allowed to remain on the school premises for more than 9 hours per day.

Private schools offering both cycles of pre-primary education or only the first one usually adapt their timetables to family requirements. Those schools offering only the second cycle of pre-primary education have the same timetable as primary education schools (see 4.10.). Lunch services are provided in many public and private pre-primary education schools, and some are beginning to offer a breakfast service, so they can open at 7:30 a.m. Such services are aimed at families requiring them for work-related reasons.

This timetable may be extended to include voluntary extracurricular activities organised by parents' associations, the schools themselves or external institutions.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

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.

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

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 should establish the core curricula for the second cycle of pre-primary education, whereas the education authorities are responsible for determining the educational contents of the first cycle (in accordance with both the *LOE* and Royal Decree 1630/2006, which establishes the core curricula for the second cycle of pre-primary education). The education authorities should also establish the curriculum for the second cycle in accordance with the core curricula fixed by the Government. According to the *LOE*, 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.

Royal Decree 806/2006, on the schedule for implementation of the *LOE*, establishes that the Autonomous Communities should have determined the educational contents of the first cycle of pre-primary education before December 31st 2007 in accordance with what is stipulated by the *LOE*.

This Royal Decree also establishes that provision corresponding to the first and second cycles of pre-primary education as laid down by the *LOE* must have been implemented in 2008/09. Therefore, provision corresponding to the first and second cycles of pre-primary education as stipulated by the *LOGSE* and preschool education as established by the *LOCE* (see section 3.2.) are no longer taught. However, education authorities could introduce the first cycle regulated by the *LOE* prior to the 2007/08 school year.

Pre-primary education is taught by [maestros](#) with the corresponding specialisation, who develop, in their classes, the basic curricular aspects established by the legislation in force.

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 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.

Lastly, the *LOE* suggests, for the second cycle (pupils who are 3-6 years old), an introduction to reading and writing and a foreign language, as well as to basic numeracy, information and communication technologies (ICT), and visual and musical expression. In fact, the increasingly importance of ICT has led the Autonomous Communities to pay great attention to the introduction and learning of ICT in pre-primary education, following the European guidelines. The Act also stipulates that the education authorities are responsible for promoting an introduction to a foreign language in the second cycle of the stage, particularly in the last year.

Royal Decree 1630/2006, on the core curricula for the second cycle of pre-primary education, establishes that the areas of this cycle are the following: Self-Knowledge and Personal Autonomy; Knowledge of the Environment; and Languages: Communication and Representation. These areas should be conceived as areas of action, learning spaces of all kinds: attitudes, procedures and concepts, which will contribute to the development of children and facilitate their approach to the interpretation of the world, by giving it meaning and encouraging their active participation in it.

The Agreement between the Spanish State and the Holy See on Education and Cultural Issues guarantees that pre-primary education pupils who require so have the right to receive Catholic Religion provision and establishes that the ecclesiastical hierarchy is responsible for setting its specific contents. In accordance with this agreement, the second additional disposition of the *LOE* stipulates that Catholic Religion will be included as an area or subject of the corresponding educational levels, which will be compulsorily offered by schools and voluntarily chosen by pupils. The Royal Decree 1630/2006 lays down that Religion will be introduced into the second cycle of the stage and, concerning Catholic Religion, that the corresponding curriculum will be the responsibility of the ecclesiastical hierarchy. According to the previous regulations, the Spanish Synod fixed the curricula for Catholic Religion corresponding to pre-primary education, as regulated by the then Ministry of Education and Science through the June 6th Order ECI/1957/2007 establishing the curricula for Catholic Religion provision corresponding to pre-primary, primary and secondary education. This Order states that the education authorities are responsible for taking the necessary measures, within their sphere of authority, for curricula to be taught in accordance with its terms.

Finally, there are several out-of-school activities for pre-primary education pupils: physical education and sport, health promotion, artistic, library, computer and media, foreign language communication, participation of the educational community (ceremonies, conferences and celebrations), or parents' training.

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.

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

Real Decreto 1630/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas del segundo ciclo de Educación Infantil.

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.

3.11. Teaching methods and materials

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) establishes that schools themselves will include the specific educational nature of the two cycles making up pre-primary education in a pedagogical proposal. In addition, regulations developing the basic aspects of the pre-primary education curriculum specify some general methodological principles.

The general methodological principles mentioned above refer to the fact that the educational contents of pre-primary education must be approached through global activities with interest and meaning for children. The globalisation principle assumes that learning is the product of many associations, of relations between what is new and what has already been learnt, in an attempt to bring the individuals into contact with a reality that they want to understand. Interaction among pupils is both an educational objective and a primary methodological resource, since it encourages intellectual, affective and moral progress. Yet, this stage is also characterised by flexibility in conducting activities and adaptation to the pupils' pace. Thus, both the classroom atmosphere (space and resource material) and time frames are organised and distributed in such a way as to cater for their needs for affection, activity, relaxation, rest, nourishment, etc.

The educational methodology of the two cycles of pre-primary education must be based on experiences, activities and play, and put into practice in an atmosphere of affection and trust, in order to promote the self-esteem and social integration of children. The teaching staff of each school is ultimately responsible for the methodological strategies and the specific method to be followed.

In addition, this stage is to be run in close coordination with primary education to ensure a smooth transition between the two. This coordination does not entail subordinating pre-primary education to primary education, but rather is a reflection on the need to establish tie-ins, so that there is continuity as well as change and differentiation in the transition from one stage to the next.

Coordination between the school and the family is fundamental at this stage in order to foster as far as possible the preventive and compensatory nature that defines this educational period.

The curricular materials and didactic resources which can be used include: textbooks, printed material published by educational institutions, 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), etc. Computers, printers, photocopiers, sound systems, videos, overhead projectors and projectors, etc. are also used as resources. Finally, the use of resources related to plastic expression: painting, modelling, theatre, etc, should also be mentioned in the pre-primary education stage.

Pupils have access to information and communication technologies (ICT) and other materials inside the classroom. In this sense, the Ministry of Education Social Policy and Sport (*MEPSyD*) as well as the different education authorities have developed different plans to promote an initial approach to ICT in early childhood. There are also calls for improvement and innovation in school libraries. The Higher Institute for Teacher Training and On-line Resources (*ISFTIC*) also offers educational resources for pre-primary education, available to teachers, pupils, parents and the educational community in general.

INSTITUTO SUPERIOR DE FORMACIÓN Y RECURSOS EN RED PARA EL PROFESORADO (ISFTIC)

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Orden ESD/1577/2008, de 26 de mayo, por la que se convoca el concurso nacional de buenas prácticas para la dinamización e innovación de las bibliotecas de los centros escolares para el año 2008

Real Decreto 1630/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas del segundo ciclo de Educación Infantil.

3.12. Evaluation of Children

Royal Decree 1630/2006, on the core curricula for the second cycle of pre-primary education as stipulated by the 2006 *Ley Orgánica de Educación, LOE* (Act on Education), establishes direct and systematic observation as the main technique for the evaluation process. It also states that the evaluation 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.

As regards the first cycle, education authorities are responsible for establishing the evaluation process of the pupils.

As a general rule, the evaluation at this stage is of a global, continuous and formative nature. The point of reference for evaluation comprises both the educational targets and the evaluation criteria.

The [maestros](#) evaluate the teaching process, their own educational practice, and the development of children's abilities to learn, compared to the objectives and knowledge required in pre-primary education for that period.

The most appropriate evaluation techniques during this stage include parent-teacher interviews and direct and systematic observation of the child by teachers. In particular, teachers, should make the criteria on which they base their assessment as objective as possible. They should help pupils to understand, on a pupil-by-pupil basis, what is expected of them. Assessment results should also include the progress made by pupils and, as appropriate, any remedial and adaptation measures taken. A report, based on all the above, on the knowledge acquired by pupils in terms of abilities is drawn up to inform parents, at least once every quarter, about the progress and difficulties detected over the period.

[Ley Orgánica 2/2006, de 3 de mayo, de Educación.](#)

[Real Decreto 1630/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas del segundo ciclo de Educación Infantil.](#)

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 is 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 the needs they may have.

A specialised network, made up of the teams below, is established according to the specific needs of the school population concerned:

Early Care Educational and Psychopedagogical Counselling Teams.

They are responsible for general counselling in pre-primary education (0-6 years). At this stage, most disabilities become apparent, some of them at birth and others when developing the skills acquired during the process of growth. They can be detected at school or it may happen that the family, before applying to the school, is aware of the child's disability. In both cases, the Early Care Team provides the family with initial information on the disability and counselling on 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 Psychopedagogical 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 Departments or Units within pre-primary and primary education schools.

These teams and units, in collaboration with class teachers, establish the measures which should be taken in the school in order to cater for pupils with specific educational needs and also carries out the relevant monitoring. Such measures may include aspects regarding the planning of curricular elements and teacher strategies, or the intervention of support teachers, 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 Psychopedagogical 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.

All Counselling Teams are interdisciplinary. They are mostly made up of pedagogues, psychologists, educational psychologists and social workers. Early Care Teams can also comprise Therapeutic Pedagogy and Speech Therapy [maestros](#).

El sistema educativo español 2000

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Orden de 7 de septiembre de 1994, por la que se establece la sectorización de los Equipos de Orientación Educativa y Psicopedagógica

Orden de 9 de diciembre de 1992 por la que se regulan la estructura y funciones de los Equipos de Orientación Educativa y Psicopedagógica

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

3.14. Private sector provision

In the Spanish education system schools may be public or private, depending on their ownership. 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. The 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.

Constitución Española de 27 de diciembre de 1978

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación

3.15. Organisational variations and alternative structures

The section on support measures (see 3.13.) has outlined the measures which the education system sets down 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: students who are socially or culturally disadvantaged.

Compensatory education within the Spanish education system involves the implementation of a series of complementary measures in order to reduce inequalities of access to education for certain groups of pupils (for further information, see section 4.17.1.).

One of the target groups for compensatory measures is that of pupils from rural areas. 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.

Cultural and ethnic minorities comprise further target groups for compensatory measures in the private sector. The objective of this intervention is to enrol young children in school, regularise their attendance and lower the dropout rate, accommodating the particular characteristics of each cultural group (see section 4.17.1.). The different education authorities develop plans to meet ethnic minorities' needs or those of the immigrants who have been accepted by the education system.

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 same type of agreement may be also made for other languages. The sections in charge of teaching the subjects are called bilingual sections.

As concerns other type of variations in public pre-primary education, it should be mentioned that the Ministry of Education, Social Policy and Sport (*MEPSyD*) has signed a cultural agreement between Spain and Portugal. It is aimed at maintaining the cultural and linguistic references of the children of Portuguese workers and immigrants, as well as promoting in Spanish pupils a positive evaluation of different cultures, building up individual cultural identity and developing collective coexistence.

In October 1980, the Cultural Cooperation Agreement between the Kingdom of Morocco and the Kingdom of Spain was signed. It is addressed to Moroccan pupils being educated in Spanish public schools. According to this agreement, Spain should facilitate school access as well as provide the necessary classrooms to teach, whereas Morocco is responsible for providing teachers and their salaries.

Moreover, there is a European initiative called *eTwinning*, which consists of the twinning of schools. *ETwinning* is the main action of the *eLearning* programme of the European Commission. This new initiative is aimed at encouraging long-lasting European school associations with the participation of teachers, head teachers and support personnel of different levels and subjects.

ETwinning develops and reinforces networking and shared learning in schools, and allows cooperative working on curricula. At the same time, it gives European young people the opportunity to learn about the society and culture of others, as well as the opportunity to improve their linguistic skills.

La atención al alumnado inmigrante en el sistema educativo en España

BRITISH COUNCIL

Convenio Cultural entre España y Portugal, firmado en Madrid el día 22 de mayo de 1970

Convenio de Cooperación Cultural entre el gobierno de España y el reino de Marruecos, hecho en Rabat el 14 de octubre de 1980

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

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 pre-primary education and percentage in public schools¹

	2003/04	2004/05	2005/06	2006/07
Number of pupils	1,356,756	1,427,519	1,487,548	1,557,257
% in public schools	65.0	64.8	64.5	64.2

¹ Pupils enrolled in schools authorised by the education authorities.

Source: *Estadísticas de las enseñanzas no universitarias. Full data.* 2006/07 school year. Office of Statistics, Ministry of Education, Social Policy and Sport.

Table 3.2: Net rate of schooling in pre-primary education according to age. 2006/07¹

	Net rate of schooling
Under 1 year-olds	4.9
1 year-olds	17.3
2 year-olds	32.5
3 year-olds	96.7
4 year-olds	98.2
5 year-olds	97.8

¹ In schools authorised by the education authorities.

Source: *Estadísticas de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education, Social Policy and Sport.

Table 3.3: Evolution of the net rate of schooling in pre-primary education according to age group¹

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

¹ Pupils enrolled in schools authorised by education authorities.

Source: *Estadísticas de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education, Social Policy and Sport.

Table 3.4: Average number of pupils per unit in pre-primary education according to school ownership. 2006/07

	Pre-primary education (1st cycle)	Pre-primary education (2nd cycle)
Total	14.2	21.6
Public schools	13.9	20.5
Private schools	14.7	24.4

Source: *Estadística de las enseñanzas no universitarias*. Advance data. 2006/07 school year. Office of Statistics, Ministry of Education, Social Policy and Sport.

Estadística de las enseñanzas no universitarias. Datos avance. Curso 2006-07

Estadísticas de las enseñanzas no universitarias. Resultados detallados. Curso 2005-06.

Estadísticas de las enseñanzas no universitarias. Resultados detallados. Curso 2006-07

INSTITUTO NACIONAL DE ESTADÍSTICA (INE)

OFICINA DE ESTADÍSTICA

3.16.2. Teachers

Table 3.5: Number and percentage of maestros¹ according to school ownership. 2006/07

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

¹ Teachers teaching 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, Social Policy and Sport.

Estadísticas de las enseñanzas no universitarias. Resultados detallados. Curso 2006-07

OFICINA DE ESTADÍSTICA

3.16.3. Schools

Table 3.6: Number of schools offering pre-primary education and percentage of public schools. 2006/07

	Total	Public Schools	% of public schools
Total	17,709	12,238	69.1
Pre-primary education schools	4,519	2,219	49.1
Primary education schools	9,715	9,265	95.4
Primary and compulsory secondary education (ESO) schools	2,288	752	32.9
Compulsory secondary education and/or Bachillerato and/or vocational training ciclo formativo institutions	1	0	0.0
Primary education, compulsory secondary education and/or Bachillerato and/or vocational training ciclo formativo institutions	1,186	2	0.2

Source: *Estadística de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education, Social Policy and Sport.

Table 3.7: Percentage of schools providing non-university mainstream education according to size of the institution (number of students) and ownership¹. Academic year 2006/07

Number of students in the school	Total	Public schools	Private schools
25 or less	7.5	7.9	6.4
26-100	22.9	18.7	33.0
101-200	15.1	17.4	9.3
201-300	13.0	14.7	8.7
301-500	22.2	24.6	16.0
501-700	10.0	10.2	9.4
701-1,000	6.0	4.9	8.6
More than 1,000	3.4	1.6	7.7

¹ Specific distance education institutions are not included.

Source: *Estadística de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education, Social Policy and Sport.

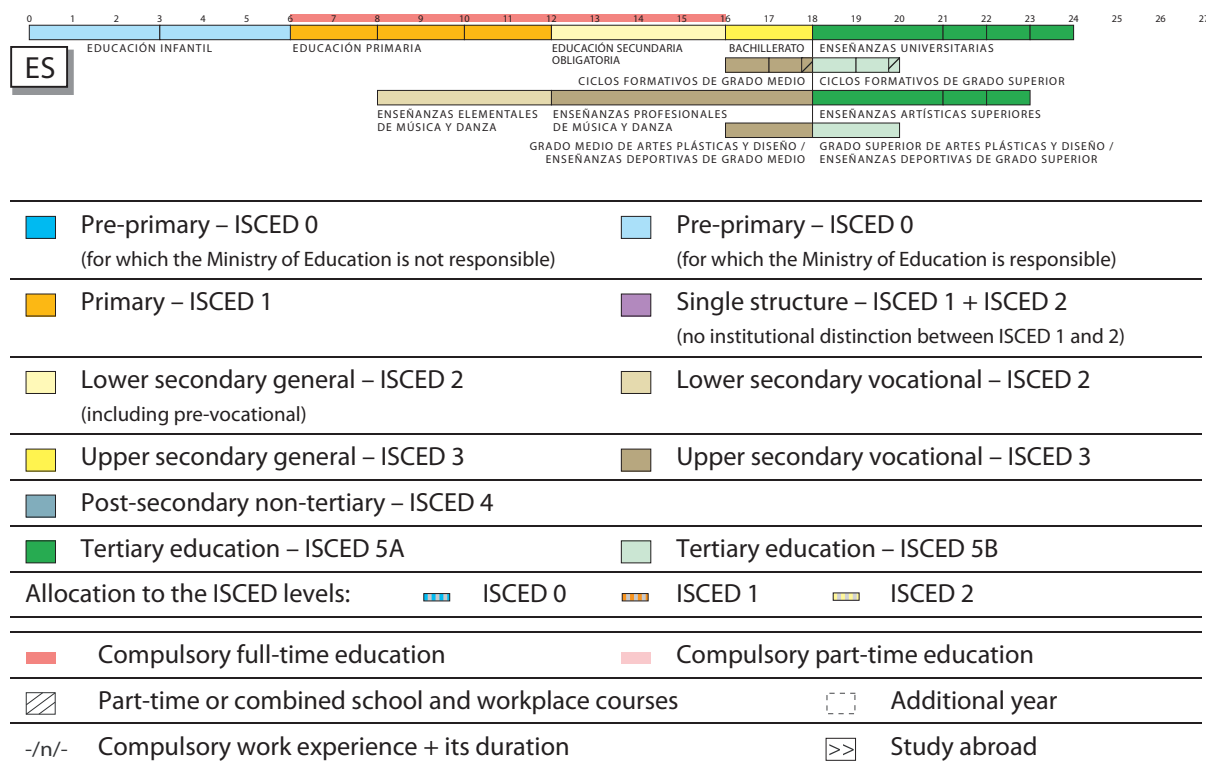
Datos y cifras. Curso escolar 2008-2009

Estadísticas de las enseñanzas no universitarias. Resultados detallados. Curso 2005-06.

OFICINA DE ESTADÍSTICA

4. Primary Education

Organisation of the education system in Spain, 2008/09



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, usually from 6 to 12 years of age. It is divided into three cycles of two years duration each. 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 Constitution up to the present day. Following this, the chapter covers the debates that are taking place in Spain in relation to primary education. Likewise, reference is also made to curricular elements (objectives, contents, methodological principles, and evaluation and promotion criteria) as well as to the various areas of knowledge taught at this stage and their timetable breakdown. The chapter also describes the planning for the provision for school places, measures to ensure the schooling of pupils, as well as the financial assistance and guidance services available to pupils and families. A section devoted to private education is also included together with information on other organisational and alternative arrangements to tailor provision at this educational level to suit the different needs. Finally, statistics are given regarding primary education institutions, teaching staff and pupils.

[Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo](#)

[Ley Orgánica 2/2006, de 3 de mayo, de Educación.](#)

Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación

4.1. Historical overview

The enactment in 1857 of the Public Education Act (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* and *LOCE*. However, it still keeps the same basic organisation as the previous legislation as far as primary education is concerned.

Ley 14/1970, de 4 de agosto, General de Educación y Financiamiento de la Reforma Educativa

Ley de Instrucción Pública.

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

4.2. Ongoing debates and future developments

In the school year 2008/09, the second cycle of primary education has started to be offered according to the new Act. The new organisation of the stage includes a general diagnostic evaluation to improve the teaching-learning processes. In addition, teaching hours devoted to Mathematics and Languages are increased; and the area of Citizenship Education and Human Rights, with 50 teaching hours, is introduced in one of the last years of primary education (see section 4.10.). The aim of this subject is to provide pupils with a space for reflection, analysis and study of the fundamental nature and functioning of democracy, of 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 most important strategies for primary education established by the Ministry of Education, Social Policy and Sport (*MEPSyD*) 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 *MEPSyD* 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 *MEPSyD* may transfer funds to the Autonomous Communities to improve school libraries. Regional authorities should, in turn, contribute at least the same amount of money as that of the *MEPSyD*, so that 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 *MEPSyD* puts into practice 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 *MEPSyD* 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.

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Orden ESD/1577/2008, de 26 de mayo, por la que se convoca el concurso nacional de buenas prácticas para la dinamización e innovación de las bibliotecas de los centros escolares para el año 2008

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.

4.3. Specific legislative framework

The 2006 *Ley Orgánica de Educación*, LOE (Act on Education) clarifies the legal framework as it rescinds the three Acts that constituted the basic legislative framework of the whole education system and hence of primary education: 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). The LOE also introduces amendments to the 1985 *Ley Orgánica Reguladora del Derecho a la Educación*, LODE (Act on the Right to Education). Hence, both the LODE and the LOE are the basic legislative framework for primary education at present.

In addition, the June 30 Royal Decree 806/2006 sets out the schedule for the implementation of the re-organisation of the education system established by the LOE. The schedule for the implementation of this Act fixes a timeline of five years from the 2006/07 school year onwards. Thus, all those aspects that are not yet in force will be regulated by the former regulations until the general implementation of the new curriculum is fully developed.

The December 7 Royal Decree 1513/2006 establishes the minimum core curricula for primary education (see section 4.10.).

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación

Ley Orgánica 9/1995, de 20 de noviembre, de la Participación, la Evaluación y el Gobierno de los centros docentes

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

Orden ECI/2571/2007, de 4 de septiembre, de evaluación en educación primaria

Real Decreto 1513/2006, de 7 de diciembre, por el que se establecen las enseñanzas mínimas de la Educación Primaria.

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.

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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1513/2006, de 7 de diciembre, por el que se establecen las enseñanzas mínimas de la Educación Primaria.

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 with the necessary financial and material resources to guarantee pupils' cost-free education either in their own municipality or in any other specific area of schooling.

More specifically, in primary education a free school place is guaranteed to every pupil in his/her own municipality or specific area of schooling.

The necessary resources and organisational systems are provided to respond to the particular nature of rural schools.

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 means that educational services need to be planned so as to ensure the most rational use of resources.

Constitución Española de 27 de diciembre de 1978

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación

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 without necessarily having been previously enrolled in pre-primary education. 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación

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, Social Policy and Sport (*MEPSyD*) annually announces a general nation-wide 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 may organise their own competitions for study grants.

In addition, 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. A free lunch service is aimed at the latter as well as for economically disadvantaged pupils. Boarding school expenses are awarded only where 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Resolución de 7 de mayo de 2008, de la Secretaría de Estado de Educación y Formación, por la que se convocan ayudas para adquisición de libros de texto y material didáctico complementario, para el curso académico 2008-2009

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 covered by 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.

With regard to the organisation of pupils, 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 in educational institutions offering primary education is established by law for the entire State (a maximum of 25 pupils per unit). Education authorities are in charge of establishing the maximum number of pupils for those units including pupils with specific needs for educational support.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

4.9. Organisation of school time

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

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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 2008/09 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 number of teaching hours is approximately 875 at primary level.

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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

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.

4.9.2. Weekly and daily timetable

According to regulations, the school 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, EVERYDAY OF THE WEEK				
	Out-of-hours provision (before lessons) ¹	Lessons (starting and finishing times in the morning)	Lunch break ²	Lessons (starting and finishing times in the afternoon)	Out-of-hours provision (after lessons) ³
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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

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.

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 competences, content 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 2008/09 school year, the second 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). The third cycle is still regulated by the Royal Decrees on the curriculum developed according to the 1990 *Ley Orgánica General de Ordenación del Sistema Educativo, LOGSE* (Act on the General Organisation of the Education System) (see section 4.3.). Besides, from the school year 2007/08 onwards the common core curricula also includes the basic competences that pupils should achieve throughout the stage.

4.10.2. Subjects

Teaching is organised around six compulsory areas of knowledge: Natural, Social and Cultural Environment; Artistic Education; Physical Education; Spanish Language and Literature; the co-official Language and the Literature of the corresponding Autonomous Community (in the case of bilingual Communities); Foreign Language; and Mathematics.

All areas work on reading comprehension, speaking and writing skills, audiovisual communication, information and communication technologies, and education in values.

The *LOE* also includes the area of Citizenship Education and Human Rights in one of the years of the third cycle of primary education (see section [4.2.](#)).

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 linguistic sections or bilingual sections in which some non-linguistic areas are provided in the chosen language. The number of areas as well as their timetable allocation is determined by the regulations in each Autonomous Community.

In addition, the agreement signed in 1996 between the former Ministry of Education and Science (*MEC*) and the British Council (accessed 18 November 2008) to carry out a bilingual programme through the teaching of a Spanish-British integrated curriculum deserves mention.

As regards Religious education, the *LOE* acknowledges the right of parents to educate their children according to their religious and moral beliefs. In addition, this Act establishes that Religious education is to be included as an area in the corresponding educational level. The primary education curriculum for Religious education was established in June 2007. In accordance with legislation, Religion is optional for pupils but should be compulsorily offered by educational institutions.

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: Hours for core curricula in primary education, by cycle. School year 2008/09

AREAS OF KNOWLEDGE	1 st and 2 nd CYCLES	3 rd CYCLE
Knowledge of the Environment (natural, social and cultural)	175 hrs	170 hrs
Artistic Education	105 hrs	105 hrs
Physical Education	105 hrs	105 hrs
Spanish Language and Literature	315 hrs	275 hrs
Foreign Language	105 hrs	170 hrs
Mathematics	175 hrs	170 hrs
Religious Studies / Study Activities	105 hrs	105 hrs
Total	1,085 hrs	1,100 hrs

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

June 14 Royal Decree 1006/1991. Official State Gazette, no. 152, June 26, 1991.

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

Decreto 111/2007, de 20 de julio, del consell, por el que se establece el currículo de la educación primaria en la comunidad valenciana

Decreto 126/2007, de 24 de mayo, por el que se establece la ordenación y el currículo de la educación primaria en la comunidad autónoma de canarias

Decreto 130/2007, de 28 de junio, por el que se establece el currículo de la educación primaria en la comunidad autónoma de Galicia

Decreto 142/2007, de 26 de Junio, por el que se establece la ordenación de las enseñanzas de la Educación Primaria

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

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

Decreto 230/2007, de 31 de julio, por el que se establece la ordenación y las enseñanzas correspondientes a la educación primaria en Andalucía

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

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

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

Decreto 56/2007, de 10 de mayo, por el que se establece el currículo de la Educación Primaria en la Comunidad Autónoma de Cantabria

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

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

Decreto 72/2008, de 27 de junio, por el que se establece el currículo de la educación primaria en las Islas Baleares

Decreto 82/2007, de 24 de abril, por el que se establece el currículo de educación primaria para la comunidad autónoma de Extremadura

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

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Orden de 20 de mayo de 2002, por la que se anticipa la generalización de una segunda lengua extranjera en el tercer ciclo de Educación Primaria y se establece el horario semanal en esta etapa educativa

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

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

Orden ECI/2211/2007, de 12 de julio, por la que se establece el currículo y se regula la ordenación de la educación primaria

Orden ECI/2571/2007, de 4 de septiembre, de evaluación en educación primaria

Real Decreto 1513/2006, de 7 de diciembre, por el que se establecen las enseñanzas mínimas de la Educación Primaria.

Resolución de 19 de julio de 2002, de la Dirección General de Ordenación e innovación educativa, por la que se establece la concreción curricular de una segunda lengua extranjera, alemán y francés, para el tercer ciclo de la educación primaria

4.11. Teaching methods and materials

Regulations set the methodological principles which should guide teaching practice. In this stage, such principles are aimed at integrating pupils' different experiences and learning, adapting to their own personal characteristics and emphasising individual attention. Importance is given to early diagnosis and the setting up of reinforcement mechanisms to avoid early school failure.

It is up to schools, in turn, to define and develop the curriculum established by the various Autonomous Communities, taking into account the minimum core curricula fixed by the State. Thus, schools define the most suitable methodology through the drawing up of the [proyectos curriculares](#) and classroom programmes to cater for the specific characteristics of their own pupils. Within this context, the Teachers Assembly is the body in charge of planning, coordinating and adopting all decisions regarding pedagogical and educational matters (see section 2.6.4.1.). Following these guidelines, teachers are free to choose the teaching method deemed most suitable to their specific situation.

In addition, the 2006 *Ley Orgánica de Educación, LOE* (Act on Education) introduces certain pedagogical principles which highlight the following 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.

As regards Information and Communication Technologies (ICT), the introduction of the new technologies in the classroom involves changes in the teaching methods and curricular contents in order to guarantee that all pupils acquire a basic digital knowledge. The *LOE* puts forward as one of the aims within this stage, the development of pupils' abilities to use the new technologies both in-and-out of the classroom. Thus, education authorities provide schools with all 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 education 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, regulations establish that 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 core 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. Schools are free to choose the textbooks and other materials to be used in the teaching of the different subject areas. 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.

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Orden 2199/2004, de 15 de junio, del Consejero de Educación por la que se regulan el horario semanal de las enseñanzas de la Educación Primaria y las enseñanzas de la Lengua Extranjera en el Primer Ciclo de la misma

Orden de 20 de julio de 2001, de la Consejería de Educación y Cultura, por la que se publican instrucciones para la implantación progresiva del programa de gratuidad en materiales curriculares, así como las normas de organización y funcionamiento

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

Real Decreto 1513/2006, de 7 de diciembre, por el que se establecen las enseñanzas mínimas de la Educación Primaria.

4.12. Pupil assessment

The Ministry of Education, Social Policy and Sport (*MEPSyD*) stipulates the general guidelines on the assessment process for the entire State. Education authorities 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. The overall progress of the pupil in every area of knowledge is to be taken into account. The evaluation criteria set down in the curriculum are the main referent to assess the degree of knowledge acquisition. When pupil's progress is not adequate, legislation establishes a series of educational reinforcement measures. The [maestros](#) assess pupil's learning, the teaching process and their own teaching practice.

The Teachers' Assembly is the body in charge of both agreeing on the evaluation criteria and including them in the [proyecto curricular](#) of each educational institution (see section 2.6.4.1.). Teachers, in turn, are ultimately responsible for adopting the necessary assessment means as well as making the appropriate judgements concerning pupils' learning. 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.

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 will be formative and advisory for schools and informative for families and for the educational community in general.

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

Real Decreto 1513/2006, de 7 de diciembre, por el que se establecen las enseñanzas mínimas de la Educación Primaria.

4.13. Progression of pupils

December 7 Royal Decree 1513/2006, establishing the core curricula for primary education, gathers the criteria for promotion to the next year for this stage.

At the end of each cycle and as a result of the assessment process, teachers take the relevant decisions on the progression of pupils, paying special attention to the information and criteria of 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.

In primary education, promotion can be decided at the end of each cycle or as a consequence of the assessment process. Teachers decide upon promotion taking into account the information and criteria of the class teacher.

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 and cooperate with the reinforcement and support measures adopted by the schools to facilitate pupil's educational progress.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1513/2006, de 7 de diciembre, por el que se establecen las enseñanzas mínimas de la Educación Primaria.

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). 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 will also include information related to the basic competences pupils have acquired through the stage.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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.

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, who is part of a guidance team or department, supports schools in the drawing up, the development, the assessment and the revision of 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. Among their main functions, it is worth pointing out the following:

- The 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.
- The 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 (see section 10.5.3.)

[Ley Orgánica 2/2006, de 3 de mayo, de Educación.](#)

[Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación](#)

[Orden de 9 de diciembre de 1992, por la que se regula la estructura y funciones de los Equipos de Orientación Educativa y Psicopedagógica](#)

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 through which teaching is organised in Spain, both in the public and private sector.

Non university educational institutions which are not in public 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. The first type, [centros concertados](#) 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.).

The second type of 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 terminology used by public schools, and are free to determine their own admission procedures.

The opening and management of private institutions is subject to the principle of administrative authorisation, 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 of pupils with physical disabilities.

Despite the difference in ownership, [centros concertados](#) have many 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.

Private schools (those which are financially independent), in turn, 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. Likewise, the school's owner must provide information to the different members of the school community about the school. The choice of such a school by the families implies their acceptance of the institution's ethos.

Constitución Española de 27 de diciembre de 1978

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación

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 Artistic 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. As regards the organisation of these schools, there is one single Management team and all [maestros](#) are members of the Teacher Assembly. Besides, the programación anual and the [proyecto educativo](#) are the same for all the schools grouped together in the area.

According to the 2006 *Ley Orgánica de Educación, LOE* (Act on Education) education authorities are responsible for providing the necessary organisational means and systems to meet the specific needs of rural areas and to ensure equal opportunities. Likewise, in accordance with current legislation, 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 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. Educational services, institutions or units have, likewise, been constituted for the educational attention of pupils who, on doctor's recommendations or hospitalisation, cannot attend school on a regular basis. For further information see section V below and subsection g in section 10.5.3..

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 (see section 4.15.). 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 (accessed 18 November 2008). 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, 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, Social Policy and Sport (MEPSyD) 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 MEPSyD 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. For further information see subsection g in section 10.5.3..

Convenio Cultural entre España y Portugal, firmado en Madrid el día 22 de mayo de 1970

Convenio de Cooperación Cultural entre el gobierno de España y el reino de Marruecos, hecho en Rabat el 14 de octubre de 1980

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Orden de 30 de julio de 2005 de la Consejería de Educación y Cultura, por la que se regula la impartición, con carácter experimental, de la segunda Lengua extranjera- Francés en el tercer ciclo de Educación Primaria

Real Decreto 299/1996, de 28 de febrero, de ordenación de las acciones dirigidas a la compensación de desigualdades en educación

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

4.17.2. Specialised education: Artistic Education

The aim of artistic 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.

Artistic 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 artistic education is included in chapters 5 and 6.

4.17.2.1. Study institutions.

Public sector schools responsible for teaching Music and Dance are given the generic name of conservatories.

These institutions 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 must be 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 institutions. Such schools are regulated by the education authorities and their organisation and structure are different from that of the conservatories. These schools combine classical music training with the teaching of instruments, genres, forms and styles, both traditional and contemporary.

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.

4.17.2.3. Syllabus

According to the 2006 *Ley Orgánica de Educación, LOE* (Act on Education), the different education authorities establish the characteristics and organisation of Music and Dance education. Hence, the Autonomous Communities are in charge of establishing the curriculum for this provision. Most Autonomous Communities have established the minimum core curriculum corresponding to elementary Music and Dance education.

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.

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 form the basis of assessment. As in mainstream education, assessment should take account of pupils' progress as well as of educational processes and teaching effectiveness.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

	2003/04	2004/05	2005/06	2006/07
Number of pupils	2,479,631	2,467,636	2,483,364	2,538,033
% in public-sector schools	66.7	66.7	66.8	67.1

Source: *Estadísticas de las enseñanzas no universitarias*. Detailed results. School years 2006/07. Office of Statistics, Ministry of Education, Social Policy and Sport.

Table 4.4: Net Rate of schooling in Primary Education¹ according to age. School Year 2006/07

	Net rate of schooling
5 years	0.3
6 years	99.4
7 years	99.7
8 years	99.5
9 years	99.6
10 years	99.6
11 years	99.3
12 years	16.1
13 years	0.5

¹Special education pupils not included.

Source: *Estadísticas de las enseñanzas no universitarias*. Office of statistics, Ministry of Education, Social Policy and Sport. Estimates on current population by the Institute for population.

Table 4.5: Average number of pupils per unit in primary education according to school ownership. school year 2006/07

	Average number of pupils per unit
Total	20.8
Public-sector schools	19.5
Private schools	24.2

Source: *Estadísticas de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education, Social Policy and Sport.

Table 4.6: Average number of pupils per teacher in primary schools¹. School year 2005/06

	Average number of pupils per teacher
Total	13.6
Public-sector schools	12.2
Private schools	17.7

¹ Calculated on data of 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: *Estadísticas de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education, Social Policy and Sport.

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 2006/07

	2nd year, first cycle	4th year, second cycle	6th year, third cycle
Total	4.3	4.5	6.2
Public schools	5.2	5.1	6.7
Private schools	2.5	3.6	5.6

Source: *Estadísticas de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education, Social Policy and Sport.

Table 4.8: Percentage of Pupils aged 12 who have Completed Primary Education according to Gender. School Year 2006/07

	% of pupils
Total	83.8
Boys	81.3
Girls	86.5

Source: *Estadísticas de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education, Social Policy and Sport.

Table 4.9: Number of pupils enrolled in elementary enseñanzas de régimen especial, percentage in public-sector schools and percentage of women. School year 2006/07

	Pupils enrolled in elementary Music education	Pupils enrolled in elementary Dance education
Total	42,676	3,991
% in public-sector schools	86.4	81.5
% of girls	56.0	93.6

Source: *Estadísticas de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education, Social Policy and Sport.

Estadísticas de las enseñanzas no universitarias. Resultados detallados. Curso 2006-07

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4.18.2. Teachers

Table 4.10: Number and percentage of maestros¹ according to school ownership. School year 2006/07

	Number of maestros	% of maestros
Total	199,256	100.0
Public-sector schools	145,727	73.1
Private schools	53,529	26.9

¹Teachers teaching ISCED level 1 (primary education), according to teachers distribution estimates by educational level, drawn up for the International Education Statistics UOE questionnaire by the Spanish Eurydice Unit.

Source: Office of Statistics, Ministry of Education, Social Policy and Sport.

Table 4.11: Number of teachers of [enseñanzas de régimen especial](#)¹ of Music and Dance education and percentage in public-sector schools. Curso 2006/07

	Total	% in public-sector schools
Music education	11,482	83.5
Dance education	930	78.7

Including teachers of all levels of music and dance [enseñanzas de régimen especial](#).

Source: *Estadísticas de las enseñanzas no universitarias*. Detailed results. Academic year 2006/07. Office of Statistics, Ministry of Education, Social Policy and Sport.

OFICINA DE ESTADÍSTICA

4.18.3. Schools and units

Table 4.12: Number of schools providing primary education and percentage of public schools. Curso 2006/07

Type of school	Number of schools	Public schools	% of public schools
TOTAL	13,571	10,192	75.1
Primary education schools	9,900	9,420	95.2
Primary education and ESO schools	2,392	768	32.1
Primary education, ESO and Bachillerato and/or vocational training schools	1,278	4	0.3
Specific special education schools	1	0	0.0

Source: *Estadísticas de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education, Social Policy and Sport.

Table 4.13: Number of schools providing elementary Music and Dance enseñanzas de régimen especial and percentage of public-sector schools. School year 2006-07

	Number of schools	% of public schools
Elementary Music education	331	65.3
Elementary Dance education	57	42.1

Source: *Estadísticas de las enseñanzas no universitarias*. Detailed results. Academic year 2006/07. Office of Statistics, Ministry of Education, Social Policy and Sport.

Table 4.14: Percentage of schools¹ providing non-university mainstream education according to school size (number of pupils) and ownership. School year 2006/07

Number of pupils in the school	Total	Public schools	Private schools
25 or less	7.5	7.9	6.4
26-100	22.9	18.7	33.0
101-200	15.1	17.4	9.3
201-300	13.0	14.7	8.7
301-500	22.2	24.6	16.0
501-700	10.0	10.2	9.4
701-1.000	6.0	4.9	8.6
More than 1.000	3.4	1.6	7.7

Source: *Estadísticas de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education, Social Policy and Sport.

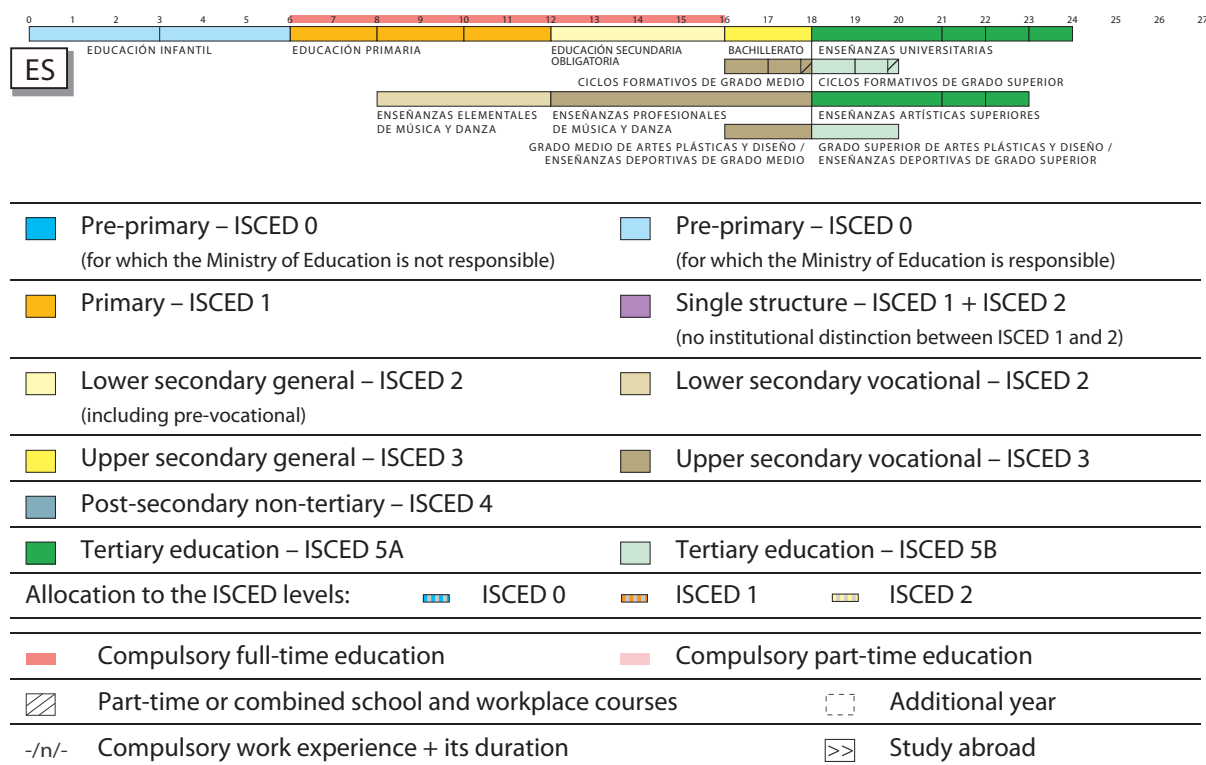
Estadísticas de las enseñanzas no universitarias. Resultados detallados. Curso 2005-06.

Las cifras de la Educación en España. Estadísticas e indicadores. Edición 2007 actualizada

OFICINA DE ESTADÍSTICA

5. Secondary and Post-Secondary Non-Tertiary Education

Organisation of the education system in Spain, 2008/09



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 by all pupils after finishing primary education. Post-compulsory secondary education is made up of two branches: academic, by means of the two-year [Bachillerato](#), and vocational, through intermediate vocational training, the duration of which varies between one and a half or two years depending on the [ciclo formativo](#).

Vocational training is divided into two educational levels: intermediate and advanced. Advanced vocational training is considered as post-secondary level education, and as such will be discussed in chapter 6.

Secondary education also includes artistic professional Music and Dance education, intermediate 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 a different language has been studied during *ESO*.

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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 vocational training education of two types, specific and general. General vocational training lasted for two years and specific vocational training for three.

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 [módulos](#)). 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 and Science, 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 Cualificación y de la Formación Profesional, LOCFP* (Act on Qualifications and Vocational Training), passed in 2002, organises the three existing vocational training subsystems into one single system (specific vocational training, in-service-training in companies and occupational training addressed to integration and reintegration into the labour market). This Act developed the National Qualifications and Vocational Training System with the following aims: to qualify for the development of vocational activities; to promote a quality training offer, up-to-date and suitable for the different target users, in accordance with the qualification needs of the labour market and the personal expectations for professional promotion; to provide target users with suitable information and guidance on vocational training and qualifications for employment; to include in the training offer those training actions which qualify for the performance of entrepreneurial activities and self-employment, as well as for the promotion of entrepreneurial initiatives and spirit; to assess and certificate officially the vocational qualification however obtained; and to encourage public and private investment in qualification schemes for workers and the optimisation of resources devoted to vocational training. The National Catalogue on Vocational Qualifications acts as the institutional axis for this system, and aims to facilitate integration and adaptation between vocational training and the labour market, as well as lifelong learning, workers' mobility and the unity of labour market. It is a nationwide catalogue and it is made up of the qualifications identified in the productive system and the training linked to them, which is organised in [módulos formativos](#), gathered in the Modular Catalogue for Vocational Training. Professional qualifications are designed in cooperation with the Autonomous Communities, social agents and the productive sector, and are the first step to devise the certificates

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 3rd, 2006 the *LOE* 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 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* establishes a single accredited examination that must be passed in order to enter university. To sit this exam, candidates must hold the [Bachiller](#) certificate. The different types of [this educational stage](#) are also reorganised by the *LOE*.

Therefore, the new [Bachillerato](#) regulated by the *LOE* modifies its structure to be organised into three branches (Arts, Humanities and Social Sciences, and Sciences and Technology) and includes two new paths: Plastic Arts, Design and Image; and for the first time, 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.

On the other hand and 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 on 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.

Ley 14/1970, de 4 de agosto, General de Educación y Financiamiento de la Reforma Educativa

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional

Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación

Ley Orgánica 9/1995, de 20 de noviembre, de la Participación, la Evaluación y el Gobierno de los centros docentes

Real Decreto 1128/2003, de 5 de septiembre, por el que se regula el Catálogo Nacional de Cualificaciones Profesionales

5.2. Ongoing debates and future developments

The 2006 *Ley Orgánica de Educación*, *LOE* (Act on Education) 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, to deal with absenteeism and school failure or the necessity for simple and clear legislation allowing for the necessary coordination between national and regional

legislation, subsequent to a series of reforms like those in section 5.1. This section deals briefly with some of these issues.

As far as measures to foster coexistence in schools are concerned, the *LOE* reflects a growing social need and is 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 (*MEC*) 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 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 high rates of students who complete basic education without obtaining a qualification and also 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. Other measures related to this new type of vocational training and aimed at increasing the number of those holding an intermediate vocational training certificate are: the implementation of a virtual platform to take distance [módulos formativos](#) or the development of an on-line system for information and vocational guidance through a portal with the necessary tools to ensure citizens a better choice of their educational or professional routes.

Furthermore, in November 2008, the Ministry of Education, Social Policy and Sport together with the Ministry of Labour and Immigration announced 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 preparation of new certificates, especially those related to the emerging and innovative sectors of the economy and the implementation of a virtual platform to take distance *módulos formativos*.
- 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.

Plan de Actuación para la promoción y la mejora de la convivencia escolar

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

MINISTERIO DE TRABAJO E INMIGRACIÓN

OBSERVATORIO ESTATAL DE LA CONVIVENCIA ESCOLAR

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 275/2007, de 23 de febrero, por el que se crea el Observatorio Estatal de la Convivencia Escolar

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* (Act on Education), 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). Likewise, 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: vocational training, in-service training in companies and occupational training, and training addressed to the integration and reintegration of workers into the labour market.
- 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 syllabuses currently in force 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 education, for professional Dance education and for professional Music education as well as the organisation of Plastic Arts and Design education and special Sports education 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.

Ley 14/1970, de 4 de agosto, General de Educación y Financiamiento de la Reforma Educativa

Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional

Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación

Ley Orgánica 9/1995, de 20 de noviembre, de la Participación, la Evaluación y el Gobierno de los centros docentes

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

Real Decreto 1178/1992, de 2 de octubre, por el que se establecen las enseñanzas mínimas del Bachillerato

Real Decreto 1363/2007, de 24 de octubre, por el que se establece la ordenación general de las enseñanzas deportivas de régimen especial

Real Decreto 1467/2007, de 2 de noviembre, por el que se establece la estructura del bachillerato y se fijan sus enseñanzas mínimas

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

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.

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.

Real Decreto 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria.

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

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

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

Real Decreto 777/1998, de 30 de abril por el que se desarrollan determinados aspectos de la ordenación de la Formación Profesional en el ámbito del sistema educativo

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.

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.

5.4. General objectives

The information on the general objectives of the different levels and branches which comprise secondary education is available in the following subsections:

5.4.1. Lower Secondary Education

The compulsory secondary education (*ESO*), which is free of charge and compulsory, constitutes the first tier of secondary education and the final stage for completing basic education.

According to the 2006 *Ley Orgánica de Educación, LOE* (Act on Education) *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. Furthermore, *ESO* is organised in different areas. The fourth year has a guiding nature both regarding post-compulsory studies and access to the labour market.

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 ICT (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; 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria.

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 the compulsory secondary education (*ESO*).

The [Bachillerato](#) is aimed at providing students with intellectual and humane education; the knowledge and skills through which they may progress in their personal and social development; participate actively in life and access higher education.

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) establishes the following general principles for the [Bachillerato](#): the [Bachillerato](#) comprises two academic years, and it is developed in different types within each pathway and organised in a flexible manner, in order to offer specialised education in accordance with students' educational perspectives and interests or for them to enter employment on its completion. 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1467/2007, de 2 de noviembre, por el que se establece la estructura del bachillerato y se fijan sus enseñanzas mínimas

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* (Act on Education). This decree establishes the structure of the new vocational training certificates, based on the National Catalogue on Vocational Qualifications, the guidelines of the European Union and other aspects of general interest.

This decree states that 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 will 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 in-company training 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 to:

- 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

5.4.4. Specialised education

The information regarding the main aims of the different [enseñanzas de régimen especial](#), that is, artistic, language and sports education is available in the following subsections.

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

5.4.4.1. Artistic Education

Artistic education comprises elementary and professional Music and Dance education and intermediate and advanced Plastic Arts and Design

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 aims at providing students with a quality artistic education, ensuring the qualification of future professionals in Music. This aim 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 aims at ensuring the qualification of future professionals in Dance. This aim is organised into four basic functions: to train, guide and develop professionals, and to prepare for future studies. Professional Dance education also has general and specific objectives. General objectives are to contribute to the development of students' general skills and civic values specific to the education system. Additionally, other skills to develop are: 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.

The aim of Professional Plastic Arts and Design education is to provide artistic, technical and technological education suitable for the qualified exercise of the professional competences relevant to each certificate; to 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; to qualify for employment either as a professional freelance or as a wage-paid worker, and to foster entrepreneurship and lifelong learning.

The objectives of Professional Plastic Arts and Design education are aimed at 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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.

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

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.

5.4.4.2. Language Education

Language education is aimed at promoting the learning of foreign and co-official languages of the Spanish State.

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education), establishes three levels for language education: basic, intermediate and advanced.

Royal Decree 1629/2006, on the basic aspects for the curricula of language education according to the *LOE*, establishes that education authorities will determine the characteristics and organisation of the basic level of language education, using as a reference the competences for the A2 level of the European Council according to the definition of this level in the Common European Framework of Reference for Languages. The purpose of this level is to use the language interactively at a basic but relevant and effective level, which implies the oral and written production and understanding of short texts dealing with everyday matters, with a limited control of a basic repertoire of common linguistic resources in a standard language.

Regarding the intermediate and advanced levels, core curricula is regulated at State level and education authorities are responsible for establishing the curriculum, which must observe the core curricula, which in turn must comply with the competences of B1 and B2 levels of the European Council according to the definition of these levels in 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 are organised into the following skills:

- Listening: understanding 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 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 are also organised in skills:

- Listening: understanding long, well organised and linguistically complex texts 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; 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.
- 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.

La enseñanza de las lenguas extranjeras en España

Marco común europeo de referencia para las lenguas

CONSEJO DE EUROPA

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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.

5.4.4.3. Sports Education

October 24 Royal Decree 1363/2007 establishes the organisation of general sports education according to the 2006 *Ley Orgánica de Educación*, LOE (Act on Education). 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 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-, which should be mentioned: 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1363/2007, de 24 de octubre, por el que se establece la ordenación general de las enseñanzas deportivas de régimen especial

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.

5.5. Types of institution

The information on the types of institutions in the different levels and provisions which comprise secondary education is available in the following subsections. 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* (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 inclusive attention to all pupils.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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* (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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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 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 in teaching premises; 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, royal decrees establishing the intermediate vocational training certificates in accordance with the 2006 *Ley Orgánica de Educación, LOE* (Act on Education), describe the minimum space and equipments required to carry out each of these [ciclos formativos](#).

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional

Real Decreto 1128/2003, de 5 de septiembre, por el que se regula el Catálogo Nacional de Cualificaciones Profesionales

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

Real Decreto 1558/2005, de 23 de diciembre, por el que se regulan los requisitos básicos de los centros integrados de formación profesional

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

5.5.4. Specialised Education

The information on the different types of institutions of the different [enseñanzas de régimen especial](#) is available in the following subsections.

5.5.4.1. Artistic Education

As stated by the 2006 *Ley Orgánica de Educación, LOE* (Act on Education), the institutions providing professional and, if applicable, elementary Music and Dance education are known by the generic term conservatory. These institutions may be, therefore, elementary, professional and advanced.

Professional Music educational institutions provide the specialisation in Piano and, as a minimum, the specialisations in String Instruments and Wind Instruments which make up the chamber orchestra. These institutions will have a minimum of 180 school places, increasing this number by 80 more places if they also provide the elementary level.

Professional Dance educational institutions provide, at least, one of the established specialisations. These institutions will have a minimum of 90 school places, increasing this number by 80 more places if they also provide the elementary level.

Both types of educational institutions must comply with a series of requirements regarding facilities and services, as established by the Royal Decree 389/1992.

Institutions providing Plastic Arts and Design education generally receive the name of Art Schools, and may also offer the Artistic [Bachillerato](#) as well as the [ciclos formativos](#) of Plastic Arts and Design.

Regardless of ownership, authorisation to run such institutions of Plastic Arts and Design education 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 ratio teacher/student.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 389/1992, de 15 de abril, por el que se establecen los requisitos mínimos de los centros que imparten Enseñanzas Artísticas

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

5.5.4.2. Language Education

Languages are taught in the official language schools (the 2006 Act on Education, *LOE* vests education authorities with the power to decide upon the name of the public institutions offering this type of provision). In conjunction, distance language education (see section 5.20.3.) is available through public educational institutions approved by the various education authorities. These subjects may also be taught in authorised public secondary educational institutions, which are considered to be branches of the 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.

Ley 29/1981, de 24 de junio, de clasificación de las Escuelas Oficiales de Idiomas y ampliación de las plantillas de su profesorado

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 967/1988, de 2 de septiembre, sobre ordenación de las enseñanzas correspondientes al primer nivel de las Enseñanzas Especializadas de Idiomas

5.5.4.3. Sports Education

The institutions providing this type of education must have the staffing and material resources required to ensure a quality education.

The maximum number of students per school unit is 30. In addition, the Royal Decree 1363/2007, which establishes special sports education, states that legislation regulating each certificate and minimum core curriculum must establish the ratio pupils/teacher in those sports education [módulos](#) of a procedural nature, corresponding to sports practice, according to the teaching needs, specificities and safety guarantees requiring so.

Sports education regulated by the 2006 *Ley Orgánica de Educación, LOE* (Act on Education) is to be provided in public or private institutions; vocational training institutions which must meet the requirements established by legislation regarding certificates and minimum core curriculum of the corresponding modality or specialisation; institutions of national reference specialised in sports as well as by the institutions which are within the military education system by virtue of the agreements signed by the Ministry of Education, Social Policy and Sport and the Ministry of Defence.

In exceptional circumstances, 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1363/2007, de 24 de octubre, por el que se establece la ordenación general de las enseñanzas deportivas de régimen especial

Real Decreto 1558/2005, de 23 de diciembre, por el que se regulan los requisitos básicos de los centros integrados de formación profesional

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

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, so that their education is guaranteed.

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 students/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 are 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 (Act on Education) states that, in order to guarantee the principle of equality regarding the right to education, public authorities must develop solutions for those people, groups and areas which are at a disadvantage, in order to provide the necessary economic resources and support. These remedial education policies strengthen the activity of the education system, thus 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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 (Act on Education) 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.

[Ley Orgánica 2/2006, de 3 de mayo, de Educación.](#)

[Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación](#)

[Real Decreto 971/2007, de 13 de julio, sobre deportistas de alto nivel y alto rendimiento](#)

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 compulsory secondary education, *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, in accordance with the procedures established by regional authorities.

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*.

[Ley Orgánica 2/2006, de 3 de mayo, de Educación.](#)

[Real Decreto 334/1985, de 6 de marzo, de ordenación de la Educación Especial](#)

5.7.2. Upper Secondary Education: General Branch

In order to enter the [Bachillerato](#), students must hold the [Gratuado 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.

Access to the [Bachillerato](#) is also granted to students holding a [Técnico Auxiliar](#) certificate after completing elementary vocational training, and to students who have passed the core courses for Applied Arts and Artistic Crafts Education. Furthermore, those who hold a [Técnico](#) certificate awarded after having completed intermediate vocational training and a sports [Técnico](#) certificate, after having completed intermediate sports education are directly eligible to enrol in all types of the [Bachillerato](#). In addition, the [Técnico](#) certificate of Plastic Arts and Design may grant direct access to the Arts modality of the [Bachillerato](#).

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación

Real Decreto 1467/2007, de 2 de noviembre, por el que se establece la estructura del bachillerato y se fijan sus enseñanzas mínimas

5.7.3. Upper Secondary Education: Vocational Branch

The [Graduado en Educación Secundaria Obligatoria](#), [Técnico Auxiliar](#) or [Técnico](#) certificates are required in order to enter intermediate vocational training. Those students who have passed the second year of the [bachillerato unificado y polivalente \(BUP\)](#), those who have successfully completed certain courses of Applied Arts or Artistic Crafts education, and those who have passed other types of studies, which are equivalent to the above, are also eligible for entry.

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 test explained below.

Students who do not meet the established academic requirements may also access intermediate vocational training, 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 are responsible for regulating the appropriate exemptions from those parts of the tests for candidates who have completed an initial professional qualification programme, 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. Likewise, education authorities may plan and offer studies which prepare students to sit tests to access intermediate vocational training for candidates who have passed an initial professional qualification programme. The results obtained will be 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 will be 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.

Finally, according to legislation those having passed the university entrance examination for people aged over 25 are exempt from taking the vocational training entrance examination described.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

Real Decreto 777/1998, de 30 de abril por el que se desarrollan determinados aspectos de la ordenación de la Formación Profesional en el ámbito del sistema educativo

5.7.4. Specialised Education

The information related to the academic requirements in order to gain access to each of the different is available in the following subsections.

5.7.4.1. Artistic Education

As stated in the 2006 Ley Orgánica de Educación, LOE (Act on 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 entrance examination will assess maturity, aptitudes and skills in order to perform successfully on these courses. Applicants may enter any year of this provision without having passed the previous ones as long as they evidence in a test that they have the knowledge required to perform successfully on these courses. This test is to be organised by education authorities. (For further information regarding the new organisation of Music and Dance education, see section [LINK\\$5.10.4.1.](#)).Fin

1 marks of the entrance examinations for professional Music and Dance education will range from 0 to 10, 5 being a pass.

According to the *LOE*, in order to enrol in intermediate Plastic Art and Design, 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 test. However, the following candidates are exempt from taking this test:

- Holders of a Plastic Arts and Design [Técnico](#) or [Técnico Superior](#) certificate of a professional branch linked to the provision to be studied and those who have passed the core courses on Applied Arts and Artistic Crafts education.
- Holders of a [Bachiller](#) certificate, Arts modality, 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 certificate of Conservation and Restoration of Cultural Assets, in their different specialisations.
- Holders of a Fine Arts degree.
- Holders of a Technical Industrial Design 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 or advanced training cycle.

Applicants who do not meet the academic requirements, may also access this provision 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 abilities. 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 will consist of two parts: a general one based on the basic skills of compulsory secondary education (*ESO*) and a specific part, which will assess the necessary aptitudes and specific 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 training cycle, may be exempt from the test as stated by education authorities. Likewise, those who have passed the university entrance examination for over 25 will be exempt from taking the general part of the test.

Marks corresponding to the entrance examinations for Plastic Arts and Design professional training mentioned above, are expressed in numerical terms on a scale of 0 to 10 to two decimals, 5 being a pass.

Decreto 2127/1963, de 24 de julio, sobre reglamentación de los estudios de las Escuelas de Artes y Oficios Artísticos

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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.

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

Real Decreto 799/1984, de 28 de marzo, sobre regulación de experiencias en centros de Enseñanzas Artísticas

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.

Real Decreto 942/1986, de 9 de mayo, por el que se establecen normas generales para la realización de experimentaciones educativas en centros docentes

5.7.4.2. Language Education

The 2006 *Ley Orgánica de Educación*, LOE (Act on Education) establishes that in order to access language education, students must be over 16 in the year in which studies begin (it also establishes temporarily that students under 16 who have completed the first two years of ESO by the time the LOE is implemented may also access this provision). It also acknowledges the right to access this provision for those over 14 to continue the study of a language other than that studied during ESO, and that the [Bachiller](#) certificate will provide 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 will allow 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.

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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.

Real Decreto 967/1988, de 2 de septiembre, sobre ordenación de las enseñanzas correspondientes al primer nivel de las Enseñanzas Especializadas de Idiomas

5.7.4.3. Sports Education

In institutions publicly financed, when the number of applicants is higher than the school places available, the admission criteria to be used is the academic record of applicants to access compulsory secondary education (ESO).

In order to gain access to the initial cycle of intermediate Sports education, candidates must hold the [Graduado en Educación Secundaria Obligatoria](#) certificate, the [Técnico](#) or [Técnico Auxiliar](#) certificate or academic equivalents, as well as all certificates granting access to advanced Sports education (see section 6.6.2.2.). Students must accredit having passed the initial intermediate cycle of the corresponding Sports modality or specialisation in order to access the final cycle of intermediate education. Besides general requirements, passing a specific 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, and acknowledge the sports modality or specialisation at an international level.

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 will be related to the content specified in the curriculum of *ESO* of the relevant Autonomous Community. In order to be eligible, 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 will be 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, which will be expressed in numerical terms on a scale from 1 to 10 to two decimals, will be 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 will be 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.

[Ley Orgánica 2/2006, de 3 de mayo, de Educación.](#)

[Real Decreto 1363/2007, de 24 de octubre, por el que se establece la ordenación general de las enseñanzas deportivas de régimen especial](#)

[Real Decreto 971/2007, de 13 de julio, sobre deportistas de alto nivel y alto rendimiento](#)

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 the [Enseñanzas de Régimen Especial](#), the [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

The education system provides for mechanisms aimed at compensating the inequalities in education in order to guarantee an equal right to education. A basic tool for this is the setting up of grants and financial support, which aim to facilitate access and continued attendance in non-compulsory education for those who lack economic resources. Likewise, the Spanish State offers financial support for students in compulsory education in order to compensate for such inequalities.

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 2006 *Ley Orgánica de Educación, LOE* (Act on Education), 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:

- a) General grants and financial support. To obtain these, it is necessary to meet the academic and economic requirements established in the conditions of the announcement 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.
- b) Special grants and financial support such as prizes and assistance awarded for special academic performance.

According to the *LOE* 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. On the other hand, the State has to regulate the grant types and amounts as well as any other necessary requirement 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 will be set up.

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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.

Real Decreto 675/2008, de 28 de abril, 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, Política Social y Deporte para el curso 2008-2009

5.10. Age levels and grouping of pupils

The information about age levels and grouping of students in the different stages and provisions which comprise secondary education is available under the following subsections.

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 ratio students/teacher is established as 30. A form teacher is assigned to each group of students, but specialist teachers are responsible for teaching different subjects.

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

5.10.2. Upper Secondary Education: General Branch

According to the 1990 *Ley Orgánica de Ordenación General del Sistema Educativo*, *LOGSE* (Act on the General Organisation of the Education System) the [Bachillerato](#) lasts two academic years and there are different types in order to provide students with specialised education to continue with further studies and enter employment (see section 5.11.2.).

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.

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1467/2007, de 2 de noviembre, por el que se establece la estructura del bachillerato y se fijan sus enseñanzas mínimas

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.

5.10.3. Upper Secondary Education: Vocational Branch

According to the 2002 *Ley Orgánica de Formación Profesional y de las Cualificaciones Profesionales*, *LOCFP* (Act on Qualifications and Vocational Training), vocational training is made up of a range of formative programmes that enable students to qualify in order to exercise different professions, to access employment and active participation in economic, cultural and social life. It includes vocational training provision, programmes for the integration and reintegration of workers as well as in-service training programmes in companies, which lead to the acquisition and continuous updating of professional competence.

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* (Act on Education) defines advanced vocational training as higher education provision, to be dealt with in chapter 6 (see section 6.4.2.1.).

Intermediate vocational training is 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 duration varies depending on the [ciclo formativo](#), (ranging from 1,300 to 2,000 hours, distributed over one and a half or two school years, the one and a half-year course being the most common). The maximum class size is 30.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

5.10.4. Specialised Education

The information on the organisation of the levels and age grouping of students in each of the different [enseñanzas de régimen especial](#) is available in the following subsections.

5.10.4.1. Artistic Education

Artistic education comprises professional Music and Dance education as well as intermediate and advanced Plastic Art and Design education. For further information on the organisation of this provision see section 5.11.4.1..

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) organises Music and Dance education into elementary and professional education. The characteristics and organisation of elementary education are determined by education authorities. On the other hand, professional education is organised in studies lasting six years.

Plastic Art and Design education are part of post-compulsory secondary education. This provision is organised into specific training [módulos](#) with a variable duration which must comprise practical training in companies, studios and workshops. The [ciclos formativos](#) of intermediate professional Plastic Art and Design education, regulated by the *LOE*, are structured in academic years and organised in training [módulos](#) of variable duration. They began to be implemented in the 2008/09 academic year and the implementation of the advanced provision is planned for 2009/10.

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1467/2007, de 2 de noviembre, por el que se establece la estructura del bachillerato y se fijan sus enseñanzas mínimas

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.

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

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.

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.

5.10.4.2. Language Education

Language education is structured into the following levels: elementary (240 hours), intermediate (also 240 hours, 360 for Arabic, Chinese and Japanese) and advanced (240 hours). Provision corresponding to the advanced and intermediate levels is organised into a minimum of three and a maximum of four years, in accordance with education authorities. The maximum length of four years may be extended by a further year for Arabic, Chinese and Japanese and students have the right to classroom-based provision, both at intermediate and advanced levels, a maximum number of years equivalent to double those provided for the relevant language as established by the relevant education authorities.

La enseñanza de las lenguas extranjeras en España

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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.

5.10.4.3. Sports Education

According to the 1990 *Ley de Ordenación General del Sistema Educativo*, LOGSE (Act on the General Organisation of the Education System) Sports education was divided into two levels: intermediate and advanced. Intermediate Sports education corresponded to secondary education and was organised into two levels. In turn, the second level developed the educational objectives set for the intermediate level.

The LOE establishes that Sports education is to be structured in two levels: intermediate (with a minimum duration of 100 hours) and advanced. Likewise, the organisation of Sports education is based on the sports modalities and their specialisations. In addition, this provision is organised in cycles of Sports education. Specifically, intermediate is organised into two cycles, the initial (with a minimum duration of 400 hours) and the final level. The cycles of Sports education are organised in [módulos](#) with variable organisation.

The maximum number of students per school unit is 30. The ratio students-teacher for those Sports education [módulos](#) of a procedural nature, corresponding to the sports practice, will be 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1363/2007, de 24 de octubre, por el que se establece la ordenación general de las enseñanzas deportivas de régimen especial

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.

5.11. Specialisation of studies

The information on the specialisations of studies in the different levels and types of provision which comprise secondary education is available in the following subsections.

5.11.1. Lower Secondary Education

Compulsory secondary education, (*ESO*) is organised into compulsory subjects. In addition, the curriculum comprises optional subjects (see section 5.13.1.). Furthermore, the guidance nature of the fourth year of *ESO* makes it possible to group subjects into different options in order to guide students' choice.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria.

5.11.2. Upper Secondary Education: General Branch

At present, the [Bachillerato](#) comprises four types: Arts; Nature and Health Sciences; Humanities and Social Sciences; and Technology.

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) establishes a new organisation of the [Bachillerato](#) reducing to three the different types of the [Bachillerato](#), namely Arts (with two paths: Plastic Arts, Design and Image; and Performing Arts, Music and Dance); Sciences and Technology, and Humanities and Social Sciences. The implementation of the re-organisation of the [Bachillerato](#) has taken place in the academic year 2008/09 for the first year, and in 2009/10 will take place for the second year.

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1467/2007, de 2 de noviembre, por el que se establece la estructura del bachillerato y se fijan sus enseñanzas mínimas

Real Decreto 1700/1991, de 29 de noviembre, por el que se establece la estructura del Bachillerato

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.

5.11.3. Upper Secondary Education: Vocational Branch

Intermediate vocational training consists of [ciclos formativos](#) covering different occupational groups. Up to now there have been 22 occupational groups and a total of 67 intermediate [ciclos formativos](#). These groups and [ciclos formativos](#) are the following:

Table 5.1: [Ciclos formativos](#) of Intermediate vocational training by occupational family. Academic year 2008/09

Occupational Family	Intermediate ciclos formativos
Farming Activities	Extensive Agriculture Intensive Agriculture Livestock Breeding Gardening Forestry and Environmental Conservation

Occupational Family	Intermediate ciclos formativos
Physical and Sports Activities	Monitoring of Outdoor Physical-Sporting Activities
Maritime and Fishery Activities	Medium Depth Diving Operation, Control and Maintenance of Ship Machinery and Equipment Fish Farming Operations Fishing and Sea Transport
Administration	Administrative Management
Graphic Arts	Bookbinding and Paper and Cardboard Products Graphic Arts Printing Graphic Arts Pre-printing
Commerce and Marketing	Commerce
Communication, Imaging and Sound	Imaging Laboratory
Building	Construction Finishes Brickwork Concrete Works Operation and Maintenance of Construction Machinery
Electricity and Electronics	Consumer Electronic Devices Electric and Automatic Systems
Mechanical Production	Casting Jewellery Mechanisation Welding and Boilermaking Surface and Thermal Treatments
Hotel and Tourist Industry	Cooking and Gastronomy Pastries and Bread Preparation Catering Services
Personal Image	Characterisation Make-up and Cosmetic Treatments Hairdressing
Food Industry	Meat, Fish and Vegetable Preservation Production of Oils and Juices Olive Oils and Wines Production of Dairy Products Production of Wines and Other Beverages Slaughtering and Butchery-Cold Meats Milling and Cereal Industries Bread and Pastry-making and Confectionery
Computing	Running Computer Systems Microcomputer Systems and Networks

Occupational Family	Intermediate ciclos formativos
Wood and Furniture	Customisation and Installation of Woodwork and Furniture Industrial Production of Woodwork and Furniture Wood and Cork Processing
Transport and Maintenance of Vehicles	Bodywork Vehicle Electromechanics
Installation and Maintenance	Installation and electromechanical maintenance of machinery and conduction of lines Railroad Maintenance Installation and Maintenance of Cooling, Air Conditioning and Heating systems
Chemistry	Laboratory Operations for the Production of Pharmaceutical Products Operations for Paste and Paper Processing Chemical Plant Operations for Transformation of Plastic and Rubber
Health	Nursing Health Emergencies Pharmacy and Parapharmacy
Sociocultural and Community Services	Sociosanitary Attention
Textiles, Clothing and Leather/Fur	Shoe and Leather Industry Garment Making and Fashion Textile Enhancement Operations Spinning and Shed Weaving Knitted Fabrics Production
Glass and Ceramics	Operations for the Production of Ceramic Goods Operations for the Production of Glass and Transformed Goods

Drawn up by the Spanish Eurydice Unit

Source: Ministry of Education, Social Policy and Sport

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

5.11.4. Specialised Education

The information about the branches of studies and specialisations of the different [enseñanzas de régimen especial](#) is available under the following subsections.

5.11.4.1. Artistic Education

For professional Music education the following specialisations are provided: Accordion, Electric Bass, *Flamenco* singing, *Dulzaina*, Harp, Singing, Clarinet, Harpsichord, Bass, Bassoon, *Flabiol* and *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.

These 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. For instance, in the Autonomous Community of Catalonia the above-mentioned specialisations are complemented with that of Cembalo and Harmonium.

Professional Dance education is structured into the specialisations of *Flamenco* Dance, Classical Dance, Contemporary Dance and Spanish Dance.

Plastic Art and Design education includes studies related to Applied Arts, Artistic Crafts, the various kinds of Design and Preservation and Restoration of Cultural Assets. Thus, this kind of provision is to be found within a wide range of professional groups such as Jewellery and Art, Arts Applied to Sculpture, Bookmaking Applied Arts and Artistic Ceramics, among others. In general terms, this provision is organised into specific training cycles (see section 5.13.4.1.).

The Royal Decree 596/2007 regulating the general organisation of professional Plastic Arts and Design education, states that the Government, after consultation with the Autonomous Communities, will establish the corresponding certificates for this provision, as well as the basic aspects of the curriculum.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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.

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

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.

5.11.4.2. Language Education

At present, institutions providing language education offer on an official basis: Spanish as a foreign language, the co-official languages of the Autonomous Communities (Basque, Catalan, Galician and Valencian) and various foreign languages (Arabic, Chinese, Danish, Dutch, English, French, Finnish, German, Greek, Italian, Irish, Japanese, Portuguese, Romanian, Russian and Swedish). Polish and Hungarian are taught on a non-official basis and with no academic certification.

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.

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* (Act on Education), 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1363/2007, de 24 de octubre, por el que se establece la ordenación general de las enseñanzas deportivas de régimen especial

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

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

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

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

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

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.

5.12. Organisation of school time

The information on the organisation of school time at the different levels and provisions which comprise secondary education is available under the following subsections.

5.12.1. Organisation of the school year

During the school year 2008/09, secondary education begins between the 10th and the 22nd of September and finishes between the 18th and 29th 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. As in primary education, 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 temporary provision.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

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

Real Decreto 1363/2007, de 24 de octubre, por el que se establece la ordenación general de las enseñanzas deportivas de régimen especial

5.13. Curriculum, subjects, number of hours

The information on the curriculum, subjects and number of hours in the different levels and provisions which comprise secondary education is available under the following subsections.

5.13.1. Lower Secondary Education

I) Drawing up the curriculum

The Spanish Government establishes the common core curricula for the whole State. As in the case of primary education (see section 4.10.) core curricula are subsequently precisely defined by each Autonomous Community.

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.

The *LOE* also sets out that 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 (see section 4.10.).

Educational institutions may 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.

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 areas, with no detriment to its specific consideration in some of the subject areas.

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 this basic criteria as a starting point, each Autonomous Community establishes its own curriculum, setting the weekly timetable for each educational institution.

Subsequent to the implementation of the core curricula established by the *LOE* (see section I above, 'Drawing up the curriculum'), 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 st , 2 nd & 3 rd years	4 th 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
TOTAL	2,015	1,070

Note (*): Students must choose three of the subjects signalled.

Source: December 29 Royal Decree 1631/2006. Official State Gazette no. 5, January 5, 2007

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 20 hours in the fourth year.

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

Decreto 133/2007, do 5 de xullo, polo que se regulan as ensinanzas da educación secundaria obrigatoria na Comunidade Autónoma de Galicia

Decreto 143/2007, de 26 de Junio, por el que se establece la ordenación de las enseñanzas de la Educación Secundaria Obligatoria

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

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

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

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

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

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

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

Decreto 73/2008, de 27 de junio, por el cual se establece el currículo de la educación secundaria obligatoria en las Islas Baleares

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

Decreto 83/2007, de 24 de abril, por el que se establece el Currículo de Educación Secundaria Obligatoria para la Comunidad Autónoma de Extremadura

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

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Orden de 10 de agosto de 2007, por la que se regula la Educación Secundaria Obligatoria para personas Adultas

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

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

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

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

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

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

Real Decreto 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria.

5.13.2. Upper Secondary Education: General Branch

I) Drawing up the curriculum

A Royal Decree lays down the structure for the [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 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 social, economic and cultural context, specifying methodological and assessment criteria as well as optional subject areas.

According to the [1990 Ley Orgánica de Ordenación General del Sistema Educativo, LOGSE \(Act on the General Organisation of the Education System\)](#) the Bachillerato, consists of the following types: Arts; Nature and Health Sciences; Humanities and Social Sciences, and Technology.

The 2006 Ley Orgánica de Educación, LOE (Act on Education), establishes the following types of Bachillerato: Arts; Science and Technology, and Humanities and Social Sciences. (For further information on the coexistence of both organisations, see section 5.10.2.)

The Spanish government, after consultation with the Autonomous Communities, establishes –according to the *LOE*– 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.

Education authorities 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 Spanish government, after consultation with the Autonomous Communities, will 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 modality 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 [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. 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* (in force for the 1st year of Bachillerato in the 2008/09 school year)

Common Subjects			
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)			
Subjects linked to each branch of the Bachillerato (90 hours per subject)			
Arts		Humanities and Social Sciences	Sciences and Technology
Plastic Arts, Image and Design	Performing Arts, Music and Dance		
Culture Audiovisual Artistic Drawing I & II Technical Drawing I & II Design History of Art Graphic and Plastic Expression Techniques Volume	Musical Analysis I & II Applied Anatomy Performing Arts Audiovisual Culture History of Music and Dance Universal Literature	Economy Business Economy Geography Greek I & II History of Art Contemporary World History Latin I & II Universal Literature Mathematics and Applied Sciences I & II	Biology Biology and Geology Earth and Environmental Sciences Technical Drawing I & II Electro-technology Physics and Chemistry Mathematics I & II Chemistry Industrial Technology I & II

Drawn up by the Spanish Eurydice Unit.

Source: November 2 Royal Decree 1467/2007. Official State Gazette no. 266, November 6, 2007.

The offer of 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. Education authorities are responsible for the organisation of the optional subject areas, whereas educational institutions will set out the provision of these subject areas in their [proyecto educativo](#).

However, the Royal Decree 806/2006, which sets out the implementation schedule for the re-organisation of the education system established by the *LOE*, states that the implementation of the new provision is due in

the academic year 2009/10 for the second year of Bachillerato, whereas for the first year this new provision is already being implemented in the current school year 2008/09.

Therefore, until this implementation comes into force, the subjects which are common to the four types of the [Bachillerato](#) in the whole of the Spanish State are, for the second year, Philosophy II, History, Spanish Language and Literature II, Co-official Language and its Literature II, and a Foreign Language II. In addition, students who are at the present time in the second year must take three specific subjects from their branch in each course; their distribution being the responsibility of the Autonomous Community. It is also incumbent upon education authorities to regulate optional subjects, as well as the number of them which must be taken by students in every academic year. The subjects linked to each branch, their content and minimum timetables are likewise regulated at a national level (see table 5.4.).

Table 5.4: Core curricula for the Bachillerato and teaching load (in force for the 2nd year of Bachillerato in the 2008/09 school year)

Common Subjects			
Physical Education (35 hours) Philosophy (140 hours) 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)			
Subjects linked to each branch of the Bachillerato (70 hours per subject)			
Arts	Natural Sciences and Health Sciences	Humanities and Social Sciences	Technology
Artistic Drawing I Artistic Drawing II Technical Drawing I Technical Drawing II Volume History of Art Image Principles of Design Expression Graphic and Plastic Techniques	Physics and Chemistry Biology and Geology Mathematics I Mathematics II Physics Chemistry Biology Technical Drawing Technical Drawing II Earth and Environmental Sciences	Latin I Latin II Greek I Greek II History of Art History of Music Contemporary World History Geography Economy Economics and Business Organisation Mathematics and Applied Sciences I Mathematics and Applied Sciences II	Physics and Chemistry Mathematics I Mathematics II Technical Drawing I Technical Drawing II Physics Mechanics Electro-technology Industrial Technology I Industrial Technology II

Drawn up by the Spanish Eurydice Unit.

Source: November 29 Royal Decree 1700/1991. Official State Gazette no. 288, December 2, 1991. October 2 Royal Decree 1178/92. Official State Gazette no. 253, October 21, 1992. December 29 Royal Decree 3474/2000. Official State Gazette no. 14, January 16, 2001.

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.

Optional subjects are regulated by the Autonomous Communities and educational institutions, under certain conditions set by the Ministry of Education, Social Policy and Sport, 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. However, the greatest differences are found in the treatment given to optional subjects, where a certain specificity can be observed.

Decreto 101/1995, de 26 de abril, por el que se establece el currículo de Bachillerato en Canarias

Decreto 102/2008, de 11 de julio, del Consell, por el que se establece el currículo del Bachillerato en la Comunitat Valenciana

Decreto 111/2002, de 2 de agosto, por el cual se establece la estructura y ordenación de las enseñanzas del Bachillerato en las Islas Baleares

Decreto 115/2008, de 6 de junio, por el que se establece el currículo del Bachillerato en Extremadura

Decreto 126/1994, de 7 de junio, por el que se establecen las enseñanzas correspondientes al Bachillerato en Andalucía

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

Decreto 127/2001, de 15 de mayo, por el que se modifican determinados aspectos de la ordenación curricular de la Educación Secundaria Obligatoria, del Bachillerato y del Bachillerato nocturno

Decreto 142/2008, de 15 de julio, por el que se establece la ordenación de las enseñanzas del Bachillerato

Decreto 170/2002, de 9 de julio, de tercera modificación del Decreto por el que se establece la regulación del Bachillerato, las enseñanzas de Formación Profesional y las directrices sobre sus títulos y se dispone su implantación

Decreto 174/1994, de 19 de agosto, del Gobierno Valenciano, por el que se establece el currículo del Bachillerato en la Comunidad Valenciana

Decreto 182/2002, de 25 de junio, por el que se modifica el Decreto 82/1996, de 5 de marzo, por el que se establece la ordenación de las enseñanzas de Bachillerato, y el Decreto 22/1999, de 9 de febrero por el que se adecua la organización

Decreto 187/2008, de 2 de septiembre, por el que se establece la ordenación del Bachillerato en la Comunidad Autónoma de Canarias

Decreto 202/2008, de 30 de septiembre, por el que se establece el currículo del Bachillerato en la Comunidad Autónoma de Canarias

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

Decreto 275/1994, de 29 de junio, por el que se establece el currículo de Bachillerato en Galicia

Decreto 416/2008, de 22 de julio, por el que se establece la ordenación y las enseñanzas correspondientes al Bachillerato en Andalucía

Decreto 42/2008, de 5 de junio, por el que se establece el currículo de bachillerato en la Comunidad de Castilla y León

Decreto 45/2008, de 27 de junio, por el que se establece el currículo de Bachillerato de la Comunidad Autónoma de La Rioja

Decreto 53/2002, de 22 de abril, por el que se establece el currículo de Bachillerato en el ámbito de la Comunidad Autónoma de Canarias

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

Decreto 70/2002, de 23 de mayo, por el que se establece la ordenación y definición del currículo del Bachillerato en el Principado de Asturias

Decreto 74/2008, de 31 de julio, por el que se establece el currículo del Bachillerato en la Comunidad Autónoma de Cantabria

Decreto 75/2008, de 6 de agosto, por el que se establece la ordenación y el currículo del Bachillerato

Decreto 82 /2008, de 25 de julio, por el cual se establece la estructura y el currículo del Bachillerato en las Islas Baleares

Decreto 82/1996, de 5 de marzo, por el que se establece la ordenación de las enseñanzas del Bachillerato

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

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

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

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Orden 1802/2002, de 23 de abril, del Consejero de Educación, por la que se regula la organización académica de las enseñanzas del Bachillerato a partir del año académico 2002/2003

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

Orden 3422/2000, de 30 de junio, del Consejero de Educación, por la que se dictan instrucciones par la implantación del Bachillerato establecido por la Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Orden 50/2002, de 6 de junio, de la Consejería de Educación, Cultura, Juventud y Deportes, 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

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

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

Orden de 10 de mayo de 2002, del Departamento de Educación y Ciencia por la que se establece el horario y la distribución de materias en el Bachillerato

Orden de 10 de abril de 2002, de la Consejería de Educación y Cultura, por la que se establece el horario y la distribución de materias en el Bachillerato

Orden de 16 de febrero de 1995, sobre la implantación anticipada del Bachillerato en la Comunidad Autónoma de Galicia

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 del Bachillerato en la Comunidad Autónoma de la Región de Murcia

Orden de 17 de mayo de 2002, por la que se dictan instrucciones para la anticipación del Decreto 41/2002, de 28 de marzo, por el que se establece el currículo del Bachillerato

Orden de 18 de junio de 2002 de la Consejería de Cultura y Educación, por la cual se modifican parcialmente las Ordenes de 17 de enero de 1995 (DOGV de 1 de marzo); la de 10 de mayo de 1995 (DOGV de 19 de junio); la de 7 de octubre de 1998

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

Orden de 3 de junio de 2002, de la Consejería de Educación y Cultura, por la que se regula la impartición del Bachillerato establecido por la Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Orden de 4 de julio de 2002 por la que se regula la organización académica del Bachillerato en la Comunidad de Galicia

Orden de 5 de agosto de 2008, por la que se desarrolla el currículo correspondiente al Bachillerato en Andalucía

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

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

Real Decreto 1178/1992, de 2 de octubre, por el que se establecen las enseñanzas mínimas del Bachillerato

Real Decreto 1179/1992, de 2 de octubre, por el que se establece el currículo del Bachillerato

Real Decreto 1467/2007, de 2 de noviembre, por el que se establece la estructura del bachillerato y se fijan sus enseñanzas mínimas

Real Decreto 1700/1991, de 29 de noviembre, por el que se establece la estructura del Bachillerato

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

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.

5.13.3. Upper Secondary Education: Vocational Branch

I) Drawing up the curriculum

Regulations on education have approved 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 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.

The General Council for Vocational Training, set up in 1986, and modified in 1997 and 2000, is a tripartite advisory body attached to the Ministry of Labour and Immigration, with participation from entrepreneurial and trade union organisations as well as from public authorities, in which the Autonomous Communities are represented. It is likewise a consultation body for the government on issues relating to vocational training. 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 on Vocational Qualifications and the corresponding Modular Catalogue for 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.

The 2006 *Ley Orgánica de Educación*, *LOE* (Act on Education) states that 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

The [ciclos formativos](#) are organised into [módulos profesionales](#). There are two types of [módulos](#): those associated with a [unidad de competencia](#) (the most specific) and those that build up cross-curricular skills, essential for professional competence in the relevant [ciclo formativo](#).

The Royal Decree 1538/2006, on the general organisation of vocational training, establishes that the [ciclos formativos](#) must be organised into [módulos formativos](#) of varying length. These [módulos profesionales](#) must

be made up of theoretical-practical knowledge areas, depending on the professional competences, which must include those defined in the [unidades de competencia](#) and the social and personal competences to be achieved. In those [ciclos formativos](#) where the professional profile so requires, training on information and communication technologies, languages and Health and Safety must be included in the specific [módulos profesionales](#). For the other [ciclos formativos](#), this training must be included as a cross-curricular subject in the [módulos profesionales](#) which make up the qualification, without prejudice to other solutions taken by education authorities regarding languages.

The curricula of the [ciclos formativos](#) include a work placement [módulo](#) of a non-employment nature. Students evidencing work experience relating to the respective professional studies may be exempt from this [módulo](#). Likewise, it is established that all [ciclos formativos](#) must 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 productive sector.

III) Number of 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 two co-official languages) and 65% (in the rest) of the total timetable established for the [ciclo formativo](#) in question.

Generally speaking, the length of intermediate level vocational training ranges from 1300 to 2000 hours (one and a half or two academic years). On-the-job training comprises 300-700 hours devoted to both training and related activities in an actual work environment.

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CONSEJO GENERAL DE FORMACIÓN PROFESIONAL

INSTITUTO NACIONAL DE LAS CUALIFICACIONES (INCUAL)

MINISTERIO DE TRABAJO E INMIGRACIÓN

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

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional

Real Decreto 1128/2003, de 5 de septiembre, por el que se regula el Catálogo Nacional de Cualificaciones Profesionales

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

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

Real Decreto 1684/1997, de 7 de noviembre, por el que se aprueba el reglamento de funcionamiento del Consejo General de Formación Profesional

Real Decreto 375/1999, de 5 de marzo, por el que se crea el Instituto Nacional de las Cualificaciones

Real Decreto 777/1998, de 30 de abril por el que se desarrollan determinados aspectos de la ordenación de la Formación Profesional en el ámbito del sistema educativo

5.13.4. Specialised Education

The information on the curriculum and subjects in the different [enseñanzas de régimen especial](#) is available under the following subsections.

5.13.4.1. Artistic Education

In the new professional Music education the common subjects to all specialisations are Instrument or Voice, Language and Harmony. There are also a series of subjects linked to each specialisation of the following: Chamber Music, Orchestra, Band, Ensemble, Choir and Languages applied to Singing.

Intermediate Dance education is divided into the following specialisations: Classical Dance, Contemporary Dance and Spanish Dance. Each of them is broken down into basic subjects, which are made up of common subjects (Anatomy Applied to Dance, History of Dance and Music), and other basic subjects of each specialisation. The basic subjects in each specialisation are as follows:

- For Classical Dance: Classical Dance, Contemporary Dance, Music and Repertory.
- For Spanish Dance: Classical Dance, *Bolera* Dance, *Danza Estilizada* (Stylised Dance), *Flamenco*, Folklore and Music.
- For Contemporary Dance: Classical Dance, Improvisation, Music and Contemporary Dance Techniques.

Regarding professional Dance education, Music is a common subject to all the specialisations. The subjects corresponding to each specialisation are:

- For *Flamenco* Dance: Basic Dance Techniques; Spanish Dance; *Flamenco* Dance; Study of *Flamenco* singing as accompaniment and Study of the Guitar accompaniment.
- For Classical Dance: Classical Dance; Contemporary Dance; Music and Repertory.
- For Spanish Dance: Classical Dance; *Bolera* Dance; Stylised Dance; *Flamenco*, Folklore and Music.
- For Contemporary Dance: Classical Dance, Improvisation and Contemporary Dance Techniques.

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 specialisations of professional Music and Dance education (for further information see section 5.11.4.1.). In addition, education authorities may foster different profiles in their curricula within each specialisation in the last two years of professional Music and Dance education.

Plastic Art and Design education is organised in [ciclos formativos](#) of varying length, which include training provided in the educational institutions, placements in companies, studios, workshops and an end-of-term project. In-school training is divided into theory and theory-practice [módulos](#) as well as practical lessons given in specific workshops. The core curriculum for these cycles is regulated for each occupational group. Following this, education authorities, within their area of authority and in cooperation with local corporations and social and economic agents, are responsible for planning and offering Plastic Art and Design provision.

Intermediate professional Plastic Arts and Design education, regulated by the 2006 *Ley Orgánica de Educación*, LOE (Act on Education), 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.

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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.

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

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.

5.13.4.2. Language Education

Language education must be structured into the following levels: basic, intermediate and advanced (see section 5.10.4.2.).

Education authorities are responsible for establishing the curriculum corresponding to basic language education, using as a reference the competences for the A2 level of the European Council according to the definition of this level in the Common European Framework of Reference for Languages. The core curricula for intermediate and advanced language education are regulated at State level and education authorities are responsible for the establishment of the curriculum, which must follow the core curricula that, in turn, comply with the competences for the B1 and B2 levels of the European Council according to the definition of these levels in the Common European Framework of Reference for Languages.

Marco común europeo de referencia para las lenguas

CONSEJO DE EUROPA

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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.

5.13.4.3. Sports Education

The organisation of this provision prior to the 2006 *Ley Orgánica de Educación*, LOE (Act on Education) established that instruction at every level was organised into the following blocks: a common part coincident and compulsory for every sports modality and specialisation, which comprised scientific and technical general cross curricular [módulos](#); a specific part, including the specific [módulos](#) linked to the sports specialisation to which the qualification applied; another complementary block, directed at using technological resources; and a final block consisting of practical training, which had to be undertaken following the successful completion of the previous blocks at each level.

This provision usually lasts between a minimum of 950 and a maximum of 1,100 hours, at least 35% of them corresponding to training at the first level.

The LOE establishes the organisation of Sports education in different parts 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 common [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](#).

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1363/2007, de 24 de octubre, por el que se establece la ordenación general de las enseñanzas deportivas de régimen especial

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

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

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

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

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

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.

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.

5.14. Teaching methods and materials

The information about teaching methods and materials for the different levels and provisions which make up secondary education is available under the following subsections.

Regarding the organisation in charge of producing teaching materials, the 2006 *Ley Orgánica de Educación*, *LOE* (Act on Education) states that the authorisation of education authorities is not necessary in order to publish and adopt textbooks and other 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.

Ley Orgánica 1/2004, de 28 de diciembre, de medidas de protección integral contra la violencia de género

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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 will 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria.

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* (Act on Education) 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1178/1992, de 2 de octubre, por el que se establecen las enseñanzas mínimas del Bachillerato

Real Decreto 1467/2007, de 2 de noviembre, por el que se establece la estructura del bachillerato y se fijan sus enseñanzas mínimas

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.

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

5.14.4. Specialised Education

The information on teaching methods and materials in the different [enseñanzas de régimen especial](#) is available under the following subsections.

5.14.4.1. Artistic Education

In 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. This 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.

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.

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

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.

5.14.4.2. Language Education

Language education should develop students' communicative competence, not only regarding accuracy but also regarding the appropriacy to context. The teaching method is determined by these needs. Generally speaking, it may be said that the students become the major players in their own learning process, developing sociable attitudes, interaction with other students, motivation to learn and increasing the length of their performance and actual communication.

Teachers become the presenters, informers, motivators and assessors. They should not limit themselves to correcting students' mistakes, but also monitor and detect group and individual difficulties. Bearing these aspects in mind, teachers should plan the stages of introduction, understanding, practice and free production.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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.

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.

Real Decreto 1363/2007, de 24 de octubre, por el que se establece la ordenación general de las enseñanzas deportivas de régimen especial

5.15. Pupil assessment

The information on students' assessment in the different levels and provisions which comprise secondary education is available under the following subsections.

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. In addition, 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

Real Decreto 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria.

5.15.2. Upper Secondary Education: General Branch

The essential characteristics of 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. Marks are given on a scale of 1 to 10 (whole numbers only), with 5 or over being considered a pass.

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.

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

[Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo](#)

[Ley Orgánica 2/2006, de 3 de mayo, de Educación.](#)

[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](#)

[Real Decreto 1178/1992, de 2 de octubre, por el que se establecen las enseñanzas mínimas del Bachillerato](#)

[Real Decreto 1467/2007, de 2 de noviembre, por el que se establece la estructura del bachillerato y se fijan sus enseñanzas mínimas](#)

5.15.3. Upper Secondary Education: Vocational Branch

Each Autonomous Community, in the exercise of its powers, and using the basic State regulations as a starting point, has regulated the aspects related to assessment in vocational training and no significant differences have been found among the Autonomous Communities as a whole. Thus, as occurs in the other educational provisions, assessment is continuous, and is performed per [módulos profesionales](#), although the overall aspects of such training are not to be overlooked. The vocational skills involved in the kind of

qualification to be obtained must be borne in mind, as well as students' maturity and the objectives – skills – of the various [módulos](#) that each certificate entails. The person appointed by the educational institution to supervise on-the-job training participates in assessing students. The final assessment is expressed in numbers from one to ten, with the exception of the on-the-job training [módulo](#), where it is expressed in terms of 'passed/failed'. Promotion calls for a passing grade in all the [módulos](#) comprising the [ciclo formativo](#) in question. Remedial work is programmed for those [módulos](#) which have not been successfully completed.

According to the 2006 *Ley Orgánica de Educación, LOE* (Act on Education), the assessment of students in [ciclos formativos](#) will be carried out by [módulos profesionales](#). Assessment will take as reference points the objectives and assessment criteria of each of the [módulos profesionales](#) and the general objectives of the [ciclo formativo](#). Likewise, both the form teacher and the tutor appointed by the company cooperate in the assessment of the on-the-job training [módulo](#) expressed in terms of 'passed/failed'.

In provision requiring attendance, each [módulo profesional](#) modulo prpo may be subject to assessment in four sessions, and only in two sessions for the on-the-job training [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. The assessment of the [módulos profesionales](#) is expressed in numbers from 1 to 10 (whole numbers only). Progression to the next level requires a pass grade in all the [módulos](#) comprising the [ciclo formativo](#) in question. A minimum of 5 is required to pass. The final grade of the [ciclo formativo](#) is the arithmetic mean expressed to two decimal places. Education authorities will establish the conditions to cancel a session and enrolment in all or some of the [módulos profesionales](#). Cancellation will formally appear in the assessment documents.

Finally, those students who do not pass each of the [ciclos formativos](#) in its entirety will be awarded an academic certificate for the [módulos profesionales](#) passed. This certificate will have the relevant academic validity as well as will be valid for partial cumulative accreditation of the professional competences acquired as regards the National Qualifications and Vocational Training System.

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

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

Real Decreto 777/1998, de 30 de abril por el que se desarrollan determinados aspectos de la ordenación de la Formación Profesional en el ámbito del sistema educativo

5.15.4. Specialised Education

The information on students' assessment in the different [enseñanzas de régimen especial](#) is available under the following subsections.

5.15.4.1. Artistic Education

In 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..

. Regarding the organisation of Music and Dance education the limit to remain in vocational education is set as eight years, and the student may not stay in the same year more than two years, with the exception of the 6th academic year.

In Music and Dance education regulated by the *LOE*, 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 6th 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 and has to take into account, the general objectives of each [módulo](#) expressed in terms of abilities, skills and competences and the assessment criteria for each [módulo](#). 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](#) must be 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 on-the-job training in companies, studios and workshops, the person appointed by the corresponding work centre to supervise the students' training there participates in assessing students. The assessment outcomes are expressed in terms of 'passed/failed'. In order to pass the on-the-job training in companies, studios and workshops students may use a maximum of two exam sessions.

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.

Likewise, education authorities may establish promotion requirements. In any case, it will be 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 on-the-job training in companies, studios and/or workshops are required in order to pass a [ciclo formativo](#).

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Orden de 17 de noviembre de 1997 por la que se establecen los elementos básicos de los informes de evaluación del grado medio de las Enseñanzas de Danza, así como los requisitos formales derivados de dicho proceso para garantizar la movilidad

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

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.

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

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.

5.15.4.2. Language Education

The assessment of students enrolled in official language schools in the official modality with compulsory attendance is carried out through continuous assessment throughout the whole year, plus a regular test held in May or June. The assessment outcomes are expressed in terms of 'passed/failed'. If the result of this test does not prove to be positive, students have the opportunity to retake it by sitting a supplementary test in September. Examinations consist of different exercises, grouped into two major types: comprehension (listening, reading and grammar) and production (speaking and writing).

Teachers will carry out the assessment of students studying at official language schools. Education authorities will regulate the final examinations, to be administered by teachers, leading to the official certificates at the basic, intermediate and advanced levels.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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.

5.15.4.3. Sports Education

Students' learning assessment will be carried out on the basis of the [módulos formativos](#), taking into account the aims and assessment criteria established in the curriculum for every [módulo](#), as well as students' academic maturity in relation to the competences established in the corresponding core curricula.

Regarding the organisation of this provision as established by the 2006 *Ley Orgánica de Educación*, LOE (Act on Education), the new qualifications and provision of the different modalities and specialisations have not been established yet. In any case, the assessment must comply with the following general criteria:

the assessment will be continuous and will be carried out by [módulos](#) of Sports education. Evaluation processes must comply with the adaptations for disabled students and their accessibility to the evaluation tests has to be guaranteed. On the other hand, the assessment has to take as reference points the general objectives of the cycle, as well as the objectives and the assessment criteria established in the curriculum for each [módulo](#) of Sports education as regards the competences established in the professional profile of the relevant qualification. Finally, in the assessment of the practical training [módulo](#), the form teacher of the educational institution will cooperate with the tutor appointed by the professional or sports centre where the training takes place.

Real Decreto 1363/2007, de 24 de octubre, por el que se establece la ordenación general de las enseñanzas deportivas de régimen especial

5.16. Progression of pupils

The information on students' progression in the different levels and provisions which comprise secondary education is available in the following subsections.

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, in compliance with the regulations.

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 will be 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. 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria.

5.16.2. Upper Secondary Education: General Branch

At present, students with more than three failed subjects after the second year must repeat that entire academic year, whereas if they have failed three or less subjects they only have to re-take those subjects. Students may be enrolled in the [Bachillerato](#) for a maximum of four years. Those students who fail any

subject in June may retake a supplementary exam, held in September in most of the Autonomous Communities.

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) (see section 5.13.2.), states that subsequent to the end of the first year, and due to the assessment process, teachers will adopt the corresponding decisions regarding their promotion to the second year. Students can progress from the first academic year of the [Bachillerato](#) to the second once they have completed all the subjects taken successfully or if they have a negative assessment in a maximum of two subjects. In such cases, in the second year they will 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. In addition, students who do not progress to the second year having three or four subjects negatively assessed may either choose to retake the entire year or to enrol in those subjects negatively assessed of the first academic year along with two or three subjects of the second year as stated by education authorities. Enrolment of these subjects of the second year will be conditioned to the possibility of being able to promote to the second grade of the [Bachillerato](#) in that same school year so that those subjects may be qualified. Parents or tutors must authorise minors to carry on with this special schooling. 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.

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1178/1992, de 2 de octubre, por el que se establecen las enseñanzas mínimas del Bachillerato

Real Decreto 1467/2007, de 2 de noviembre, por el que se establece la estructura del bachillerato y se fijan sus enseñanzas mínimas

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

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.

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](#). Some of the most relevant issues related to progression applicable in most Spanish territory are detailed below.

In the case of [ciclos formativos](#) lasting for more than one academic year, students who, upon completion of the first year, have not yet passed [módulos](#) accounting for no more than 25% of the total class time for all [módulos](#) that comprise that first year of training, may proceed on to the second year, taking the required

catch-up measures. When the number of hours exceeds this amount, students must repeat all programmed activities for the [módulos](#) they have not passed yet.

In the official modality with compulsory attendance, students may repeat the activities programmed for a given [módulo profesional](#) up to three times. They may only take the final exam for any given [módulo](#) a total of four times (including both regular and supplementary exam sessions).

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

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.

5.16.4. Specialised Education

The information on students' progression in Artistic education, Language education and Sports education is available in the 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 the intermediate level. 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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.

5.17. Certification

The information about certification in the different levels and provisions which comprise secondary education is available under the following subsections.

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 have passed the compulsory [módulos](#) of these programmes (see section 5.20.1.) obtain a certificate issued by education authorities. This certificate accredits the professional competences acquired with reference to the National Qualifications and Vocational Training System.

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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria.

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.

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 modalities 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 direct access intermediate Language education of the first foreign language studied in [Bachillerato](#).

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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.

5.17.3. Upper Secondary Education: Vocational Branch

Students who successfully complete intermediate vocational training are awarded a [Técnico](#) certificate for the corresponding trade. Those who do not pass each of the [ciclos formativos](#) in its entirety will be awarded an academic certificate for the [módulos](#) passed; this certificate will have the corresponding academic effect as well as the effect of partial cumulative accreditation of the professional competences acquired regarding the National Qualifications and Vocational Training System (see section [LINK\\$5.18.2.](#)). 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.

In addition, the 2006 *Ley Orgánica de Educación, LOE* (Act on Education), states that education authorities have to organise examinations to obtain the [Técnico](#) certificate at least once a year. Assessment of these examinations has to take into account the [módulos profesionales](#) and the content has to refer to the curricula of the [ciclos formativos](#) currently in force (see also section 7.14.4.). Those who likewise 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

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

Real Decreto 777/1998, de 30 de abril por el que se desarrollan determinados aspectos de la ordenación de la Formación Profesional en el ámbito del sistema educativo

5.17.4. Specialised Education

The information about certification in the different [enseñanzas de régimen especial](#) is available under the following subsections.

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 type of Arts, within the specific pathway of Music and Dance, and have completed professional Music and Dance education will be awarded the [Bachiller](#) certificate provided that they have passed [Bachillerato](#) common subjects.

Students passing intermediate Plastic Arts and Design will receive the Plastic Arts and Design [Técnico](#) certificate, in the relevant specialisation, which will grant them direct access to the Arts branch of the [Bachillerato](#).

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

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.

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.

5.17.4.2. Language Education

In order to obtain the certificates corresponding to basic, intermediate and advanced levels (known as Basic Level Certificate, Intermediate Level Certificate and Advanced Level Certificate, respectively), students have

to pass the specific 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 regard to 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.

Students who are not enrolled in these educational institutions may obtain the different level certificates by passing examinations set by education authorities, in conformity with the basic requirements established by the Spanish Government. Education authorities hold these examinations leading to the award of the certificates mentioned above, at least once a year.

In addition, education authorities 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 certificates issued by official language schools may be exempted from other language competence tests established by public authorities provided that they are equivalent to the level accredited by the holder.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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.

5.17.4.3. Sports Education

On completion of all the [módulos](#) that comprise this provision, 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 ciclo of the new organisation of Sports education (see section 5.10.4.3.) students will be 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 Qualifications and Vocational Training System.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1363/2007, de 24 de octubre, por el que se establece la ordenación general de las enseñanzas deportivas de régimen especial

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. They are normally made up of a team of staff comprising 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: to 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; to 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; to collaborate with teacher training institutions, other educational institutions, and health and social services within their area; and to provide advice and guidance to students and their families (see section 4.15.).

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

[El sistema educativo español 2000](#)

[Ley Orgánica 2/2006, de 3 de mayo, de Educación.](#)

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.

Basic vocational training during *ESO* consists, firstly, of general technological training for all students given as a specific subject area (which is to cover not only a practical knowledge of the various techniques but an understanding of the surrounding social and productive environment); and, secondly, of the inclusion of diversified and optional areas of learning that may prompt career choices or professional experience. This basic vocational training consists of a set of knowledge, abilities, attitudes and skills which are common to many professional techniques or profiles, which guarantee a multipurpose training. The underlying intention is to enhance the training-employment relationship throughout this educational stage.

Basic vocational training must be also a part of the [Bachillerato](#), which means vesting traditional subject areas with a practical and semi-professional dimension, on the one hand, and pursuing certain objectives fostering the transition to the working world, on the other. Furthermore, the provision for a diversified [Bachillerato](#), with the emphasis on different areas of learning, allowing students to acquire know-how in specific fields and an understanding of productive activity, facilitates their transition into employment. In addition, the academic and vocational counselling received by students represents yet another support tool aimed at their future integration into the labour market.

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 'On-the-Job Training' in the curriculum of the [ciclos formativos](#) (see section 5.13.3.).
- Other initiatives in areas 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 and mapping between the vocational [módulos](#) of the different training cycles and on-the-job practice has been established, above all by means of the On-the-Job Training [módulo](#), allowing those students with previous professional experience to make full advantage of the acquired knowledge.

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.

The 2002 *Ley Orgánica de las Cualificaciones y de la Formación Profesional*, LOCFP (Act on Qualifications and Vocational Training), organises the three existing vocational training subsystems into a single system. This act creates the National Qualifications and Vocational Training System, which may be defined as the set of instruments and actions required to promote and develop the integration of vocational training provisions, by means of the National Catalogue on Vocational Qualifications, as well as the evaluation and accreditation of the relevant professional competences, in such a manner that people's professional and social development will be encouraged and the needs of the productive system will be covered (see section 5.1.).

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:

- To 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.
- To 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.

- To 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.
- To 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](#) without putting their personal safety at risk.

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.

CONSEJO GENERAL DE FORMACIÓN PROFESIONAL

INSTITUTO NACIONAL DE LAS CUALIFICACIONES (INCUAL)

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

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional

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

Real Decreto 1128/2003, de 5 de septiembre, por el que se regula el Catálogo Nacional de Cualificaciones Profesionales

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

Real Decreto 777/1998, de 30 de abril por el que se desarrollan determinados aspectos de la ordenación de la Formación Profesional en el ámbito del sistema educativo

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 (Act on Education) 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.).

Information on curricular diversification programmes, initial vocational qualification programmes, international baccalaureate, and the different types of language education is available under subsections 5.20.1., 5.20.1., 5.20.2. and 5.20.3. respectively.

5.20.1. Curricular diversity and Initial Vocational Qualification Programmes

As in other stages of the educational system, secondary education provides for ordinary and exceptional 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 cycle of *ESO*. 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 over the age of 16 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 institutions may organise these programmes within the framework established by education authorities (in charge of establishing the curriculum of the programmes). Students who may enrol in these programmes are those from the third year of *ESO*, as well as those who, having taken the 2nd year of *ESO*, do not move up to the 3rd year and have already stayed down once during this stage. 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.

Curricular diversification consists, specifically, of a programme that must also 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 [Gratuado en Educación Secundaria Obligatoria](#) certificate may continue their education, either in the [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 [Gratuado en Educación Secundaria Obligatoria](#) certificate and, provided they are not over 18, may stay another year in the programme.

On the other hand, initial vocational qualification programmes are addressed to those students aged over 16 (they must turn 16 before the 31st 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.

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 on 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 may be of different types and must include three kinds of [módulos](#):

- a) Specific [módulos](#) related to the [unidades de competencia](#) of first-level qualifications of the National Catalogue on Vocational Qualifications (small set of relatively simple work activities linked to standardised processes, with a limited amount of theoretical knowledge and practical abilities).
- b) General training [módulos](#), aimed at increasing basic competences and fostering students' transition from the educational system into employment.
- c) 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria.

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) Diploma 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. Entrance examinations for Spanish universities 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.

ORGANIZACIÓN DEL BACHILLERATO INTERNACIONAL (IBO)

Orden de 22 de noviembre de 1979, sobre equivalencia del Bachillerato Internacional con el Curso de Orientación Universitaria

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

5.20.3. Language education provision

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.

The type of provision where students only enrol to sit the examination grants exclusively the right to obtain the intermediate and advanced level certificate.

In order to cater for certain learning needs of pupils, some departments organise monographic courses on translation, oral skills, specialised vocabulary, etc. Such courses are not offered annually, but quarterly or four-monthly and are optional. The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) establishes that official language schools may, according to the corresponding education authorities, organise and provide specialised courses to improve competences in languages at basic, intermediate and advanced levels as well as in C1 and C2 levels of the Council of Europe, as defined in the Common European Framework of Reference for Languages.

The distance learning programme *That's English* offers contents of the intermediate level divided into nine [módulos](#). For further information see section 7.5.1.2.

Marco común europeo de referencia para las lenguas

CONSEJO DE EUROPA

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

5.21. Statistics

Statistics regarding educational institutions, teachers and students are available in the following subsections.

5.21.1. Students

Table 5.5: Number of students in secondary education according to type of provision and percentage in public institutions. Academic year 2006/07

		Number of pupils	% in public institutions
Total		3,165,653	72.9
Mainstream education	Total in mainstream education	2,746,182	68.9
	Compulsory secondary education, (ESO)	1.834.685	66.3
	Bachillerato	595.571	73.2
	Distance Bachillerato	34.778	98.1
	Intermediate vocational training ciclos formativos	232.653	73.5
	Distance intermediate vocational training ciclos formativos	2.571	99.3
	Social guarantee programmes	45.924	69.2
Enseñanzas de régimen especial	Total enseñanzas de régimen especial	419.471	98.9
	Intermediate Plastic Arts and Design ciclos formativos	3.232	96.2
	Intermediate Music education	37.264	91.7
	Intermediate Dance education	2.791	87.8
	Intermediate Sports education	2.145	53.4
	Language education	374.039	100.0

Source: *Estadística de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education, Social Policy and Sport.

Table 5.6: Evolution of schooling net rates by age groups

	1996-97	2001-02	2006-07
12 to 15 years old	99.9	100.0	100.0
16 and 17 years old	75.6	81.8	81.6

Source: *Estadística de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education, Social Policy and Sport. *Estimaciones de la población actual /Estimaciones intercensales 1999-2000*. National Statistics Institute.

Table 5.7: Distribution of students enrolled in mainstream education according to sex. Academic year 2006/07

	% Women	% Men
Primary education and compulsory secondary education (ESO)	48.6	51.4
Bachillerato	54.7	45.3
Intermediate ciclo formativo ¹	46.9	53.1
Social guarantee programmes	33.5	66.5

¹Includes distance education.

Source: *Estadística de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education, Social Policy and Sport.

Table 5.8: Average number of students per group, type of provision and ownership of the school. Academic year 2006/07

	Total	Public schools	Private schools
Compulsory secondary education (ESO)	24.5	23.7	26.5
Bachillerato ¹	24.4	24.3	24.6
Intermediate ciclo formativo ¹	19.0	18.6	20.2
Social guarantee programmes ²	9.1	9.4	8.5

¹Only mainstream education pupils.

²Social guarantee programmes in schools.

Source: *Estadística de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education, Social Policy and Sport.

Table 5.9: Average number of pupils per teacher, type of school and ownership. Academic year 2006/07¹

Total	10.0
Public schools	8.9
Private schools	13.9

¹Calculated on data of teachers teaching ISCED levels 2 and 3, according to teacher distribution estimates depending on the level they teach at, drawn up for the UOE International Education Statistics questionnaire.
Source: *Estadística de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education, Social Policy and Sport.

Table 5.10: Gross rates of graduates according to type of provision and gender. Academic year 2005/06

	Total	Women	Men
ESO	69.2	76.4	62.4

Bachillerato	45.2	53.7	37.2
Intermediate ciclo formativo¹	16.8	18.2	15.5

¹Pupils 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, Social Policy and Sport. *Estimaciones de la población actual*. National Statistics Institute.

Table 5.11: Percentage of population between 18 to 24 years old who has not finished secondary education 2nd stage and is not taking any type of education-training

	2000	2004	2005	2006 ¹	2007
Both sexes	29.1	32.0	30.8	29.9	31.0
Men	35	38.7	36.6	35.8	36.1
Women	23.2	25.1	24.9	23.8	25.6

¹Because of the implementation of harmonised concepts and definitions, there is a lack of comparability with the previous years.

Source: Eurostat.

Table 5.12: Percentage of population between 20 to 24 years old who has at least finished secondary education 2nd stage¹

	2000	2004	2005	2006	2007
Both sexes	66.0	61.2	61.8	61.6	61.1
Men	60.1	54.4	55.4	54.6	55.1
Women	71.9	68.4	68.5	69.0	67.3

¹ Indicator based on annual mean values; previously it was calculated for the 2nd semester of each year.

Source: Eurostat.

Estadísticas de las enseñanzas no universitarias. Resultados detallados. Curso 2005-06.

EUROSTAT

INSTITUTO NACIONAL DE ESTADÍSTICA (INE)

OFICINA DE ESTADÍSTICA

5.21.2. Teachers

Table 5.13: Number of teachers¹ in secondary education by type of provision and percentage of public schools. Academic year 2006/07.

Total	285,033	100
Public schools	215,080	75.5
Private schools	69,953	24.5

¹ Includes teachers of ISCED levels 2 and 3 (secondary education 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*. Office of Statistics, Ministry of Education, Social Policy and Sport.

OFICINA DE ESTADÍSTICA

5.21.3. Institutions

Table 5.14: Number of secondary education schools according to type of provision and percentage of public schools. Academic year 2006/07

		Total	% public schools
Total		9,875	58.9
Mainstream education	Total schools providing mainstream education	8.221.	55.7
	Schools providing primary and compulsory secondary education	2.393.	32.1
	Institutions providing compulsory secondary education and/or Bachillerato and/or vocational training	4.542.	83.7
	Institutions providing primary education, compulsory secondary education and/or Bachillerato and/or vocational training	1.280.	0.3
	Specific institutions providing distance education	6	83.3
Enseñanzas de régimen especial	Total schools providing enseñanzas de régimen especial	1.654	74.7
	Schools of Plastic Arts and Design studies ¹	122	80.3
	Music schools	395	67.8
	Dance schools	64	43.8
	Music and dance schools ²	774	72.4
	Drama Schools	12	75
	Specific sports schools	18	16.7
	Official language schools	269	100

¹ They also provide higher Plastic Arts and Design education.

² Schools which provide education not leading to valid academic or professional certificates, regulated by education authorities.

Source: *Estadística de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education, Social Policy and Sport.

Table 5.15: Percentage of schools¹ providing non-university mainstream education according to size of the institution (number of students) and ownership. Academic year 2006/07

Number of students in the school	Total	Public schools	Private schools
25 or less	7.5	7.9	6.4
26-100	22.9	18.7	33.0
101-200	15.1	17.4	9.3
201-300	13.0	14.7	8.7
301-500	22.2	24.6	16.0
501-700	10.0	10.2	9.4
701-1,000	6.0	4.9	8.6
More than 1,000	3.4	1.6	7.7

¹ Specific distance education institutions not included

Source: *Estadística de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education, Social Policy and Sport.

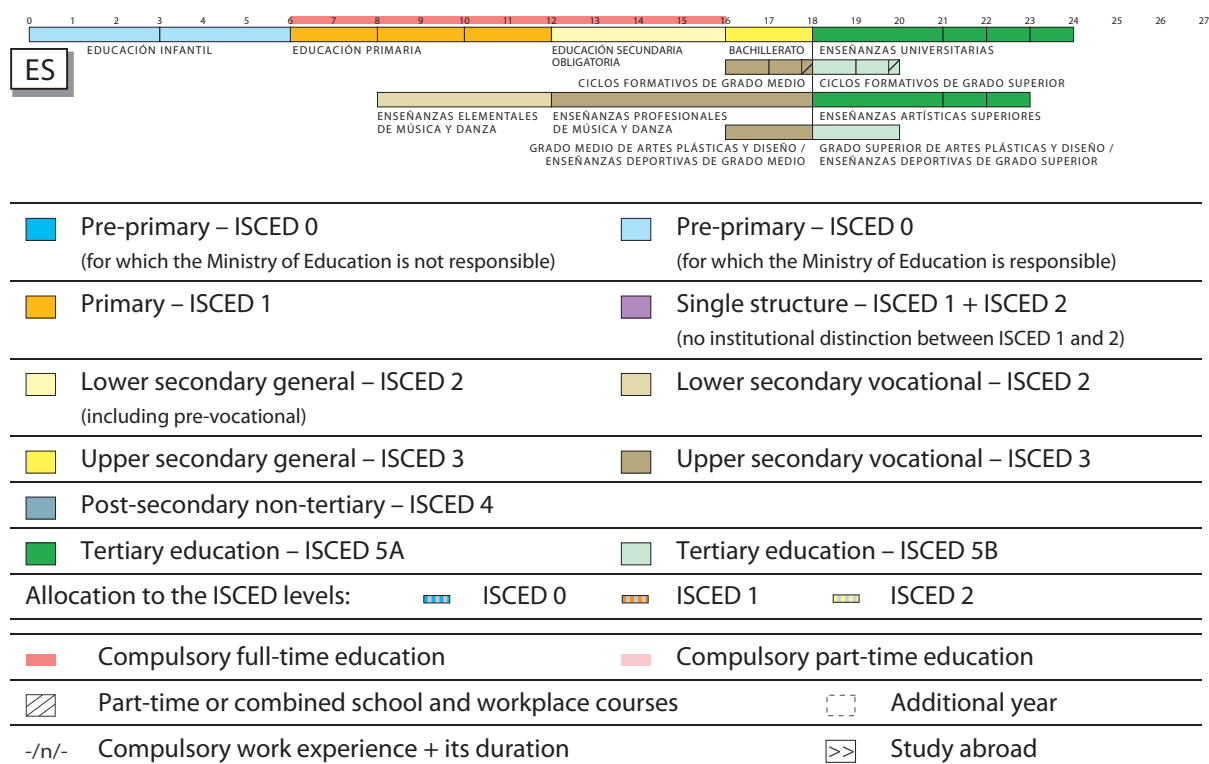
Estadísticas de las enseñanzas no universitarias. Resultados detallados. Curso 2005-06.

Las cifras de la Educación en España. Estadísticas e indicadores. Edición 2006 actualizada.

OFICINA DE ESTADÍSTICA

6. Tertiary Education

Organisation of the education system in Spain, 2008/09



Source: Eurydice.

Tertiary education in the Spanish education system comprises the following types of provision:

- university education,
- advanced Artistic studies,
- advanced vocational training,
- advanced vocational Plastic Arts and Design studies, and
- advanced Sports studies.

Advanced Artistic studies, advanced vocational Plastic Arts and Design studies and advanced Sports studies are part of the [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 new regulations following the Bologna Declaration, by 2010, the new syllabuses will have to adapt to the new structure of university education. When that occurs, this type of provision will be structured into three cycles: Bachelor, Master and Doctorate.

Advanced Artistic studies include advanced Music and Dance studies, Dramatic Arts studies, Preservation and Restoration of Cultural Assets studies, advanced Design studies, and advanced Plastic Arts studies, which, in turn, include advanced Ceramics studies and advanced Glass studies.

Advanced vocational training qualifies students to exercise different professions and constitutes a non-university post-secondary level.

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) established advanced vocational Plastics Arts and Design studies. These studies will replace the [ciclos formativos](#) of advanced Plastics Arts and Design from the academic year 2009/10 onwards.

When it comes to advanced Sports studies, they provide the necessary technical training for the professional development in the relevant sports specialisation.

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

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

Real Decreto 1363/2007, de 24 de octubre, por el que se establece la ordenación general de las enseñanzas deportivas de régimen especial

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

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

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

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

6.1. Historical overview

The 1857 *Ley de Instrucción Pública - Ley Moyano* (Act of Public Instruction -Moyano Act) was the first to integrate higher education within the levels of the education system. This Act definitively incorporated technical and professional studies into post-secondary education, in addition to those already taught at university.

With the proclamation in 1873 of the First Spanish Republic, freedom of teaching was encouraged, and the Faculties of Philosophy and Arts, Sciences, Pharmacy, Law and Theology were regulated.

The restoration of the Bourbon monarchy in 1874 and the beginning of the reign of Alfonso XII meant the introduction of a new political system (parliamentary monarchy) the framework of which was the 1876 Constitution. From this period until the military coup d'état staged by Primo de Rivera, the Conservative and the Liberal parties alternated in power, which resulted in an unstable period as far as educational policy was concerned.

At the end of the 19th century, education was again considered to be of utmost importance and therefore a series of reforms took place. These mainly concerned training colleges of [maestros](#) (the so-called *escuelas*

normales, the university education curricula and university autonomy. In addition, the need to establish a balance between public and private education and to recognise academic freedom were championed.

During the regime of Primo de Rivera (1923-1930) the principle of academic freedom was abolished. Reforms were developed at university; being those that worth particular mention the granting of permission to private university institutions to hold graduation ceremonies and the coordination of primary, secondary and higher university education.

With the proclamation of the Second Republic in 1931 a new stage was set for the education system since the Republican Constitution advocated a unified system of education, cost-free and compulsory primary education, academic freedom and secular education. As far as universities were concerned, enrolments increased and a significant rise in female enrolment occurred. However, in 1933 the second parliamentary elections of the Republic were called which resulted in a shift to the right. This was a backward step as regards many of the previous government's educational approaches. However, university reform continued, following the same guidelines as before.

In 1936, after a military coup d'état, the Civil War started. It lasted for three years and ended with the proclamation of the dictatorship of General Franco (1939-1975). In that period some acts on higher education were passed, among them the 1943 Act governing University Organisation and the 1957 Act on Technical Education. The latter contributed to standardise the system as it incorporated the schools of engineers and architects into the university system and provision was made for admitting a higher number of students.

During the last years of the dictatorship, the *Ley General de Financiamiento de la Reforma Educativa*, LGE (General Act on Education and Financing of the Educational Reform) was passed in 1970, which regulated and organised, for the first time in the 20th century, the entire Spanish education system, including the higher level. This Act structured university studies into three cycles, and the [escuelas universitarias](#) and university schools were established, as well as the Institutes of Educational Sciences. The latter were intended to improve teacher training, among other things. 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, to enter university it was necessary to pass the [curso de orientación universitaria](#) (COU), set by the university but taught at [Bachillerato](#) institutions (where the [Bachillerato Unificado y Polivalente](#) (BUP), of 3 years' duration, was also taught).

The 1978 Constitution was proclaimed in Spain after General Franco's death in 1975, returning democracy to the country. Article 27 of the Constitution establishes the right to education and its 10 sections refer to the general principles that should govern educational regulations. As far as higher university education is concerned, section 10 of this article establishes the autonomy of universities.

In 1980, the bill of the *Ley de Autonomía Universitaria*, LAU (Act on University Autonomy) was presented which tried to offer the appropriate legislative development of section 10 mentioned above. However, it never came into effect as it was withdrawn in 1982.

In 1983, the *Ley de Reforma Universitaria*, LRU (Act on University Reform) was passed. With this Act, modernisation of the Spanish university started, which was based on 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 adapt Spanish university education (through the adoption of the new curricula and flexibility as regards qualification processes) to the European university area.

Regarding non-university higher education, this area comprises a series of post-secondary studies of different nature, leading in some cases to official qualifications and in others to non-officially recognised certificates.

The 1985 *Ley Orgánica Reguladora del Derecho a la Educación, LODE* (Act on the Right to Education) establishes the right of all Spaniards and those foreigners living in Spain to gain access to higher education without discrimination on account of economic circumstances, social class or place of residence.

With the approval of the 1990 *Ley Orgánica de Ordenación General del Sistema Educativo, LOGSE* (Act on the General Organisation of the Education System), advanced vocational training was established as higher non-university, formal education within mainstream education. In addition, advanced Artistic studies were regulated as [enseñanzas de régimen especial](#) offering qualifications equivalent to those awarded at university.

The *Ley Orgánica de Universidades, LOU* (Act on Universities) was passed on December 21st 2001. This Act repealed the previous *LRU* of 1983, whose main target was to improve quality and excellence throughout university activity. Without modifying the organisation of university studies, this Act promotes the role of the State administration as regards the cohesion of the university system; it also focuses on the powers of the Autonomous Communities concerning higher education, increasing university autonomy and establishing 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 taking place with the passing of the 2006 *Ley Orgánica de Educación, LOE* (Act on Education) and the 2007 Act modifying the Act on Universities, *Ley Orgánica de modificación de la Ley Orgánica de Universidades, LOMLOU*.

As far as tertiary education is concerned, the *LOE* introduces some innovations in the organisation of vocational training, artistic studies and sports studies. The Act will be gradually implemented over the next five years, starting in 2006/07 and finishing in 2009/10. All the aspects which have not come into effect yet will continue to be regulated by the previous legislation (see section 2.3.4.).

As regards university education and its adaptation to the European Higher Education Area (EHEA), the 2007 Act modifying the Act on Universities, *LOMLOU*, and the October 2007 Royal Decree establishing the organisation of official university studies lay down the new legal framework of university education (see section 6.2.).

Historia de la Educación en España. Tomo II: de las Cortes de Cádiz a la revolución de 1868

Constitución de la República española

Constitución Española de 27 de diciembre de 1978

Ley 14/1970, de 4 de agosto, General de Educación y Financiamiento de la Reforma Educativa

Ley de 20 de julio de 1957 sobre ordenación de las enseñanzas técnicas.

Ley de 29 de julio de 1943 sobre ordenación de la Universidad española.

Ley de Instrucción Pública.

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación

Ley Orgánica 11/1983, de 25 de agosto, de Reforma Universitaria

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación

Ley Orgánica 9/1995, de 20 de noviembre, de la Participación, la Evaluación y el Gobierno de los centros docentes

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

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

Real Decreto 56/2005, de 21 de enero, por el que se regulan los estudios universitarios oficiales de Posgrado

6.2. Ongoing debates and future developments

Nowadays a reform process is taking place as regards vocational training. The new legal framework set by the 2002 *Ley Orgánica de las Cualificaciones y de la Formación Profesional*, *LOCFP* (Act on Qualifications and Vocational Training) and by the *LOE* has made it necessary to establish a new regulation of the organisation of vocational training in the education system. To this end, the Royal Decree which establishes the structure of the new qualifications of vocational training, in accordance with the National Catalogue for Vocational Qualifications, the guidelines determined by the European Union as well as other aspects of social interest, was passed in December 2006. Vocational training as regulated by the *LOE* has been implemented since 2007/08 and its implementation is expected to be finished by 2009/10. Likewise, the Ministry of Education, Social Policy and Sport together with the Ministry of Labour and Immigration announced in November 2008 a 'roadmap' to boost vocational training (see section 5.2.).

In November 2007, a Royal Decree establishing the general organisation of specialised Sports studies was passed. However, those aspects which have not come into effect yet will continue to be regulated by the previous legislation until the new certificates and provision are approved.

As regards university education and its adaptation to the European Higher Education Area (EHEA), the 2007 Act modifying the Act on Universities and the October 2007 Royal Decree lay down the new legal framework of university education.

The 2007 Act modifying the Act on Universities (*LOMLOU*) takes into account the European agreements on higher education as well as the encouragement that the European Union is trying to give to research. The changes of this Act aim to encourage university autonomy and to increase the demands related to the evaluation of university functions (see section 2.3.3.). In accordance with the 2007 Act modifying the Act on Universities (*LOMLOU*), the 2007 Royal Decree establishing the organisation of official university studies adopts some measures which, apart from being compatible with the EHEA, make the organisation of university studies more flexible: they promote increased curricular diversification and allow universities to make innovative proposals. Some of these new measures are the following:

- Entrust universities with the responsibility of drawing up and proposing the syllabuses they consider most attractive and appropriate to their resources and interests.
- Establish that syllabuses should be assessed by the *ANECA* before their implementation, and that all qualifications should 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 2010, all types of provision should be adapted to the new structure.

Other innovations regarding the university education are the new university access system and the '2015 University Strategy'.

Royal Decree 1892/2008 establishes the conditions to enter the official Bachelor studies and the admission procedures in Spanish public universities. This royal decree is drawn up by the Ministry of Education, Social Policy and Sport together with the Ministry of Science and Innovation and incorporate in a single regulation the entrance examination, requirements and university access process for [Bachillerato](#) students, students aged over 25 and 45 and foreign students. The new university entrance examination, which will take place for the first time in June 2010, consists of 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 the foreign language chosen by the student (English, French, German, Italian or Portuguese). See section 6.6.1..

On September 23, 2008, the Minister of Science and Innovation presented in the Cabinet the '2015 University Strategy'. This is an initiative coordinated jointly by the Spanish Government, the Autonomous Communities and the universities themselves. It is aimed towards the updating of Spanish universities by means of the promotion of excellence in formation and research, the internationalisation of the university system and its involvement in the economic change based on the knowledge and improvement of innovation. This initiative intends to improve university formation and research in order to make these fit in with social needs as well as with the international context. In this sense, the 2015 University Strategy intends to place our best universities among the Top 100 European Universities, to favour the placement of the globally more competitive Spanish university campus among the internationally more prestigious ones, to contribute to the improvement of provision quality in the Spanish university system as a whole and to encourage teaching and research efficiency and efficacy by combining objectives and efforts.

The main objectives derived from the 2015 University Strategy are:

- Determine 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 creating knowledge.
- Fully develop university formation, taking into account quality criteria and social suitability in the European framework and in the new knowledge society.
- Enlarge research possibilities and favour their influence on progress, welfare and competitiveness in Spain.
- Improve the possibilities in universities to be helpful in the instances of social and economic needs as well as to stimulate cultural liveliness and human progress.
- Improve Spanish universities' competitiveness in Europe and increase their visibility and international scope.
- Increase universities funds according to objectives and projects, and improve the policy of educational grants and loans addressed to students.
- Increase universities autonomy and specialisation as well as their accountability to society.
- Support university staff's professional development and their social appraisal.

To meet these objectives three moments can be noted in the 2015 University Strategy:

- First, the context is analysed, the present situation is assessed and universities position according to the 2015 University Strategy is defined.
- Then, some courses of action are defined according to the following four areas in the university system: university missions, people who are part of the university, the strengthening of these institutions' competences, and the context.
- Lastly, 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 benchmark proposed for 2015. This assessment and monitoring system will have international consultancy at its disposal in order to guarantee autonomy of criteria.

Informe sobre el estado y situación del sistema educativo español. Curso 2001/2002

La integración del sistema universitario español en el Espacio Europeo de Enseñanza Superior. Documento Marco.

ASOCIACIÓN EUROPEA DE UNIVERSIDADES (EUA)

CONSEJO ESCOLAR DEL ESTADO

MINISTERIO DE CIENCIA E INNOVACIÓN (MICINN)

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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

Real Decreto 1363/2007, de 24 de octubre, por el que se establece la ordenación general de las enseñanzas deportivas de régimen especial

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

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.

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

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

Real Decreto 56/2005, de 21 de enero, por el que se regulan los estudios universitarios oficiales de Posgrado

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.

6.3. Specific legislative framework

In the academic year 2008/09 the most important regulations which govern higher education in Spain 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 *Ley Orgánica de Universidades, LOU* (Act on Universities), which legislates basic aspects related to the university organisation, administration and management as well as those aspects concerning academic organisation and research. Some aspects of this Act have been changed by the 2007 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) which aims to organise vocational training, qualifications and accreditation into a comprehensive system in order to respond to social and economic demands through the various training specialisations: vocational training, on-the-job training and occupational training focused on integration and reintegration into employment (see section 5.1.).
- The 2006 *Ley Orgánica de Educación, LOE* (Act on Education), which, as far as higher education is concerned, introduces changes as regards vocational training, Artistic studies and Sports studies.
- The December 2006 Royal Decree 1538/2006, establishing the general organisation of vocational training (see section 5.4.3.), in order to adapt it to the new legal framework fixed by the *LOCFP* and the *LOE*.
- The June 2006 Royal Decree 806/2006, establishing the schedule of implementation of the new organisation of the education system regulated by the *LOE*, which will be gradually implemented over the next five years (starting in the academic year 2006/07 and finishing in 2009/10). This schedule also sets up the implementation of the curricula corresponding to the new Act on Education, the gradual disappearance of the syllabuses currently in force and the equivalence of qualifications. Therefore, those aspects which have not come into effect yet will continue to be regulated by the previous legislation (see section 2.3.4.).

In accordance with this general legal framework, the Autonomous Communities pass their own regulations concerning aspects such as official curriculum, evaluation and promotion rules, or the organisation and running of institutions, among others.

Constitución Española de 27 de diciembre de 1978

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 11/1983, de 25 de agosto, de Reforma Universitaria

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

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.

6.4. General objectives

The information on the general objectives of the different types of higher education, both university and non-university, is presented in the following subsections.

6.4.1. University tertiary education

The 2001 *Ley Orgánica de Universidades*, LOU (Act on Universities) aims to improve the quality of the university system, to promote students' and teachers' mobility as well as to respond to the new challenges derived both from distance learning higher education through the new information and communication technologies and from lifelong learning. It also aims to achieve a competitive integration within the new European Higher Education Area. This Act increases the powers of the Autonomous Communities concerning higher education as well as university autonomy and reinforces the practice of evaluation through the *Agencia Nacional de Evaluación de la Calidad y Acreditación*, ANECA (National Agency for Quality Assessment and Accreditation).

The LOU establishes the following university functions:

- 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 is in line with the principles of the 2007 Act modifying the Act on Universities and according to it, university education will be structured into three cycles: Bachelor, Master and Doctorate. Bachelor studies aim at providing students with a general training, in one or several disciplines, designed to prepare them to work. Master studies are aimed at the acquisition of an advanced training, specialised or multidisciplinary, for an academic or professional specialisation or as an introduction to research work. The aim of Doctoral studies, in turn, is the advanced training in research techniques (for further information, see section 6.10.1.).

AGENCIA NACIONAL DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN (ANECA)

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

6.4.2. Non-university tertiary education

The information on the general objectives of non-university studies can be found in the following subsections.

6.4.2.1. Advanced vocational training

Vocational training in the Spanish education system is organised in intermediate and advanced *ciclos formativos*, the aims of which are to prepare students for a specific professional career as well as to contribute to their own development, the exercise of democratic citizenship and lifelong learning.

- Advanced vocational training studies aim at the acquisition of abilities enabling students to:
- Develop the general competence corresponding to the specific qualification(s) of the relevant studies.
- Understand the organisation and characteristics of the corresponding socio-productive sector, as well as the mechanisms for professional integration, know employment law and rights and duties in labour relations.
- Learn by themselves and work as a team, as well as be trained in conflict prevention and peaceful resolution in all areas of personal, family and social life.
- Work in good safety and health conditions, as well as prevent possible risks at work.
- Develop a professional identity that will motivate them for future learning and adaptations to the evolution of production processes and social change.
- Reinforce entrepreneurship to carry out professional activities and initiatives.
- Achieve the competences related to information and communication technologies, the languages of the European Union, teamwork, the prevention of labour risks, as well as any other envisaged in the guidelines of the European Union.
- Make lifelong learning a reality and use learning opportunities through different training paths to keep updated in the different fields: social, personal, cultural and work-related, according to their expectations, needs and interests.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

6.4.2.2. Enseñanzas de régimen especial

The [enseñanzas de régimen especial](#) comprise three levels: elementary, intermediate and advanced. The advanced level of this type of provision is part of higher education.

The information on the general objectives of advanced [enseñanzas de régimen especial](#) can be found in the following subsections.

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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.

6.4.2.2.1. Artistic education

The purpose of Artistic studies is to provide students with quality artistic education and to train qualified future professionals in the fields of Music, Dance, Dramatic Arts, Plastic Arts and Design.

The aim of advanced level **Music and Dance** studies, as the most specialised branch of these studies, is to provide students with a high-quality practical, theoretical and methodological training, which aims to guarantee the training of those professionals who intend to work in these fields as authors, performers, researchers or teachers.

Dramatic Arts studies aim to train professionals, pedagogues and researchers in the fields of stage performance, design, management and playwrighting.

Plastic Arts and Design studies comprise studies relating to applied arts, artistic trades, design in its diverse forms and preservation and restoration of cultural assets. As regards advanced Plastic Arts and Design, these include artistic, scientific and technological knowledge aiming at providing quality education, the award of a professional certificate and a higher qualification in the different applied arts areas. This type of provision includes the following specialisations:

- Preservation and Restoration of Cultural Assets (with specialisations in Archaeology, Graphic Documents, Sculpture, Painting and Textiles). These studies aim at training professionals who undertake tasks involving preservation and restoration of works and assets which are part of the country's artistic heritage.
- Advanced Design (with specialisations in Products, Graphics, Interior Design and Fashion Design) which aim to train and qualify design professionals in order to improve the creation, development, use and consumption of industrial products and services.
- Advanced Ceramic studies aim to achieve the full training of professionals in 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 ceramic goods.
- Advanced Glass studies aim to train skilled professionals for the creation, development, use and consumption of glassware as well as the services derived from them.

The [ciclos formativos](#) of **Plastic Arts and Design** share a common objective, which is to provide students with a first class quality artistic training in order to enable them to appreciate the significance of plastic arts as an artistic means of cultural expression and the development of creative potential, being aware of the possibilities for professional development which this involves. In addition, these studies have some specific goals to provide students with the necessary training to achieve the following objectives:

- To plan and coordinate the carrying out of technical and artistic processes.
- To plan and to implement works involving technical rigour and expressive sensitivity through the development of student's own artistic personality, skills and plastic knowledge.
- To obtain the required scientific, technical and practical knowledge to enable students to carry out their work through the technological processes linked to their professional activity.
- To develop students' ability as regards research of artistic forms with a multidisciplinary approach.
- To understand the organisation and characteristics of their professional field and the mechanisms of basic professional integration; to be familiar with basic professional regulations and health and safety.

[Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo](#)

[Ley Orgánica 2/2006, de 3 de mayo, de Educación.](#)

[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](#)

[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](#)

[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](#)

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

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

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

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

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

6.4.2.2.2. Sports education

The *Ley Orgánica de Educación, LOE* (Act on Education) establishes that Sports studies aim to qualify students for a professional career in a specific sport or specialisation, as well as to facilitate their adaptation to employment and developments in the sports world and to 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 training at an introductory level, management, basic training, technical improvement, training and management of teams and high performance sportsmen and women in the relevant type of sport within the sports system.
- Understand the characteristics and organisation of both the relevant sports type or specialisation and sports system, 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 sports environment and looking after the environment and people's health, as well as to facilitate the integration and normalisation of disabled people participating in sport.
- Develop a professional identity and maturity that will motivate them for future learning (lifelong learning, continuing training) and adaptations to changes in the introductory level and improvement of the relevant type of sport and in high performance sport.
- Develop and transmit the importance of individual responsibility and effort both when practicing and teaching a sports type.
- 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 own body.
- Be qualified to conduct business activities and initiatives.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1363/2007, de 24 de octubre, por el que se establece la ordenación general de las enseñanzas deportivas de régimen especial

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.

6.5. Types of institution

The information on the types of institutions where higher education is provided, both university and non-university, 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, the preliminary report from the General Assembly for University Policy is mandatory and should accredit the corresponding syllabuses of the studies to be taught within the framework of 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 private university level institutions. In order to be recognised, the preliminary report from the General Assembly for University Policy is mandatory within the framework of the general organisation of university education. There are secular universities and universities of the Catholic Church. The latter are subject to special agreements between the Spanish State and the Holy See.

At present there are 50 public universities in Spain, of which one is a distance-learning university and two are international universities. In addition, there are 24 private universities (7 belong to the Catholic Church) including two distance-learning universities.

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 degrees, whereas [escuelas universitarias](#) offer the first cycle only.

Universities may also have research institutes focused on scientific and technical research or artistic creativity. They may also offer postgraduate programmes and courses both at Master and Doctorate level. These university research institutes can be made up of one or more universities, or together with other public or private institutions through agreements or any other form of cooperation.

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 corresponding Autonomous Community and are governed by what is stipulated by the *LOU*, both State and regional legislation, the relevant agreement and the institution's own rules for their organisation and operation.

In order to ensure that the studies provided at universities meet certain quality standards, a series of legal conditions has been established. These conditions stipulate the standards to be met by both existing and new universities. These basic conditions 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 establish the specific conditions for the universities in their area.

CONFERENCIA GENERAL DE POLÍTICA UNIVERSITARIA

SECRETERÍA GENERAL DEL CONSEJO DE COORDINACIÓN UNIVERSITARIA

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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

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

Real Decreto 557/1991, de 12 de abril, sobre creación y reconocimiento de Universidades y Centros Universitarios públicos y privados

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 compulsory secondary education and [Bachillerato](#) institutions, which are called secondary education institutes, the so-called national reference centres, or vocational training integrated institutions. For further information on the type of institutions and requirements, see section 5.5.3..

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

Real Decreto 1558/2005, de 23 de diciembre, por el que se regulan los requisitos básicos de los centros integrados de formación profesional

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

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. Artistic education

Higher Conservatories are the public institutions responsible for providing advanced **Music and Dance studies**. They must have a minimum number of 240 Music and 100 Dance places. Both types of institution must meet a series of requirements regarding the subjects to be taught and the facilities they must provide. Private institutions for Music and Dance studies, designated as authorised institutions, may in turn, also provide such education leading to the award of official qualifications, indicating the kind and level of education provided.

Dramatic Arts studies are taught in Higher Schools of Dramatic Arts 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, theatre, library and dressing rooms.

Advanced Plastic Arts and Design studies are taught in institutions with names that vary according to their ownership and the type of education offered. Public institutions are generally called Higher Schools of Art for the corresponding kind of education. Thus, Higher Schools for Preservation and Restoration of Cultural Assets, Higher Schools of Design and a Higher School of Ceramics are already operational. Private institutions are named authorised institutions for the relevant kind of education.

Regardless of ownership, all these institutions providing higher Plastic Arts and Design studies must comply with certain minimum standards in order to obtain authorisation. These conditions include, among others, requirements related to facilities and material conditions. Higher Schools for the Preservation and Restoration of Cultural Assets must teach at least three of the specialisations stipulated by law; Higher Schools of Design at least one, and two in the case of Higher Schools of Ceramics.

Public institutions offering **advanced ciclos formativos of Plastic Arts and Design** are called schools of art. These institutions are also authorised to teach the [Bachillerato](#) Art specialisation. Regardless of ownership, all these institutions providing [ciclos formativos](#) of Plastic Arts and Design must comply with specific minimum standards in order to be authorised. In addition to requirements concerning facilities and material conditions, these requirements include, among other things, the need to provide, at least, two [ciclos formativos](#) and to have minimum of 60 places.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 321/1994, de 25 de febrero, sobre autorización a centros docentes privados para impartir Enseñanzas Artísticas

Real Decreto 389/1992, de 15 de abril, por el que se establecen los requisitos mínimos de los centros que imparten Enseñanzas Artísticas

6.5.2.2.2. Sports education

The institutions providing Sports studies may be either public or private, the latter being subject to administrative authorisation. These institutions have a generic name differentiating their public or private nature, and another specific name that must not be the same as that of any other institution; the name is completed with the corresponding sports specialisations or modalities taught.

Apart from public or private Sports educational institutions, this type of studies can be provided by Military educational institutions, through agreements reached between the Ministry of Education, Social Policy and Sport and the Ministry of Defence.

All institutions providing Sports studies must comply with a series of requirements regarding space, equipment and number of students in each class.

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

Real Decreto 1363/2007, de 24 de octubre, por el que se establece la ordenación general de las enseñanzas deportivas de régimen especial

6.6. Admission requirements

The information on admission requirements in higher education studies, both at university and non-university level, is available in the following subsections.

6.6.1. University tertiary education

A description of the conditions to access first and second cycle education, on the one hand, and to the third cycle on the other follows.

Access to first and second cycle university education

Access to university education can be given to:

- Students holding a [Bachiller](#) certificate, who must pass a university entrance examination in order to take a university course.
- Students holding a [Técnico Superior](#) certificate in any advanced vocational training specialisation. These students will not be required to sit a university entrance examination to gain access to university; however, they may only take those university studies relating to their certificate, set by the relevant authority, following the report from the State School Council and the Council of Universities.
- Adults over 25 who may enter university without holding any 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 Activity and Sports Sciences, and to some other second cycle studies) students are also required to pass an aptitude test.

A description of the structure of university entrance examinations, as well as of the aptitude tests to enter certain university studies and of university entrance procedures follows.

I) University entrance examination

Students who wish to undertake university studies must hold the [Bachiller](#) certificate and pass the corresponding university entrance examination. Passing this entrance examination is a necessary requirement for first and second cycle (long cycle) university studies. In order to gain access to first cycle studies, entrants are not required to sit such an examination. However, bearing in mind that the students who sit this examination have access priority, and that almost all studies have a limited number of places, passing this examination becomes essential in practice.

The regulation for enrolment into university is a responsibility shared by the State and the Autonomous Communities. The general regulation of the entrance examination is the responsibility of the Ministry of Education, Social Policy and Sport and the Ministry of Science and Innovation, following the report from the relevant bodies of the Autonomous Communities, the State School Council and the University Coordination Council. In addition, the competent bodies of the Autonomous Communities may establish, within their area of jurisdiction, specific guidelines for the implementation of the general regulations established nationwide. Each university sets the location and the date for the examinations within the regulation deadlines fixed annually for each session as well as the dates for student registration.

This university entrance examination is organised and planned jointly by universities and the authorities responsible for [Bachillerato](#) provision. The examination covers the subjects studied in the final year of [Bachillerato](#) and is intended to objectively assess students' academic maturity and the knowledge acquired during this stage of education.

The Autonomous Communities are in charge of organising the entrance examination and performing the following functions: define the criteria for drawing up the exam papers; establish the general criteria of assessment for the exam; and appoint and set up the examining boards.

In order to take the entrance examination, students choose one or two of the five options offered, which correspond to the different types of [Bachillerato](#) available. Then, from among all the subjects studied in the final year of [Bachillerato](#), there are two which students are obliged to take, as they are intrinsically linked to each option (see table 6.1.). The different options of the examination, in turn, are related to the various branches into which university education is organised. In the case of first cycle university studies, for which, as it has already been mentioned, entrants are not required to pass the entrance examination, there is a link between the different types of [Bachillerato](#) and the various branches.

May the students choose two examination options, they must sit the exams corresponding to the four subjects linked to the chosen options.

Table 6.1: Options, types of Bachillerato and linked subjects

Option	Type of Bachillerato	Linked subjects
Scientific Table -Technological	Technology Natural and Health Sciences	Mathematics Physics
Health Sciences	Natural and Health Sciences	Chemistry Biology
Humanities	Humanities and Social Sciences	Latin History of Art
Social Sciences	Humanities and Social Sciences	Mathematics applied to Social Sciences Geography
Arts	Arts	Artistic Drawing History of Art

Drawn up by the Spanish Eurydice Unit.

Source: Ministry of Education, Social Policy and Sport. October 22 Royal Decree 1640/1999 regulating the university entrance examination. Spanish official Gazette, no. 257, August 27 1999.

Students may take the examination in any of the official languages of the Autonomous Community in which the institution where they are being examined is located. However, the exams related to Spanish Language, the co-official language of the relevant Autonomous Community, and Foreign Language must be done in the corresponding languages.

The aforementioned entrance examination consists of two parts. The first one, which has a general nature, covers common subjects taken in the final year of [Bachillerato](#) and includes three tests.

- The writing of a text on a historical or philosophical subject based on the analysis of various sources of information included in the rubrics of the examination.
- The analysis of a text in a foreign language.
- The analysis and comprehension of a text in Spanish.

If the examination is held in any of the Autonomous Communities with another co-official language, a compulsory examination in the relevant language may be set.

The second part of the examination, which is the specific part of the test, includes exercises corresponding to the three subject areas studied during the final year of [Bachillerato](#). From these subjects, there are two which have been laid down as compulsorily linked to each option that must be included; the student may freely choose the third from those subjects corresponding to the type of [Bachillerato](#) chosen.

Each of the exercises in the two parts is graded on a scale of 0 to 10. The mark for the first part is the arithmetic mean of the three exercises; or four in the case of the Autonomous Communities with a co-official language. The mark for the second part is found by a weighted average in which each of the two subjects linked to the option accounts for 40 per cent of the total, and the optional subject accounts for 20 per cent. In the case of access through two options, there are two marks for the second part, one for each of the options. The calculation is made as follows: each mark obtained in each of the two subjects compulsorily linked to the option is weighted by 40 per cent, and the highest mark from those obtained in subjects corresponding to the other option by 20 per cent. The overall mark for the test comprises the arithmetic mean of the marks obtained in the two parts. In order to gain access to an option, the student must obtain a minimum overall mark of four points out of ten.

The final mark for admission to the university is calculated by weighting 40% of the overall mark of the entrance examination and 60% of the average mark of the student's record during [Bachillerato](#) (the mark obtained in Religious Education is not taken into account). University admission requires an overall final mark of five or more. If the student takes the examination for two options, he/she will have two final grades, one for each option.

There are two examination sessions (June and September), and students are allowed to sit the exam a total of four times to achieve a passing grade. All students who have successfully passed the university entrance examination may re-take it as many times as they wish and at any session in order to improve their grade and thus enter the first cycle of a determined field of study.

The various exercises are corrected by an examination board set up for this purpose and in accordance with criteria fixed both by the organising board and with those specific criteria regarding correction and marking of the question papers.

Students are allowed to make a request to the head of the examining board for two or even three re-markings of their examinations.

Apart from the common university entrance procedure, there are [Técnico Superior](#) vocational training certificates, and Plastic Arts and Design or other equivalent qualifications, which allow students direct access to specific university studies, related to the professional branch taken.

As already mentioned, adults aged over 25 are not required to hold any previous qualification in order to gain access to university, provided they pass a specific examination prepared for that purpose. More detailed information on this examination can be found in section 7.7.4.

In November 20, the Royal Decree 1892/2008 was passed. This decree establishes the conditions to enter the official Bachelor studies and the admission procedures in Spanish public universities. This royal decree is drawn up by the Ministry of Education, Social Policy and Sport together with the Ministry of Science and Innovation and incorporate in a single regulation the entrance examination, requirements and university access process for **Bachillerat** students, students aged over 25 and 45 and foreign students. The new university entrance examination, which will take place for the first time in June 2010, consists of 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 the foreign language chosen by the student (English, French, German, Italian or Portuguese). 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 establishes the university entrance examination for those aged over 25, the access for those aged over 40 through work experience accreditation and the entrance process for those aged over 45 although they lack an academic degree or work experience, so that access to education is made easier for adults.

II) Aptitude tests for some types of provision

Besides the general university entrance examination, which is compulsory for first and second cycle (long cycle) studies, universities organise specific tests in order to assess the aptitudes of candidates applying to enter 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.
- Second cycle studies, the tests established by the corresponding entrance regulations.

Students 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 pass these aptitude tests.

III) Enrolment procedures for university institutions

Once the general requirements for entering university are met, the *LOU* establishes the so-called Open District access, which offers students the possibility of applying for access to a 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 students from the Autonomous Community itself, are the same.

The procedures for application and allocation of places for this type of access are established by the Autonomous Communities, following a report from the universities in each Community.

Taking into account these procedures, as well as the maximum number of options for university studies that students can apply for, students must apply for the university or universities where they want to study.

The procedures for the allocation of places are set up by the different Autonomous Communities, following a report from the universities in each Community. Students coming from other Autonomous Communities have the same rights as those from the Autonomous Community in question.

No university may decline from filling vacancies in an institution 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) First preference is given to students who pass the entrance examination in the June exam in the official exam session of the current year or in the official exam sessions of previous years.
- 2) Second preference is given to students who pass the entrance exam in the extra sitting of the academic year in question.
- 3) Third preference, but only for admission to programmes leading to first cycle qualifications, is given to students who pass [Bachillerato](#).
- 4) Final preference is given to those students referred to in the previous paragraph who pass [Bachillerato](#) in the supplementary session of the academic year in question.

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 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 particular type of education (Fine Arts, Translation and Interpreting, etc.), the grade which results from taking the average of 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 to be allocated to those students who fit into certain categories, providing that they fulfil the legislative conditions in force for university admission. The precise 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 is reserved as follows:

- 1 to 3% of places are reserved for university graduates or those with equivalent qualifications which do not allow their enrolment into the second cycle of the studies they wish to follow.

- 1 to 3% for those foreign students (from non-EU countries) who pass the Spanish university entrance examination in the year in question or in the previous year, providing that their countries apply the principle of reciprocity in this matter.
- 15 to 30% of places available on university studies which lead to official first cycle qualifications, for which students with advanced vocational training certificates are eligible to enrol. These students must have successfully completed the studies required for direct access to university studies, taking into account the field of vocational training they have followed. The number of reserved places is from 7 to 15% in the case of university studies leading to official degrees of the first and second cycle.
- A minimum of 0.3% for high performance sportsmen and women, and an additional minimum of 5% of the places offered to these sportsmen and women are allocated for the studies of Physical Activity and Sports Sciences, Physiotherapy Studies and Physical Education [Maestro](#).
- Candidates over the age of 25 have 1 to 3% of places reserved for them.

In addition, up to 3% of the places must be held for students who have a disability equivalent to or exceeding 33%; for those who are profoundly mute or deaf, as well as for those students with permanent special educational needs linked to their personal disability and who required special educational measures during their previous educational stages. In exceptional circumstances, University Governing Boards may increase the percentage of the places available. Public universities, in turn, must make the necessary adjustments to enable these students to take the entrance examination set for the student population in general.

As regards students who wish to continue their studies at a university other than the one where they began, they may request admission in the former, provided that they have successfully completed the entire first year of the studies or 60 credits and that they have not made use of all the exams as established in the relevant regulations. If students do not meet these requirements, they are subject to the general regulations for the allocation of places.

Students who wish to undertake university studies different from the ones they began will be subject to the general regulations for the allocation of places.

Those students who have partially or fully completed studies abroad, but who have not obtained their validation from the Ministry of Education, Social Policy and Sport. –(though the possibility of partial recognition is explicitly mentioned) can continue the same or equivalent studies in Spanish universities. They may be admitted by the rector of the university according to the following criteria:

- Applications from students with foreign university studies to whom validation is granted for the first year or for a minimum of 60 credits are dealt with by the rector of the university, who proceeds according to the criteria set down by the Consultative Board of the university and who, in any case, will bear in mind the grades on the student record.
- If the application is for studies for which the demand for places is below the number available, it will be deemed sufficient for the student to have achieved a minimum of 15 credits, or as is the case, one subject.

Students, who do not obtain partial validation, must pass the entrance examination for Spanish universities, except when their recognised pre-university studies have granted direct enrolment in university without the need to pass the entrance examination.

Access to third cycle university education

In order to take Doctoral studies, leading to the award of the corresponding official degree valid nationwide, candidates must hold a [Licenciado](#), Architect or Engineer university degree and meet the admission and selection requirements established by each university. As a last resort, the approval of the relevant departments is required, since they are responsible for the management of these programmes.

The October 2007 Royal Decree establishing the organisation of official university studies 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 of the new Doctoral programmes, it will be necessary to hold a Spanish official university degree or any other 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 have passed 60 credits corresponding to one or several Master's degrees, or hold a Bachelor degree of at least 300 credits.

CONSEJO ESCOLAR DEL ESTADO

MINISTERIO DE CIENCIA E INNOVACIÓN (MICINN)

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

SECRETERÍA GENERAL DEL CONSEJO DE COORDINACIÓN UNIVERSITARIA

Ley 51/2003, de 2 de diciembre, de igualdad de oportunidades, no discriminación y accesibilidad universal de las personas con discapacidad

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

Orden de 14 de mayo de 2001 por la que se actualiza la Orden de 25 de noviembre de 1999, por la que se determinan los estudios conducentes a la obtención de títulos universitarios oficiales que se relacionan con cada una de las vías de acceso

Orden de 20 de mayo de 1993, por la que se amplía el anexo a la de 31 de julio de 1992, sobre acceso directo a enseñanzas conducentes a la obtención de títulos oficiales de primer ciclo universitario o equivalentes, desde la Formación Profesional

Orden de 25 de noviembre de 1999 por la que se determinan los estudios conducentes a la obtención de títulos universitarios oficiales que se relacionan con cada una de las vías de acceso a dichos estudios

Orden de 31 de julio de 1992, sobre acceso directo a enseñanzas conducentes a títulos oficiales de primer ciclo universitario o equivalentes desde la Formación Profesional

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

Orden de 9 de junio de 1993, sobre pruebas de aptitud para el acceso a las Facultades, Escuelas Técnicas Superiores y Colegios Universitarios

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

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

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

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

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

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.

Real Decreto 1640/1999, de 22 de octubre, por el que se regula la prueba de acceso a estudios universitarios

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

Real Decreto 406/1988, de 29 de abril, sobre organización de las pruebas de aptitud para el acceso a las Facultades, Escuelas Técnicas Superiores y Colegios Universitarios y composición de los Tribunales

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

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

Real Decreto 777/1998, de 30 de abril por el que se desarrollan determinados aspectos de la ordenación de la Formación Profesional en el ámbito del sistema educativo

Real Decreto 807/1993, de 28 de mayo, por el que se modifica el Real Decreto 406/1988, de 29 de abril, sobre organización de las pruebas de aptitud para el acceso a las Facultades, Escuelas Técnicas Superiores y Colegios Universitarios

Real Decreto 971/2007, de 13 de julio, sobre deportistas de alto nivel y alto rendimiento

Real Decreto 990/2000, de 2 de junio, por el que se modifica y completa el Real Decreto 1640/1999, de 22 de octubre, por el que se regula la prueba de acceso a estudios universitarios

Resolución de 14 de marzo de 2008, de la Secretaría de Estado de Universidades e Investigación, por la que se dictan instrucciones para el acceso a la universidad española en el próximo curso 2008-2009, 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

Resolución de 4 de junio de 2001, de la Dirección General de Universidades, por la que se establecen normas para el cálculo de la nota en el expediente académico de los alumnos que acceden a enseñanzas universitarias conducentes a la obtención de títulos oficiales desde la Formación Profesional

6.6.2. Non-university tertiary education

The information on the admission conditions in non-university higher education is available in the following subsections.

6.6.2.1. Advanced vocational training

Access to advanced vocational training may be obtained in the following ways:

- Through direct access, for which it is necessary to hold the [Bachiller](#) certificate;
- Through an entrance examination when candidates do not hold the [Bachiller](#) certificate. The examination is regulated by the Autonomous Communities and its objective is to prove that the candidate's maturity is appropriate to the objectives of [Bachillerato](#) and to assess his/her skills for the [ciclo formativo](#) of the relevant professional field.

A description of both the admission procedure and the entrance examination to gain access to advanced vocational training follows.

I) Admission procedure

In the event that there are not sufficient places, admission to the [ciclos formativos](#) of advanced vocational training will be prioritised according to the following criteria:

- Having followed any of the types of [Bachillerato](#) determined for each [ciclo formativo](#).
- The academic record of the student, taking into account, firstly, the average mark and, secondly, having passed the [Bachillerato](#) subjects related to the [ciclo formativo](#) being applied for.

II) Advanced vocational training entrance examination

The entrance examination for the [ciclos formativos](#) of advanced vocational training consists of two parts:

- A common part, whose aim is to assess students' maturity and suitability for successfully completing advanced vocational training, as well as their reasoning and writing abilities. It covers the most instrumental subjects of [Bachillerato](#).
- A specific part, whose aim is to assess students' basic knowledge of the relevant professional field. It covers those subjects of [Bachillerato](#) which are most related to the corresponding advanced [ciclo formativo](#).

In order to sit the entrance examination, candidates must be 19 in the year in which they take the examination or 18 provided they hold a [Técnico](#) certificate which is related to the [ciclo formativo](#) they wish to study. 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.

Students will be exempt from taking the relevant part of the examination if they have passed an intermediate [ciclo formativo](#), if they hold a professionalism certificate related to the [ciclo formativo](#) they wish to study, or if they can accredit professional experience within the field concerned to the relevant advanced [ciclo formativo](#). 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 allocated for high performance sportsmen and women who meet the appropriate academic requirements. Likewise, these sportsmen and women 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-Sports Activities.

Ley 55/1999, de 29 de diciembre, de Medidas fiscales, administrativas y del orden social

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

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

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

Real Decreto 777/1998, de 30 de abril por el que se desarrollan determinados aspectos de la ordenación de la Formación Profesional en el ámbito del sistema educativo

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.

Real Decreto 971/2007, de 13 de julio, sobre deportistas de alto nivel y alto rendimiento

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

6.6.2.2. Enseñanzas de régimen especial

The information concerning admission to advanced [enseñanzas de régimen especial](#) can be found in the following subsections.

6.6.2.2.1. Artistic education

Music and Dance Education

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 specialisation requested.

All candidates must pass a specific examination in order to gain access to advanced Music studies. It consists of a single test in which the different parts as determined for each specialisation are included. 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 follow these studies. This examination comprises a written test, of humanistic nature, to assess the applicant's maturity through the use of language, the understanding of concepts and the ability to link and to summarise 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 test to gain access to these studies consists of two examinations. The first one is common to the two specialisations (see section 6.10.2.2.1.) and comprises a written test on a general topic related to Dance, which demonstrates the candidate's artistic training. The second examination includes both theory and practice and it is adapted to the characteristics of the relevant specialisation. Those students who do not meet any of the necessary academic requirements to gain access to advanced Dance studies must take a different test, which also consists of two examinations. The first one

comprises an oral presentation of the candidate's work or activities carried out within the specialisation concerned, followed by a debate on this issue before the examining board. The candidate is formulated the questions the board may consider appropriate in order to assess his/her maturity, artistic training and the activities carried out within the field of Dance. In order to sit this test, candidates have to present, before it is held, a report and documentation corresponding to the works and activities carried out. The second examination includes theory and practice. Its organisation and content correspond to each specialisation, as determined by the relevant education authorities.

Dramatic Arts education

Students must meet the following two requirements to gain access to Dramatic Arts studies:

- 1) Holding the [Bachiller](#) certificate.
- 2) Passing the specific entrance examination – annually organised- corresponding to the specialisation applied for.

The test consists of two examinations. The first one is common to all specialisations. It comprises an analysis of an excerpt from a dramatic work. The objective is to assess the student's maturity and knowledge. The second examination, specific to the relevant specialisation, has a more practical nature, and its aim is to assess whether the student has adequate artistic aptitudes for the specialisation he/she is being tested on.

In addition, those wishing to begin their studies in Dramatic Arts, but who do not meet the academic requirements may sit a specific test to prove they have the necessary skills in order to successfully pass these studies. Such applicants must be aged over 20. This test consists of two examinations: 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 –of a practical nature- assesses specific aspects of each specialisation.

Plastic Arts and Design education

Students must meet the following requirements to gain access to **advanced Plastic Arts and Design studies**:

- 1) Holding the [Bachiller](#) certificate.
- 2) Passing 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 the [Técnico Superior](#) certificate of Plastic Arts and Design or any equivalent official qualification.

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 by passing 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 follow these studies successfully.

Those candidates who wish to gain access to the [ciclos formativos](#) of **advanced Plastic Arts and Design** must meet the following requirements:

- Holding the [Bachiller](#) certificate or equivalent.
- Passing a specific entrance examination to prove both intellectual maturity and the necessary skills in order to complete these studies successfully.

The following candidates are exempt from sitting the entrance examination: students who have taken the three subjects of the Artistic type of [Bachillerato](#) established for each occupational family; those who hold the [Técnico Superior](#) qualification of Plastic Arts and Design corresponding to another [ciclo formativo](#) in the same occupational family; and Graduates in Applied Arts whose specialisations correspond to the field they wish to enrol.

These studies are also open to candidates who do not hold the required qualifications, but who are aged 18 and have passed an intermediate [ciclo formativo](#) belonging to the same occupational family (or occupational families officially related to the ones established). Such candidates also have to pass an entrance examination. Similarly, those students who do not meet the necessary requirements, can gain access to these studies – provided they are over 20 and pass a test in which they prove they are intellectually mature for this level of education and have the specific skills required to successfully pass these studies. The content of the test is tailored to the curriculum of the Artistic [Bachillerato](#) and the result is expressed in terms of pass/fail.

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) changes some of the admission requirements in order to gain access to the [ciclos formativos](#) of advanced Plastic Arts and Design. The most important change is that candidates who do not hold the [Bachiller](#) certificate must be 19 in the year in which they take the examination or 18 provided they have a [Técnico](#) qualification related to the [ciclo formativo](#) they wish to study. The [ciclos formativos](#) of advanced Plastic Arts and Design as regulated by the *LOE* will be implemented in the 2009/10 academic year.

Education authorities in the Autonomous Communities establish that a minimum of 5% of the places offered must be allocated for high performance sportsmen and women who meet the appropriate academic requirements.

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

Orden de 20 de marzo de 1996, por la que se establece el acceso directo a la especialidad de Documento Gráfico de las Enseñanzas de Conservación y Restauración de Bienes Culturales y se regulan determinadas convalidaciones

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

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

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.

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

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

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

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

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.

Real Decreto 971/2007, de 13 de julio, sobre deportistas de alto nivel y alto rendimiento

6.6.2.2.2. Sports education

The entrance requirements for advanced Sports studies are:

- Holding the [Bachiller](#) certificate or its equivalent.
- Holding the qualification of [Técnico Deportivo](#) in the relevant type or sports specialisation.
- Passing a specific test, if required in any of the specialisations. This examination is made up taking into account the objectives of the core curriculum for the relevant modality or sports specialisation; the level of practical skills and necessary aptitudes which candidates must evidence to follow these studies; and the minimum requirements for its recognition in the field of sport.

Nevertheless, It is possible to gain access to these studies without holding the [Bachiller](#) certificate or equivalent providing the student passes a maturity test. Therefore, to access Sports studies via this route, the candidate must be 20 and must prove maturity in accordance with the educational objectives set for [Bachillerato](#).

In addition, high performance sportsmen and women 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.

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) and the November 2007 Royal Decree establishing the general organisation of specialised sports studies stipulate as a necessary requirement for certain specialisations the passing of a specific test organised and monitored by the education authorities in the Autonomous Communities or the evidencing of achievement in sport which proves the candidate has the required aptitude and skills to follow these studies successfully. In addition, the *LOE* stipulates that applicants must be 19 (a year less than before) to take the maturity test set for those who do not meet the academic requirements or 18 provided they hold the [Técnico](#) certificate related to the specialisation they wish to study. However, these aspects will not come into effect until the new qualifications and types of provision are established.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1363/2007, de 24 de octubre, por el que se establece la ordenación general de las enseñanzas deportivas de régimen especial

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.

Real Decreto 971/2007, de 13 de julio, sobre deportistas de alto nivel y alto rendimiento

6.7. Registration and/or tuition fees

The information on the 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 Assembly for University Policy.

In university education, the corresponding academic years of each degree are organised in credits. Tuition fees include a specific payment for each credit the student enrolls in, as well as for compulsory insurance for all those students aged under 28.

Enrolment fees students have to pay for the 2008/09 academic year may vary among the different Autonomous Communities as well as depending on the type of degree in question. As regards provision which is not organised through credits, the fee ranges from EUR 570 to 920 for the first enrolment; between EUR 750 and 1300 for a second enrolment; and between EUR 1,000 and 2,000 for a third or subsequent enrolments (always related to the 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 on Doctoral programmes fluctuates between EUR 27 and 53 while the fee of each credit on postgraduate Master programmes varies between EUR 21 and 30.

The fees paid for specific provision, specialisation courses and for the rest of the activities universities are authorised to carry out are set by each university's Social Council.

It is not possible for private universities to establish financial agreements with education authorities. 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.

CONFERENCIA GENERAL DE POLÍTICA UNIVERSITARIA

CONSEJO ESCOLAR DEL ESTADO

SECRETERÍA GENERAL DEL CONSEJO DE COORDINACIÓN UNIVERSITARIA

Decreto 48/2008, de 26 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 2008/2009

Decreto 99/2008, de 17 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 2008-2009

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

Orden de 29 de julio de 2008 por la que se fijan los precios públicos a satisfacer por la prestación de servicios académicos universitarios para el curso 2008/2009

6.7.2. Non-university tertiary education

In the case of non-university higher education, students have to pay certain fees which may vary according to the type of studies chosen. The information on the relevant type of studies can be found in the following subsections.

6.7.2.1. Advanced vocational training

Students in advanced vocational training pay very low tuition fees since it is financed by the State. Students mainly pay enrolment fees and the compulsory insurance in the case of students aged under 28.

6.7.2.2. Enseñanzas de régimen especial

The information regarding [enseñanzas de régimen especial](#) registration and tuition fees can be found in the following subsections.

6.7.2.2.1. Artistic education

Tuition fees for advanced Artistic studies (Music, Dance, Dramatic Arts, Plastic Arts and Design, Preservation and Restoration of Cultural Assets, Ceramics, Glass and Design) are determined by the different Autonomous Communities within their area of authority.

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 Artistic studies for the academic year 2008/09 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 the fee for each credit is around EUR 16 for the first enrolment and EUR 17 for the second one, up to a total of 150 to 250 credits depending on the specialisation.

In Dramatic Arts studies enrolment fees range from approximately EUR40 per subject if the student enrolls in a complete academic year, to approximately EUR 70 if the student enrolls only in individual subjects.

In Plastic Arts and Design studies fees are similar to those for Dramatic Arts, approximately EUR 40 per subject for a complete academic year, to approximately EUR 70 for individual subjects. Fees for the complete year in advanced Design studies are around EUR 520 for the first year, 490 for the second, and 460 for the third year.

As regards studies of Preservation and Restoration of Cultural Assets fees range from approximately EUR 40 per subject if the student enrolls for a complete academic year, up to EUR 70 if the student enrolls only in individual subjects.

Students of the [ciclos formativos](#) of advanced Plastic Arts and Design must pay a EUR 10 fee for each credit for the first enrolment and EUR 13 for the second enrolment. The total amount of credits which can be taken is approximately 200. The fee paid by students for the entrance test is around EUR 30.

Decreto 41/2008, de 29 de mayo, por el que se aprueban los precios públicos por las enseñanzas de régimen especial y se establece su régimen de exenciones y bonificaciones para el curso 2008/2009

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Orden de 26 de marzo de 2008, del Departamento de Educación, Cultura y Deporte, por la que se establecen las cuantías de los precios públicos a satisfacer por la prestación de servicios académicos no universitarios para el curso 2008/2009

6.7.2.2.2. Sports education

Each Autonomous Community determines the fees students must pay when enrolling in studies leading to the award of the advanced Sports [Técnico](#) certificate.

Students must enrol both in the part common to all Sports studies and on the specific additional part for each type of sport (for further information on the structure of Sports studies, see section 6.11.2.2.2.). The fee for the common part is around EUR 203, depending on the Autonomous Community, while the fee for the additional part is around EUR 82. In addition, fees corresponding to enrolment in [módulos](#) to be taken again by students amount to approximately EUR 44.

Orden de 26 de marzo de 2008, del Departamento de Educación, Cultura y Deporte, por la que se establecen las cuantías de los precios públicos a satisfacer por la prestación de servicios académicos no universitarios para el curso 2008/2009

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 in order to minimise the socio-economic obstacles nation-wide, which may prevent or hinder access or continuation in higher education for those students who can follow these studies successfully.

As regards post-compulsory secondary studies, university and postgraduate studies, the State annually announces scholarships and assistance directed at students in difficult financial circumstances and for those with good academic records. This assistance is organised on a national level. There are two types of scholarships and assistance:

General scholarships and assistance:

The Ministry of Education, Social Policy and Sport (*MEPSyD*) annually organises different types of study grants and assistance for higher education students. This assistance aims to guarantee the principle of equal opportunities as regards access to education.

These grants include the following: compensatory assistance, assistance with expenses resulting from the distance between the family residence and the educational institution, assistance with expenses derived from living away from the family residence, assistance towards the cost of educational materials and/or assistance for enrolment fees in publicly funded institutions.

Eligibility for this assistance is subject to meeting specific requirements concerning family income, distance between the family residence and the educational institution, and academic results. The amount of financial assistance varies according to the specific circumstances of each student. Besides this state assistance organised by the *MEPSyD*, the Autonomous Communities may also offer other types of assistance with similar general guidelines to those described above and which aim to complement the assistance organised by the *MEPSyD*.

Special scholarships and assistance:

This category includes, among other things, awards and assistance granted to higher education students for extraordinary academic performance.

Even though requirements for obtaining scholarships and general financial assistance are common to university and non-university education, the special scholarships and assistance are specific to each type of higher education provision.

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

SECRETERÍA GENERAL DEL CONSEJO DE COORDINACIÓN UNIVERSITARIA

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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

6.8.1. University education

The Government regulates the basic aspects of study grants and assistance: 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 factor to guarantee equal access 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 their respective areas of authority in cooperation with the universities, with the aim of facilitating a decentralised management and compliance with the regional idiosyncrasy envisaged by the relevant legislation. There are also coordination mechanisms between the Government and the different Autonomous Communities within the General Assembly for University Policy.

In addition, public universities may similarly establish types of partial or total exemption from registration fees.

As regards the type of study grants and assistance for higher education students, there are general grants, which are organised by the Ministry of Education, Social Policy and Sport (*MEPSyD*) (see section 6.8.). In addition, and closely related to the above, there are university grants organised by the Autonomous Communities 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 both from 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 organised annually by the *MEPSyD* in order to facilitate the collaboration of students in their final year of studies in different university departments, compatible with their studies. This type of grant allows students to take the first steps in research or practical activities connected to their studies. The requirements to be met for applying for these grants are academic.
- National end-of-degree awards. These awards organised annually are aimed at those 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 qualifications.

As regards third cycle studies, the *MEPSyD* annually organises nationwide public grants for doctoral students. Both the Autonomous Communities and the universities also offer similar grants. The aim of research grants and assistance is to train future lecturers and researchers. The *MEPSyD* and the Autonomous Communities also offer different types of scholarships for Master's studies.

Besides these research grants of a predoctoral nature, the *MEPSyD*, the Autonomous Communities and other private institutions also offer postdoctoral assistance and grants once the student has obtained the Doctor degree which aim to train doctors in academic and scientific research work.

There is another type of special assistance in order to encourage excellent academic performance in third cycle studies. This assistance includes grants to cover doctoral enrolment fees, doctoral thesis awards, 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.

Finally, since 2007, the *MEPSyD* 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.

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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

Orden de 25 de julio de 2006, Consejería de Educación y Ciencia, por la que se establecen las bases reguladoras del programa de becas de carácter general para estudios universitarios, destinadas a estudiantes que deseen cursar sus enseñanzas en universidades de Castilla-La Mancha.

Orden ECI/3516/2007, de 16 de noviembre, por la que se convocan los Premios Nacionales de Fin de Carrera de Educación Universitaria, destinados a quienes hayan concluido los estudios en el curso académico 2006-2007

Resolución de 13 de junio de 2008, de la Secretaría de Estado de Educación y Formación, por la que se convocan becas-colaboración para el curso académico 2008-2009

Resolución de 2 de junio de 2008, de la Secretaría de Estado de Educación y Formación, por la que se convocan becas de carácter general y de movilidad, para el curso académico 2008-2009, para alumnado universitario y de otros estudios superiores

Resolución de 22 de junio de 2007, de la Secretaría de Estado de Universidades e Investigación, por la que se convocan ayudas en relación con los préstamos previstos en la Resolución de 21 de marzo de 2007

Resolución de 6 de mayo de 2008, de la Secretaría de Estado de Educación y Formación, por la que se convocan becas para los alumnos que vayan a iniciar estudios universitarios en el curso 2008-2009

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, Social Policy and Sport and the Autonomous Communities organise a series of general grants for advanced vocational training (see section 6.8.).

In addition, there are the Special Vocational Training Awards, at regional level and for each of the different types of professional families regulated in Spain, and the 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 work of those students who finish their vocational training with an excellent academic record.

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

6.8.2.2. Specialised Education

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. Artistic education

There are two types of financial assistance for the students of Advanced Artistic studies, either the students of the [ciclos formativos](#) of advanced Plastic Arts and Design or those who study advanced Artistic studies: general grants (see section 6.8.) and special assistance. Within the latter, the Autonomous Communities offer assistance aimed at covering enrolment fees, travel, board or meal expenses.

Some Autonomous Communities also provide special assistance for those who begin their Artistic studies in institutions in other Autonomous Communities. This assistance 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, Social Policy and Sport.

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 in Artistic education institutions.

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Orden 3116/2008, de 19 de junio, por la que se aprueban las bases reguladoras de los “Premios Aurelio Blanco” para los alumnos de Escuelas de Arte, cuya titularidad corresponde a la Comunidad de Madrid y se aprueba la convocatoria para 2008

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

Orden de 09 de octubre de 2008, 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 Superiores de España durante el curso 2008-2009

Resolución de 2 de junio de 2008, de la Secretaría de Estado de Educación y Formación, por la que se convocan becas de carácter general y de movilidad, para el curso académico 2008-2009, para alumnado universitario y de otros estudios superiores

6.8.2.2.2. Sports education

Both the Ministry of Education, Social Policy and Sport and the Autonomous Communities offer general assistance for the students of Sports studies (see section 6.8.).

6.9. Organisation of the academic year

The organisation of the academic year in university and non-university higher education, is responsibility of both the Government and the Autonomous Communities. The Government is responsible for establishing the minimum number of teaching days while the Autonomous Communities are in charge of planning the university academic schedule.

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, in which it is stated that all university institutions must accommodate official academic holidays, although they can also establish their own holidays for their ceremonies or university events.

In Spanish universities, the academic year usually begins in the first week in October, and ends 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 continue.

The official schedule establishes a total of 220 working days in the year, with approximately two weeks off at Christmas and 10 days at Easter. Regulations concerning the university academic timetable 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 four-month period 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 the corresponding exams are held throughout the month of June.

In addition, universities organise additional exam sessions in September, although they may organise these exams within the month of July.

[Ley Orgánica 6/2001, de 21 de diciembre, de Universidades](#)

[Orden del 3 de mayo de 1983 de 1983, por la que se establecen normas generales sobre calendario escolar universitario](#)

6.9.2. Non-university tertiary education

The non-university higher education schedule generally runs from September 1st to June 30th except for Christmas, Easter and summer holidays, as well as the national and regional public holidays (around 8 days every year).

The information on the organisation of the teaching periods specifically 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 begins in the first week of October. The teaching activity finishes during the last two weeks of June.

[Ley Orgánica 2/2006, de 3 de mayo, de Educación.](#)

[Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.](#)

6.9.2.2. Enseñanzas de régimen 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. Artistic education

Music, Dance and Dramatic Arts studies start at the beginning of October and finish by mid June. The advanced studies of 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).

[Ley Orgánica 2/2006, de 3 de mayo, de Educación.](#)

6.9.2.2.2. Sports education

Sports studies begin in mid September and finish approximately in mid June (except for Christmas and Easter holidays) depending on the schedule of each Autonomous Community.

[Real Decreto 1363/2007, de 24 de octubre, por el que se establece la ordenación general de las enseñanzas deportivas de régimen especial](#)

6.10. Branches of study, specialisation

The information on the branches of study and specialisations in higher education, both university and non-university, 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 studies (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, which last at least two years.

University studies are grouped into five branches: Humanities; Experimental Science, Health Science; 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 to specialise in a scientific, technical or artistic discipline, and acquire research expertise. After successfully completing the training stage, students must present a research work in order to be awarded a certificate. Once this certificate is awarded, students are allowed to prepare their doctoral thesis on an unpublished research topic so as to obtain the Doctoral degree in the relevant discipline.

The adaptation process of the Spanish university 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 fixes the new structure of university studies, which are organised into three cycles: Bachelor, Master and Doctorate:

- *Bachelor studies*: They lead to the awarding of the Bachelor's degree and include a minimum of 240 credits, which cover both theoretical and practical training. Each Bachelor's degree is included in any of the following branches: Arts and Humanities, Sciences, Health Sciences, Social and Legal Sciences, Engineering and Architecture. The syllabus must include a minimum of 60 credits of basic training and a maximum of 60 credits of external practice. These studies also include the preparation and defence of a final project, which will have between 6 and 30 credits.

- *Master studies*: They lead to the awarding of the 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 include the preparation and defence of a final project, which will have between 6 and 30 credits.
- *Doctorate*: In order to obtain the Doctoral degree it is necessary to pass a training period as well as a period of research, both included in a Doctoral programme. This programme is completed after the presentation 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, so 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.

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

SECRETERÍA GENERAL DEL CONSEJO DE COORDINACIÓN UNIVERSITARIA

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

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

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

Real Decreto 778/1998, de 30 de abril, por el que se regula el tercer ciclo de estudios universitarios, la obtención y expedición del título de Doctor y otros estudios de postgrado

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

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

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

Advanced vocational training as well as some advanced studies of Plastic Arts and Design comprise a series of [ciclos formativos](#), with a modular organisation, of varying length (one or two years) made up of theoretical-practical knowledge areas and broken down into 23 different occupational families. Each [ciclo](#)

[formativo](#) lasts between 1,300 and 2,000 hours. Up to 25% of the total training is carried out within a company, that is, in a business where the production processes as well as the provision of services are developed in a real-time setting. The [módulo](#) professional of on-the-job training is the part of specific training where the contents are organised around practical-based activities corresponding to the specific professional profile.

These 23 occupational families and [ciclos formativos](#) which comprise advanced vocational training are as follows:

Table 6.2: Advanced vocational training ciclos formativos organised according to occupational families. School year 2008/09.

Occupational Family	Advanced Ciclos Formativos
Farming Activities	Management and Organisation of Agricultural and Livestock Businesses Management and Organisation of Natural and Landscape Resources
Physical and Sports Activities	Monitoring of Physical-Sports Activities
Maritime and Fishery Activities	Navigation, Fishing and Maritime Transport Fish Farming Supervision and Control Of Ship Machinery and Equipment
Administration	Administration and Finances Secretarial Work
Graphic Arts	Design and Publication Production Production in Graphic Art Industries
Commerce and Marketing	International Commerce Commercial Management and Marketing Transport Management Consumer Services
Sound and Video Communication	Video Audio-visual, Radio and Show Production Audio-visual and Show Production Sound
Building and Public Works	Implementation of Urban Development Projects and Topographical Operations Development and Application of Construction Projects Production and Construction Plans
Electricity and Electronics	Development of Electro-technological Products Electro-technological Installations Regulation and Automatic Control Systems Telecommunication and Computer Systems
Energy and Water	Energetic Efficiency and Solar Termic Energy
Mechanical Production	Metal Constructions Development of Mechanical Projects Optical Design Casting and Powder Metallurgy Production Production Planning in Mechanised Manufacturing

Occupational Family	Advanced Ciclos Formativos
Hotel and Tourist Industry	Travel Agencies Tourist Accommodation Management Tourist Information and Marketing Catering, Restaurants Tour Monitor
Personal Image	Personal Image Consultant Beautician
Food Industry	Food Industry Viniculture
Computer Science	Administration of Computer Systems Development of Computer Applications
Wood and Furniture	Development of Furniture and Woodwork Wood and Furniture Production
Transport and Maintenance of Motor Vehicles	Technical Motor Knowledge Aeromechanical Maintenance Aircraft Maintenance
Installation and Maintenance	Development of Projects for Fluid and Thermal Installations Maintenance of Industrial Equipment Maintenance of Thermal and Fluid Installations Health and Safety
Chemistry	Analysis and Quality Control Laboratories Production of Pharmaceutical and Related Goods Industrial Chemistry Plastics and Rubber Environmental Chemistry
Health	Pathological and Cytological Anatomy Hearing Prosthetic Appliances Dietetics Health Documentation Services Oral Hygiene Images for Diagnostic Purposes Laboratory of Clinical Diagnosis Orthoprosthetics Dental Technician Radiotherapy Environmental Health
Socio-cultural and Community Services	Socio-cultural events organiser Child Education Social Integration Sign Language Interpretation
Textiles, Clothing and Leather/Fur	Tanning Textile Enhancement Processes Spinning and Shed Weaving Knitted Fabrics Production Processes
Glass and Ceramics	Production and Transformation of Glass Products Development and Production of Ceramic Products

Drawn up by the Spanish Eurydice Unit.

Source: Ministry of Education, Social Policy and Sport. Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

Real Decreto 777/1998, de 30 de abril por el que se desarrollan determinados aspectos de la ordenación de la Formación Profesional en el ámbito del sistema educativo

6.10.2.2. Enseñanzas de régimen especial

The information of the branches of study of the different advanced [enseñanzas de régimen especial](#) is available in the following subsections.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

6.10.2.2.1. Artistic education

There are 60 specialisations in advanced **Music studies** which are divided in two 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.

Advanced Music studies have a duration of four or five years depending on the chosen specialisation.

Advanced **Dance studies** comprise a single cycle lasting four years. There are two specialisation:

- Dance Pedagogy.
- Choreography and Dance Interpretation Techniques.

Higher **Dramatic Arts studies** comprise a single cycle lasting four years. There are three specialisations:

- Stage Management 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 are set in accordance with each specialisation and option and provide different training paths depending on the diverse professional profiles students wish to develop.

Advanced **Plastic Arts and Design studies** last three years and comprise advanced studies in Preservation and Restoration of Cultural Assets, Ceramics, Design and Glass.

- Advanced studies of Preservation and Restoration of Cultural Assets are organised into five specialisations: Archaeology; Sculpture; Graphic Documents; and Textiles. The first year of these studies is common to all five specialisations.

- Advanced studies of Design are organised into four specialisations: Graphic; Product Design; Interior Design; and Fashion Design.
- Advanced studies of Ceramics includes two paths: Art and Ceramic Design, and Science and Technology.
- Advanced Glass studies.

The occupational families and their corresponding [ciclos formativos](#) which comprise the [ciclo formativo](#) **advanced Plastic Arts and Design** studies are the following:

- Sculpture-related Applied Arts: Sculpture-related Applied Arts, Stone-related Applied Arts, Wood-related Applied Arts and Metal-related Applied Arts.
- Jewellery of Art: Artistic Bijouterie, Artistic Jewellery, Artistic Gold and Silver work.
- Wall-related Applied Arts: Wall-related Applied Arts and Mosaics.
- Book Art: 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. Design.
- 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: Textile Art, Artistic Lace, Embroidery, Printing and Artistic Dyeing, Openwork Textile Styling, Collection Colouring.
- Enamel Art: Fired Artistic Enamelling on Metal.
- Floral Art: Floral Art.
- Artistic Glasswork: Glassworks, Artistic Glasswork.

The total duration of these [ciclos formativos](#) ranges between 1,800 and 1,950 hours.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

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

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

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.

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

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

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

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

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

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

6.10.2.2.2. Sports education

Advanced Sports studies consist of a single cycle which may last from 750 to 1,100 hours.

This type of provision is structured into the following branches and specialisations:

- 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.

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

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

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

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

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

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.

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 some general guidelines proposed by the University Coordination Council 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 leading to the various university degrees which they intended to provide, once the latter have been approved by the University Coordination Council.

After the passing of the Royal Decree mentioned above, which is in compliance with the principles established by the 2007 Act modifying the Act on Universities, some measures have been adopted which make the organisation of university studies more flexible since they promote a bigger curricular diversification and allow universities to make innovative proposals.

Universities are thus granted the responsibility of drawing up and proposing the syllabuses they consider most appropriate to their resources and interests although these syllabuses must be verified by the Council of Universities and authorised by the relevant Autonomous Community, following the evaluation report from the *Agencia Nacional de Evaluación de la Calidad y Acreditación, ANECA* (National Agency for Quality Assessment and Accreditation). All qualifications must also be subject to an evaluation every six years in order to renew their quality accreditation. In the academic year 2008/09, the Council of Universities has verified 200 Bachelor degrees adapted to the European Higher Education Area (EHEA).

The drawing up of the new syllabuses, in compliance with what is laid down by the new regulations stemming from the establishment of the EHEA (see section 6.2.), is still in progress, so the description of the structure of the curricula for the different types of provision that follows corresponds to the current situation.

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 subject areas, which constitute the common core curricula for studies leading up to a given degree. These subject areas are common to all universities on Spanish territory. 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 for students whereas others are optional. During the first cycle at least 15% of the number of credits are to be reserved for additional 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 those with year-long duration. 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 general guidelines of the studies. In general, first cycle studies last two or three years, and comprise 180 to 270 credits. First and second cycle studies may last for four or 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 also lasts for three years). These four, five or six years of studies carry 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 for the theoretical, practical provision and for academic recognition of other activities such as placements 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 required for each cycle within these studies.

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 chosen 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 presenting an end- of- studies project, examination or general test or practical training, which carries a credit value on the student's curriculum. 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 education

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 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, 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 relevant doctoral thesis. The doctoral thesis comprises an original supervised research work 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) Professional specialisation courses

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, Social Policy and Sport together with the Ministry of Science and Innovation are 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, their issue and validation.

For further information on the institutions responsible for the drawing up of the curriculum, see section 2.6.4.2..

MINISTERIO DE CIENCIA E INNOVACIÓN (MICINN)

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

SECRETERÍA GENERAL DEL CONSEJO DE COORDINACIÓN UNIVERSITARIA

Constitución Española de 27 de diciembre de 1978

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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

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

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

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

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

Real Decreto 778/1998, de 30 de abril, por el que se regula el tercer ciclo de estudios universitarios, la obtención y expedición del título de Doctor y otros estudios de postgrado

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

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 are of varying length (one or two years), made up of areas of theoretical and practical knowledge related to different

professional fields. 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 training and activities in the workplace.

A general description of the process involved in drawing up the curriculum, content and duration of advanced [ciclos formativos](#) may be found in section 5.13.3..

The Royal Decree 15338/2006 which regulates the new organisation of vocational training established by the *Ley Orgánica de Educación, LOE* (Act on Education) sets out that advanced [ciclos formativos](#) should include a [módulo profesional](#) of a project. It will be drawn up in accordance with the characteristics of the work-related activity within the field of the [ciclo formativo](#) concerned as well as with aspects related to the professional undertaking and business management. In addition, this aims at integrating the different skills and knowledge as regards the curriculum of the [ciclo formativo](#), and requires the drawing up of a project in which the technological and organisational factors are included.

The [módulo profesional](#) of a project should be carried out during the final period of these studies and it will be assessed once the [módulo](#) of on-the-job training has been completed. It aims to facilitate the integration of the competences acquired during the on-the-job training placement. In order to be awarded the certificate it is necessary to pass the [módulo profesional](#) of a project.

The vocational training regulated by the *LOE* is being gradually implemented from the academic year 2007/08 to 2009/10.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

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

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. Artistic education

The education authorities in the Autonomous Communities establish the curriculum for Artistic studies within their territory taking into account the minimum core curriculum established by the Government. The curriculum of Artistic studies encourages the pedagogic autonomy of institutions and favours teachers' coordination, especially among those who teach contents related to the same knowledge areas or subjects within the same specialisation. The Autonomous Communities have set up didactic coordination bodies with the aim of establishing functional coherence and connections among the different subjects of the curriculum.

Advanced Music studies are organised into the three areas of basic training included in this type of education: subjects involving strictly technical aspects of specialisation; music theory and humanities, to ensure a full education both in music and in other general areas of knowledge; and subject areas dealing with the various vocal, symphonic and chamber music ensembles. The purpose of the latter subject areas is to ensure the existence of solid institutions that serve a dual purpose: student participation; and integration of the institution's artistic activities within the surrounding community.

This provision is made up of a single cycle of four years, with the exception of Composition, Chorus Conductor and Orchestral Conductor, which the Autonomous Communities may organise into five years.

Advanced Dance and Dramatic Arts studies are also organised into a single cycle of four years.

Advanced Plastic Arts and Design studies take three years each in addition to the presentation of an end-of-studies project, with a total workload of 273 credits. Of these credits, 270 correspond to training in the educational institution and the remaining three correspond to the supervised monitoring of the end-of-studies project. To pass this project, students must obtain a pass in all the subjects which make up the relevant curriculum, both the common subject areas and the specific ones for each specialisation.

In advanced studies in Preservation and Restoration of Cultural Assets the first year is general, and the second and third years are devoted to the corresponding specialisation (see section 6.10.2.2.1.).

The [ciclos formativos](#) of **advanced Plastic Arts and Design** include the studies followed at the educational institution, a period of on-the-job training through a placement in a company, studio or workshop and an end-of studies project. The provision offered in the institution is organised into theory-based and theory and practice-based [módulos](#) as well as strictly practical classes, usually given in specific workshops. The total duration is around 2,000 hours, spread over a two-year period in accordance with the vocational family studied.

The education authorities in the Autonomous Communities, in turn, establish the curriculum for each [ciclo formativo](#) and regulate the requirements for gaining access to these cycles. As regards the drawing up of the curriculum, the Autonomous Communities take into account the financial and social needs within 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 artistic and cultural 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.

Likewise, the curriculum promotes the relationship between the institutions and their social, economic and cultural environment.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

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

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

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

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

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

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.

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

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

6.11.2.2.2. Sports education

The curriculum for advanced Sports studies is organised into [módulos](#) which include theory and associated practical knowledge and comprises: a general component; a specific one for the type of sport or specialisation referred to on the certificate; another complementary component; and practical training.

The common component is compulsory and similar for every specialisation and, as is the case sports specialisation, and is made up of subjects whose content have a general scientific nature. The specific component includes those subjects areas related to technical, didactic and regulatory aspects, which are specific to each specialisation or, as is the case, sports specialisation. The practical training is made up of activities in the relevant specialisation or sports specialisation, related to the formative aims. The teaching of these studies is organised into [módulos](#) which combine theoretical and associated practical knowledge.

The basic contents of the core curriculum cannot make up more than 55% of the timetable for those Autonomous Communities having a co-official language other than Spanish, and no more than 60% for those with no co-official language.

On completion of these studies, the student must submit an end-of-studies project on the chosen specialisation or sports specialisation. Students must pass this project in order to be awarded the corresponding certificate.

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

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

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

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

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

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.

6.12. Teaching methods

The information about teaching methods in higher education, both university and non-university, is available in the following subsections.

6.12.1. University tertiary education

Universities enjoy autonomy to make all academic arrangements. The departments are the basic bodies responsible for organising research and teaching in their respective disciplines. Thus, university departments articulate and coordinate teaching and research activities at university level. In practice, teachers are free to use the teaching methods and the pedagogical means that they prefer.

Although lectures continue being one of the most common teaching methods used in Spanish universities, other kind of activities are more and more used, for instance seminars and team work. Practical classes such as laboratory or computing are more frequent for higher experimental studies. Practical classes, whether assessed or not, carried out in external institutions or companies are 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 set them within the educational objectives of the relevant syllabus.

The use of the new technologies within the classrooms has become common practice: presentations using the computer or slides; the use of video; computer-assisted learning, etc. The exchange of information between teacher and student is also common by means of the Internet (virtual classes, web pages, etc). Some universities set up permanent technological teaching support services with the aim of devising multimedia materials and encouraging the use of information and communication technologies.

On the other hand, 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 of the different educational levels, the promotion of research on education, pedagogical advice, 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: 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 do not have any teaching training.
- In-service training: These are training programmes for the improvement of teaching skills in specific areas, such as computer technologies, methodological experiences and innovations, personal development, university organisation and management.

In addition, these Institutes carry out a task aimed at the training of students in two stages:

- Pre-graduate: Optional subjects on study skills.
- Postgraduate: Doctorate subjects on research methodology.

The Committee for the Revision of Educational Methodology in universities, together with the former University Coordination Council, has recently published 'Proposals for the Revision of University Methodologies', as a tool of reference for improving quality in teaching within the European Higher Education Area framework. The report sets out a series of recommendations for universities and the teaching staff working at them.

[Propuestas para la Renovación de las Metodologías Educativas.](#)

[Constitución Española de 27 de diciembre de 1978](#)

[Ley Orgánica 6/2001, de 21 de diciembre, de Universidades](#)

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

Real Decreto 2360/1984, de 12 de diciembre, sobre Departamentos Universitarios

6.12.2. Non-university tertiary education

The information about teaching methods 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 the 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. Artistic education

The methodology used in Artistic studies varies depending on the specific characteristics of the kind of art involved. In general, the theoretical basis of knowledge is reinforced maintaining at the same time a predominantly practical approach to these studies. Technology is widely used as a didactic element in this provision.

As regards advanced Music studies, individualised teaching is encouraged, while in the Preservation and Restoration of Cultural Assets, teamwork is encouraged for future professionals.

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

6.12.2.2.2. Sports education

The training of [Técnicos Deportivos Superiores](#) encourages the necessary integration of scientific, technical, practical, technological and organisational contents with the objective of offering a general overview of the demands of the different sports specialisations in which students are involved.

Real Decreto 1363/2007, de 24 de octubre, por el que se establece la ordenación general de las enseñanzas deportivas de régimen especial

6.13. Student assessment

The information about student assessment in higher education, both university and non-university, is available in the following subsections.

6.13.1. University tertiary education

Universities, as the institutions responsible for awarding degrees, are also obliged to verify their students' knowledge, intellectual training and performance, for which they follow some assessment standards. Such assessment is the 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 the measurement of academic recognition which signifies the

workload that a student must complete in order to meet the requirements for the programme. Credit is obtained after having passed all the subjects which comprise the syllabuses of the different studies. Theoretical and practical provision, together with other academic activities, are included in this measurement unit.

In order to obtain the relevant credits of a subject students must pass the tests or the relevant assessments. The level of the learning achieved by the students is denoted by numerical marks given on their academic records together with the distribution of these qualifications across the total number of students who enrolled in the degree in each academic year. The average mark on each student's academic record is worked out by adding up the credits obtained by the student, multiplying each of them by the value of the relevant qualifications and dividing by the number of total credits obtained. The mark obtained by the student in each subject of the syllabus is expressed on a numerical scale from zero to ten, expressed to one decimal place only, to which its relevant qualitative mark may be added: 0-4.9: failed (*SS*), 5.0-6.9: passed (*AP*); 7.0-8.9: very good (*NT*); 9.0-10: 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 for obtaining the Doctoral degree (see section 6.11.1.), the thesis is assessed in accordance with the following scale: failed, passed, very good and excellent. The examining board may award the distinction of '*cum laude*' provided the overall mark awarded is 'excellent' and the student receives the favourable vote from at least four of the five members of the examining board.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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

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

Real Decreto 2360/1984, de 12 de diciembre, sobre Departamentos Universitarios

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.).

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

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

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

6.13.2.2. 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. Artistic education

Student assessment in Artistic studies is continuous and integrated, but discrete for each of the different subjects of the curriculum. It has to be carried out taking into account the established assessment objectives and criteria for this provision.

The assessment is carried out by the student's teachers, who are coordinated by a form teacher. The evaluation process results in the final mark awarded for each subject.

There are two sessions for each subject of the curriculum in order to assess students in the same academic year. Students may have two exam sessions (regular and supplementary, but both with a final nature) for each subject every year.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

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

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

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

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

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

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

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

6.13.2.2.2. Sports education

The evaluation of the student's learning within this provision is carried out through the [módulos formativos](#), 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 established competences in the core curriculum.

The assessment of the [módulos formativos](#) of practical content, is initial, continuous and final, whereas the evaluation of the [módulos](#) of theoretical content is continuous and final. The following items are assessed:

- Each of the [módulos formativos](#) which make up the general component, the specific component and the complementary part of the curriculum in every level and grade.
- The practical training component in every level and grade.
- The end-of-studies project at advanced level.

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, are graded on a numerical scale from one to ten points, with no decimal places. Five or above are pass marks and lower marks represent 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](#) in the common, specific and complementary components up to a total of 80%; and the remaining 20% comes from the end-of-studies project.

A pass is required in each [módulo](#) making up the common, specific, complementary components, also in the practical training component as well as in the end-of-studies project.

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

Real Decreto 1363/2007, de 24 de octubre, por el que se establece la ordenación general de las enseñanzas deportivas de régimen especial

6.14. Progression of students

The information about the progression of students in higher education, both university and non-university, is available in the following subsections.

6.14.1. University tertiary education

In order to pass a given subject students are allowed to sit an examination 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 School, in order to guarantee impartial grading.

6.14.2. Non-university tertiary education

The information about progression of students in non-university higher education, is available in the following subsections.

6.14.2.1. Advanced vocational training

Progression 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 progression of students in advanced is available in the following subsections:

6.14.2.2.1. Artistic education

The students of Artistic studies do not progress to the next grade if they fail more than two subjects. They are allowed a total of four re-sit exams in order to pass.

As regards advanced Plastic Arts and Design studies, students have a maximum of two re-sit exam sessions in order to pass the end-of-studies project, although, in exceptional circumstances, the education authorities may authorise another exam session if there are adequate grounds to justify doing so. The education authorities in the Autonomous Communities may establish prior requirements to be promoted to the next grade, but the number of credits corresponding to subjects which have not been passed in the previous grade must not exceed 25% of the total number of credits assigned to the course in question in the relevant curriculum.

Assessment in the advanced ciclos formativos of Plastic Arts and Design is carried out through módulo. In exceptional circumstances, the education authorities may organise an additional exam session. Those [módulos](#) with identical names, which act as the follow-up to previously failed [módulos](#), are not graded. Thus, their results are expressed as 'not graded' and are considered as [módulos](#) which have to be retaken. The assessment of the [módulos](#) with content that is totally or partially progressive is carried out in the same way.

Students who obtain a negative assessment in more than two [módulos](#) are not allowed to progress to the next grade. When that occurs, students only have to repeat those [módulos](#) they failed. In addition, students must prepare an end-of-studies project. If they do not obtain a positive assessment in the project they can put forward a new one in a second session (they have maximum of two sessions). In exceptional circumstances, another supplementary session may be authorised.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

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

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

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

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

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

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

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.

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

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

6.14.2.2.2. Sports education

To complete advanced Sports studies students are required to pass every [módulo](#) which make up the general, specific and complementary components, the practical training and the end-of-studies project.

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 supplementary nature, is carried out within a period ranging from one to three months after the first regular examination is taken. This period may be varied as regards those sports specialisations or specialisations which are of a seasonal nature provided they are carried out outdoors.

Students have a maximum of four exam sessions to pass each [módulo](#) of the general, specific and complementary components, the practical training or the end-of-studies project. However, the competent body of the relevant Autonomous Community may authorise another two exam sessions provided circumstances so dictate. 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 relevant body of the Autonomous Community, following the institution's report.

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

6.15. Certification

The information about higher education certification, both university and non-university, is available in the following subsections.

6.15.1. University tertiary education

Until universities draw up the new syllabuses in accordance with what is stipulated by the Royal Decree establishing the organisation of official university studies (see section 6.2.), the description of the certification of university studies that follows corresponds to the current situation.

The Government, at the suggestion of the University Coordination Council establishes the official university degrees that are to be valid nationally. They 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 temporary certification with the same academic value as the degree itself. Such certifications are vested with full academic effect and qualify the holder to work professionally.

The diplomas and degrees corresponding to non-official studies offered by the different universities are issued by the rector on behalf of the relevant 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 are the following:

- [Diplomado](#), Technical Architect or Technical Engineer degrees, which are issued after completion of the first cycle of university studies.

- [Licenciado](#), Architect and Engineer degrees, which are obtained on successful completion of the second cycle of university studies.
- The Doctoral 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 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, Social Policy and Sport (MEPSyD), subsequent to a report of the Academic Committee of the University Coordination Council. It is possible to request to be recognized with one of the degrees included in the Catalogue of Official Degrees or with a certain academic degree. In both cases, the correspondence between the academic level of the foreign degree and of the Spanish degree, as well as the duration and course load of the studies carried out, are taken into account. In the case of recognition as a degree included in the Catalogue of Official Degrees, the contents of subjects are also examined. In those cases in which the studies accredited do not bear equivalence to that granted by the relevant Spanish degree, validation is subject to the passing of an examination regarding the basic knowledge in the Spanish programme that is required for awarding the degree.

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 the Doctoral degree is concerned, the mention of the 'Doctor Europeus' (written on the back of the certificate) may be obtained provided a set of requirements are met. These requirements are, among others, to have spent a period of at least three months abroad in a higher educational institution in another European country carrying out studies or research work during the period of Postgraduate training.

The Ministry of Science and Innovation (MICINN) and the universities may establish rules to grant honourable distinctions to those doctoral theses which deserve them. 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 MICINN and the University Coordination Council.

The requirements and procedure for the issuing of the Master and Doctoral official degrees, as established by the 2007 Act modifying the Act on Universities and the October 2007 Royal Decree establishing the organisation of official university studies, have also been regulated.

MINISTERIO DE CIENCIA E INNOVACIÓN (MICINN)

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

SECRETERÍA GENERAL DEL CONSEJO DE COORDINACIÓN UNIVERSITARIA

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

Orden ECI/2514/2007, de 13 de agosto, sobre expedición de títulos universitarios oficiales de Máster y Doctor

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

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

6.15.2. Non-university tertiary education

The Royal Decree 733/1995 regulates the issuing of academic and professional certificates for all educational levels except for university level. This decree establishes the general aspects that must be included in all academic qualifications, although each Autonomous Community has powers to develop their own certification models from this decree. However, certificates issued by any competent education authority are of an official nature, and academic and professionally valid nation-wide.

The following information must be stated on the certificate: the name of the King of Spain; the competent Autonomous Community; the specific name of the studies taken; the institution and the year of completion; and the final mark in those cases requiring this.

Specific information about the certification awarded in non-university post-secondary studies is available in the following subsections.

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

6.15.2.1. Advanced vocational training

Students who have successfully completed advanced vocational training are awarded the [Técnico Superior](#) qualification which is directed towards integration into the professional field. 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 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 the [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, the possibility exists for recognising the [unidades de competencia](#) of certain [módulos](#) of a specific [ciclo formativo](#), without requiring completion of the cycle in question.

In addition, the *Ley Orgánica de Educación, LOE* (Act on Education) establishes the possibility of obtaining the [Técnico Superior](#) qualification provided a specific test is passed. 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 education 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

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

Real Decreto 362/2004, de 5 de marzo, por el que se establece la ordenación general de la Formación Profesional Específica

Real Decreto 777/1998, de 30 de abril por el que se desarrollan determinados aspectos de la ordenación de la Formación Profesional en el ámbito del sistema educativo

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.

6.15.2.2. Enseñanzas de régimen especial

The information about the certification of the different advanced [enseñanzas de régimen especial](#) is available in the following subsections.

6.15.2.2.1. Artistic education

After completing advanced Music or Dance studies, students are awarded a higher certificate of Music or Dance, respectively, equivalent to all intents and purposes to a university [Licenciado](#) degree, which is the necessary requirement to teach the relevant subject areas at any level.

Once students have completed Dramatic Arts studies in the respective specialisation, they are awarded a higher qualification which is equivalent to all intents and purposes to a university [Licenciado](#) degree. This certificate qualifies holders to work either in the theatrical field, film or television, as well as to teach in Higher Schools of Dramatic Arts as well as in theatre workshops and in secondary education institutions.

Students who complete advanced studies of Preservation and Restoration of Cultural Assets; advanced studies of Plastic Arts in the specialisations of Ceramics, and Glass; and advanced studies of Design are awarded the higher qualifications in the relevant specialisation. These degrees are equivalent to all intents and purposes to those of a university [Diplomado](#) qualification.

Students who pass the [ciclos formativos](#) of advanced 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 students direct access to the following studies: advanced studies of Preservation and Restoration of Cultural Assets; those of Design, Ceramics and Glass; as well as specific higher university studies.

The *Ley Orgánica de Educación, LOE* (Act on Education) states that education authorities in the Autonomous Communities must encourage agreements with universities to provide for the organisation of Doctoral studies in Artistic education. Advanced Artistic education institutions should promote research programmes in their corresponding fields.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

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

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

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

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

6.15.2.2.2. Sports education

The qualification of [Técnico Deportivo Superior](#) in the relevant specialisation is awarded once Sports studies, which comprise 755 and 930 hours of training and an end-of-studies project, have been completed. This certificate is equivalent to all intents and purposes to the [Técnico Superior](#) certificate of vocational training.

Real Decreto 1363/2007, de 24 de octubre, por el que se establece la ordenación general de las enseñanzas deportivas de régimen especial

6.16. Educational/vocational guidance, education/employment links

The information about guidance in higher education, both university and non-university, is available in the following subsections.

6.16.1. University tertiary education

The *Centros de Orientación e Información de Empleo, COIE* (Guidance, Information and Employment Centres) have been set up in various universities as a result of agreements between the corresponding university and the *Instituto Nacional de Empleo, INEM* (National Institute for Employment). These institutions aim to advise and provide information to graduates and students in the final years in order to assist them in the search for employment. The *COIE* also provides information on the current formative and professional options. As regards employment, they may facilitate on-the-job training placements, training and professional integration courses, or they may provide companies with a cost-free pre-selection service to fill certain vacancies. In any case, those universities which provide these services are the ones that determine the specific characteristics of the services offered.

INSTITUTO NACIONAL DE EMPLEO - INEM

6.16.2. Non-university tertiary education

The information about guidance in non-university higher education is available in the following subsections.

6.16.2.1. Advanced vocational training

The 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 as regards advanced vocational training. These objectives match those of intermediate vocational training (see section 5.18.2.).

Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

6.16.2.2. Enseñanzas de régimen especial

The information about guidance in the different advanced [enseñanzas de régimen especial](#) is available in the following subsections.

6.16.2.2.1. Artistic education

The qualifications obtained once Artistic studies have been completed are intended to facilitate the integration of students into employment.

The advanced [ciclos formativos](#) of Plastic Arts and Design include on-the-job training in companies, studios and workshops, which is of utmost importance when it comes to facilitating 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](#).

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

6.16.2.2.2. Sports education

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, the professional associations and the legal requirements which allow them to exercise their profession.

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

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

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

6.17. Private education

The information about private education is available in the following subsections.

6.17.1. University tertiary education

In accordance with the legislation in force, those universities which are owned by an individual or a legal entity of a private nature are considered private universities.

Private universities, as well as public ones, must meet certain requirements legally established. Both public and private universities are endowed with legal status and develop their functions autonomously and in a coordinated way, which involves all of them.

Private universities, as established in the 2001 *Ley Orgánica de Universidades, LOU* (Act on Universities), are governed by regulations passed by the State and the Autonomous Communities, by the law of their recognition 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 themselves, subject, in every case, to the constitutional principles and effectively guaranteeing the principle of academic freedom demonstrated by academic, research and study freedom. These rules include their governing and representation bodies, as well as their procedures for appointment and

dismissal. 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 withdrawal, in private universities, of faculties, [escuelas técnicas superiores](#) or [escuelas politécnicas superiores](#) and or escuelas universitarias politécnicas, as well as the implementation and withdrawal (in private universities) of studies leading to the award of official degrees valid nationally, is carried out at the suggestion of the relevant university.

LEG ID="L0360"\$Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

[ril, por el que se amplía el Real Decreto 557/1991, de 12 de abril, sobre creación y reconocimiento de universidades y centros universitarios](#)

[Real Decreto 557/1991, de 12 de abril, sobre creación y reconocimiento de Universidades y Centros Universitarios públicos y privados](#)

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 in turn responsible for establishing the specific requirements that institutions offering this type of provision must meet.

[Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional](#)

[Real Decreto 777/1998, de 30 de abril por el que se desarrollan determinados aspectos de la ordenación de la Formación Profesional en el ámbito del sistema educativo](#)

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. Artistic education

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 provision and level taught.

[Ley Orgánica 2/2006, de 3 de mayo, de Educación.](#)

[Real Decreto 389/1992, de 15 de abril, por el que se establecen los requisitos mínimos de los centros que imparten Enseñanzas Artísticas](#)

6.17.2.2.2. Sports education

The opening and running of private institutions providing this type of education is subject to administrative authorisation from the Autonomous Communities, which is given if they meet the necessary requirements concerning funding for human and material educational resources.

Real Decreto 1363/2007, de 24 de octubre, por el que se establece la ordenación general de las enseñanzas deportivas de régimen especial

6.18. Organisational Variations and Alternative Structures

There are two kinds of studies as regards distance learning: university studies (see section 6.18.1.), provided basically by the *Universidad Nacional de Educación a Distancia, UNED* (Open University) and distance vocational training (see section 6.18.2.), organised by the *Centro para la Innovación y Desarrollo de la Educación a Distancia, CIDEAD* (Centre for the Innovation and Development of Distance Education).

In addition, information is given on post-secondary education, which is not part of university education, advanced vocational training, or advanced Artistic or Sports studies (see section 6.18.3.).

CENTRO PARA LA INNOVACIÓN Y DESARROLLO DE LA EDUCACIÓN A DISTANCIA (CIDEAD)

UNIVERSIDAD NACIONAL DE EDUCACIÓN A DISTANCIA - UNED

6.18.1. Distance university tertiary education

This type of education is provided basically by the *Universidad Nacional de Educación a Distancia, UNED* (Open University), a national public university the head office of which is located in Madrid. It has associated centres located 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 to facilitate 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 for other similar reasons.

The *UNED* offers 26 university degrees which include: first cycle studies; first and second cycle studies; and studies of second cycle only. It also offers a wide range of official postgraduate programmes leading to the Master and Doctoral degrees.

It also offers courses preparing for the university entrance exam to those aged over 25.

In addition to the official university studies leading to an academic degree, the *UNED* offers open distance learning programmes for which no prior certification is required. The *Centro Universitario de Idiomas a Distancia, CUID* (University Institution for Distance Language Learning) is worthy of mention. This is the unit of the *UNED* specialised in distance learning language education. 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. No academically valid certificate is awarded for such studies.

Apart from the *UNED*, there are also, as distance university institutions, the *Universitat Oberta de Catalunya, UOC* (Open University of Catalonia) and the *Universidad a Distancia de Madrid (UDIMA)*

UNIVERSIDAD NACIONAL DE EDUCACIÓN A DISTANCIA - UNED

UNIVERSITAT OBERTA DE CATALUNYA (UOC)

6.18.2. Distance Advanced Vocational Training

Distance vocational training can be found in section 7.4.3..

6.18.3. Non-university tertiary education

In addition to advanced vocational training and advanced Artistic 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 –Army, Navy and Air Force - and certain specialised studies, such as Interior Design, Private Investigation, Design and Fashion, Marketing, Civil Aviation, Public Relations. The Military provision - to join the different ranks to follow 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 at the same level as 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 the Civil Guard Corps signifies 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 only. The most common requirement is to have completed the [Bachillerato](#) or its equivalent, and to have passed the university entrance exam. The institutions 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 respective kind of education.

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 establish 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 development of the relevant syllabuses; the recognition of research ability of the 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 with those they are deemed to be equivalent to.

Ley 17/1999, de 18 de mayo, de régimen del personal de las Fuerzas Armadas.

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

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

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

6.19. Statistics

Statistics are available in the following subsections.

6.19.1. Population with higher studies

Table 6.3: Trends in the percentage of population with higher studies¹

	1995	1997	1999	2001	2003	2004	2006	2007
Population aged from 25 to 64	16	19	21	24	25	26	28	29
Population aged from 25 to 34	27	30	33	36	38	38	39	39

¹ This refers to first and second cycle of university studies, Doctorate and other non-university higher studies such as advanced ciclos formativos of vocational training and Plastic Arts and Design.

Source: *Encuesta de Población Activa*. Instituto Nacional de Estadística

[Encuesta de población activa](#)

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6.19.2. Students

Table 6.4: Students enrolled in university broken down according to age group and percentage of women. Academic year 2006/07

	Total students		Women
	Number	%	%
Total	1.410.440	100.0	54,4
< 19 years of age	248.452	17,6	60,0
20 to 24 years of age	651.249	46,2	56,6
25 to 29 years of age	272.642	19,3	49,2
Over 30 years of age	238.097	16,9	48,3

Source: *Estadística de la enseñanza universitaria en España*. Instituto Nacional de Estadística.

Table 6.5: Students enrolled in non-university higher education broken down according to age.¹ Academic year 2006/07

	Total students	
	Number	%
Total	248287	
< 18 years of age	17537	7,1
19 to 22 years of age	142844	57,5
Over 23 years of age	87906	35,4

¹ This includes: Advanced vocational training ciclos formativos, Artistic education, Sports education and Enseñanzas de régimen especial.

Drawn up by the Spanish Eurydice Unit

Source: Office of Statistics of the Ministry of Education, Social Policy and Sport.

Table 6.6: Students enrolled in university and non-university education broken down according to autonomous community. Academic year 2006/07

	University higher education		Non-university higher education	
	Total	%	Total	%
Total	1,410,440,	100.0	248,287	100.0
Andalusia	227,499	16.1	42,074	16.9
Aragon	31,944	2.3	7,534	3.0
Asturias	27,989	2.0	6,736	2.7
Balearic Islands	13,231	0.9	2,880	1.2
Canary Islands	44,923	3.2	11,849	4.8
Cantabria	10,790	0.8	3,144	1.3
Castile-La Mancha	29,908	2.1	8,558	3.4
Castile and Leon	82,725	5.9	14,300	5.8
Catalonia	175,638	12.5	41,661	16.8
Extremadura	23,186	1.6	4,754	1.9
Galicia	71,960	5.1	19,245	7.8
La Rioja	6,457	0.5	1,762	0.7
Madrid	232,449	16.5	29,465	11.9
Murcia	37,374	2.6	6,667	2.7
Navarre	15,262	1.1	3,360	1.4
Basque Country	58,313	4.1	16,482	6.6
Valencian Community	139,446	9.9	26,856	10.8
Ceuta	1,032	0.1-	622	0.3
Melilla	928	0.1-	347	0.1
U.N.E.D. (Open University)	179,386	12.7	-	-

Drawn up by the Spanish Eurydice Unit.

Source: University Coordination Council, Ministry of Education, Social Policy and Sport.

Table 6.7: Third cycle students broken down according to type of university and percentage of women. Academic year 2006/07

	Total students		Women
	Number	%	%
Total	72,741	100.0	51.8
Public universities	68,673	94.4	52.0
Private universities	4,068	5.6	47.7

Source: *Estadística de la enseñanza universitaria en España*. Instituto Nacional de Estadística (National Statistics Institute).

Table 6.8: Number of students enrolled in higher studies of Enseñanzas de régimen especial and percentage in public institutions 2006/07

	Total	% in public institutions
Total	29,799	91.6
Advanced Plastic Arts and Design	15,393	89.8
Preservation and Restoration	562	100.0
Advanced Studies of Design	4,058	93.2
Advanced Studies of Ceramics	158	100.0
Advanced Studies of Glass	15	0,0
Advanced Studies in Music	7,321	92.0
Advanced studies in Dance	587	82.6
Dramatic Art studies	1,705	93.4
Advanced Sports studies	169	89.9

Source: Office of Statistics, Ministry of Education, Social Policy and Sport.

Table 6.9: Trends of gross population rates of graduate students in each qualification

	Técnico Superior/Técnico Especialista			University Diplomado, Arquitecto and Ingeniero Técnico			University Graduates and Architects and Engineers		
	1995-96	2000-01	2005-06	1995-96	2000-01	2005-06	1995-96	2000-01	2005-06
Total	18.0	17.4	16.8	12.2	15.8	16.7	16.3	18.8	18.1
Women	20.0	18.7	18.9	14.4	19.8	21.7	18.3	22.3	21.6
Men	16.0	16.2	14.9	9.9	11.9	12.0	14.1	15.6	14.7

¹ This refers to students who have completed Ciclos formativos of advanced vocational training and Plastic Arts and Design, vocational training II and Applied Arts and Artistic Trades

Source: Office of statistics. Ministry of Education, Social Policy and Sport. *Instituto Nacional de Estadística* (National Statistics Institute).

Table 6.10: Graduate university students broken down according to type of university and percentage of women. Academic year 2006/07

	Total students		Women
	Number	%	%
Total	182,500	100.0	60.9
Public universities	160,093	87.7	61.6
Private universities	22,407	12.3	55.6

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

Table 6.11: Graduate university students broken down according to type of university and branch of studies. Academic year 2005/06.

	Total students		Humanities	Experimental Sciences	Health Science	Social and Law Sciences	Technical	Double degrees
	Number	%	%					
Total	189,789	100.0	8.0	6.6	11.8	51.3	21.9	0.5
Public universities	167,227	88.1	8.5	7.1	11.2	51.0	21.9	0.3
Private universities	22,562	11.9	4.3	3.0	16.0	53.5	21.5	1.6

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

Table 6.12: Graduate students in non-university higher education broken down according to type of university. Academic year 2005/06¹

	Ciclo Formativo of advanced vocational training and advanced Plastic Arts and Design			Enseñanzas de régimen especial ¹		
	Total	%	% women	Total	%	% women
Total	82.359	100,0	54,8	1.643	100,0	55,5
Public universities	61.526	74,7	55,0	1.579	96,1	55,9
Private universities	20.833	25,3	54,0	64	3,9	45,3

¹ Provisional data.

Source: Office of Statistics, Ministry of Education, Social Policy and Sport.

[Estadística de la enseñanza universitaria en España. Curso 2005-2006](#)

[Estadísticas de las enseñanzas no universitarias. Resultados detallados. Curso 2005-06.](#)

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6.19.3. Teachers

Table 6.13: University teaching staff and percentage of women. Academic Year 2006/07

	Total teachers		Women
	Number	%	%
Total	95,1140	100.0	35.8
Catedráticos de Universidad	8,692	17	14.4
Profesores Titulares de Universidad	28,028	55,1	36.7
Catedráticos de Escuelas Universitarias	2,383	4.6	33.3
Profesores Titulares de Escuelas Universitarias	11,816	23.3	41.5
Other teaching staff	44,195	23.3	38.0

Source: *Instituto Nacional de Estadística* (National Statistics Institute) Table 6.14: Number of higher education teachers and percentage in public-sector institutions. Academic year 2006/07

	Total	% in public sector institutions
Total	144,091	
ISCED 5 A y 6	115,411	80.1
ISCED 5 B	28,680	19.9

¹ Teachers in level ISCED 5 and 6 (University and non-university tertiary education) according to estimate of the distribution of teaching staff depending on the provision, made up by the International Education Statistics UOE Questionnaire.

Drawn up by the Spanish Eurydice Unit.

Source: Office of Statistics, Ministry of Education, Social Policy and Sport. *Instituto Nacional de Estadística* (National Statistics Institute)

[Estadística de la enseñanza universitaria en España. Curso 2006-07](#)

[Estadísticas de las enseñanzas no universitarias. Resultados detallados. Curso 2006-07](#)

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6.19.4. Institutions

Table 6.15: Number of universities and percentage of public universities. Academic year 2006/07

	Total	% of public universities
Number of universities	72	68.1

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

Table 6.16: Number of institutions offering non-university higher education and percentage in public-sector institutions 2006/07¹

	Total	% of public-sector institutions
Ciclo Formativo of advanced vocational training	2,096	76.4
Ciclo Formativo of advanced Plastic Arts and Design	107	83.2
Advanced Sports education	6	83.3

Source: Office of Statistics, Ministry of Education, Social Policy and Sport.

Table 6.17: Number of institutions offering advanced Enseñanzas de régimen especial and percentage in public-sector institutions 2006/07¹

	Total	% of public-sector institutions
Preservation and Restoration	6	100.0
Advanced Studies in Design	36	83.3
Advanced Studies in Ceramics	2	100.0
Advanced Studies in Glass	1	0.0
Advanced Studies in Music	23	91.3
Advanced Studies in Dance	6	83.3
Dramatic Arts studies	12	75.0

Source: Office of Statistics. Ministry of Education, Social Policy and Sport.

[Estadística de la enseñanza universitaria en España. Curso 2006-07](#)

[Estadísticas de las enseñanzas no universitarias. Resultados detallados. Curso 2006-07](#)

OFICINA DE ESTADÍSTICA

7. Continuing Education and Training for Young School Leavers and Adults

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 aimed 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 three ways: firstly, adult education provided by education authorities, including formal adult education and part of the non-formal provision; secondly, occupational professional training aimed at unemployed people and lastly, continuing training for employees.

As far as the Spanish Ministry of Education, Social Policy and Sport (*MEPSyD*) is concerned, its educational provision takes two forms: that requiring attendance and distance learning. Regarding the former, this provision includes:

- Adult basic education
- Vocational provision
- Provision leading to access exams at different levels
- Spanish for immigrants
- Non-formal educational provision

With regard to distance learning programmes, these are managed by the *MEPSyD* through the *Centro para la Innovación y Desarrollo de la Educación a Distancia*, *CIDEAD* (Centre for Innovation and Development of Distance Education) and the *Instituto Superior de Formación y Recursos en Red para el Profesorado*, *ISFTIC* (Higher Institute for Training and ICT resources for teachers). The former covers various formal programmes (primary education; compulsory secondary education; distance adult secondary education, [Bachillerato](#) and languages) as well as distance teacher training programmes. The latter offers more than 100 courses with tutorial guidance throughout, in collaboration with many other institutions.

Adult vocational training is offered to those older than 18 and those older than 16 who meet the following requirements: to have a contract of employment that prevents them from attending mainstream education schools or to be a high performance sportsmen or women.

Occupational professional training is the responsibility of the labour administration, although responsibility for carrying out such programmes or annual plans falls on general administrations or regional authorities, in line with their powers. This type of education is chiefly directed towards increasing professional integration and re-integration and the return of unemployed people to the labour market, by offering them the opportunity to qualify, re-qualify or update their professional skills and awarding certificates to prove this.

This type of provision must take both the current and short-term employment situation into account, whilst at the same time ensuring that the qualifications offered have long-term currency.

Occupational training is organised according to the needs of unemployed people, differentiating between that aimed at young jobseekers from that for adults who need to return to employment and that aimed at specific groups with particular difficulties in finding employment.

Finally, continuing professional training includes all training activities carried out by companies, employees or their corresponding organisations aimed at both improving their competence and qualifications and re-qualifying employed workers in such a way that both the labour market's need for high competitiveness and workers' social, professional and personal development needs may be reconciled. This provision is incumbent upon the corresponding labour authorities and currently, by virtue of the Fourth National Agreement on Continuing Training, the most prominent employers' organisations and trade unions, as well as public authorities are responsible for its management. This agreement prioritises training for disadvantaged groups (women, disabled people, adults aged over 45, non-qualified workers, etc.) and employees of small and medium-sized businesses.

This chapter describes continuing education and training for adults starting with an overview of its historical development. It goes on to deal with current issues, the specific legislative framework, general objectives, the types of institutions and geographical accessibility. In the following sections, there is a description of admission, enrolment and registration conditions, financial assistance awarded to learners, the main specialist areas as well as the methodology and different issues concerning teachers employed in this area. Finally, this chapter describes the certification offered by this type of education, academic and vocational guidance and the participation of the private sector in this field. In addition, relevant statistics are given in the final section.

Programa Nacional de Formación Profesional

CENTRO PARA LA INNOVACIÓN Y DESARROLLO DE LA EDUCACIÓN A DISTANCIA (CIDEAD)

CONSEJO GENERAL DE FORMACIÓN PROFESIONAL

INSTITUTO NACIONAL DE EMPLEO - INEM

INSTITUTO SUPERIOR DE FORMACIÓN Y RECURSOS EN RED PARA EL PROFESORADO (ISFTIC)

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional

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

7.1. Historical overview

This section gives an historical overview of adult education in Spain describing the three categories which have already been mentioned in the introduction to this chapter: official adult education, occupational professional training and continuing training.

Generally speaking, until the 1970s, official adult education was very closely linked to the fight against illiteracy. However, prior to this, adult education had undergone several experiments of great interest, especially during the period of the Second Republic (1931-1936). In 1950, the Commission against Illiteracy (*Junta contra el Analfabetismo*) was established and four years later, adult education was organised along various lines: the teaching of basic literacy; supplementary teaching for persons with basic knowledge; cultural enrichment; and vocational training. During the 1960s, the needs arising from Spain's economic growth meant that legislation was primarily focused on workers' training. For this purpose, the Programme for Workers Vocational Training (*Programa de Formación Profesional Obrera*) was set up in 1964. Although this wide ranging occupational programme was not very successful in numerical terms, it continued for ten years.

The *Ley General de Educación*, *LGE* (General Act on Education), passed in 1970, gave a significant boost to adult education in Spain. The act formally regulated this kind of education and 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. The pedagogic guidelines for permanent adult education at the [Educación General Básica \(EGB\)](#) level established three stages of reference comparable in knowledge and skills to the three stages of the educational level of the same name. Owing to learners' characteristics, these stages were not organised into regular courses of a fixed duration, but the institutions adapted their content and development to suit the special characteristics of the learners.

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).

Through the 1980s, the range of adult education courses grew qualitatively and quantitatively in response to rising demand. On the one hand, the demand for vocational training courses was higher, including, among others, technical vocational teaching in classroom-workshops, and, on the other hand, there was a rise in the number of formal education courses to obtain the basic certificates which were a requirement for access to higher studies. Likewise, the model of the *LGE* related to adult education institutions was revised, so that they would not henceforth be entirely dedicated to offering formal teaching and thus would gradually become the education promoters and initiators of a wider educational provision. The passing of the *Ley Orgánica de Ordenación General del Sistema Educativo*, *LOGSE* (Act on General Organisation of the Education System) in 1990 marks 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 gives adult education a similar treatment to that given to the rest of the educational levels into which the education system is organised. The act lays down the general guidelines for the regulation of adult education throughout the nation, considering it to be a form of standardised education. Hence, the educational system guarantees the right to education at all levels and years for the entire population, adapting the levels according to different needs. 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) 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.

Vocational training for unemployed people is regulated by the 2002 *Ley Orgánica de Cualificaciones y de la Formación Profesional, LOCFP* (Act on Qualifications and Vocational Training). The *Servicio Público de Empleo Estatal, SPEE* (Public Service for State Employment), in collaboration with the Autonomous Communities, established in 1985 the *Plan Nacional de Formación e Inserción Profesional, Plan FIP* (National Plan for Training and Professional Integration), governed by the May 3 Royal Decree 631/1993. This plan encompasses 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*) and was managed through the *SPEE – Instituto Nacional de Empleo, 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 the certificates of professionalism.

Since 1993, vocational training for employees, also known as continuing professional training, is in line with the *Acuerdos Nacionales de Formación Continua, ANFC* (National Agreements on Continuing Training), signed between the Spanish government and the most prominent employers' organisations and trade unions every four years.

Whilst the First *ANFC* was in force, until the end of 1996, some sectors of Spain's labour force were excluded from continuing professional training, either because those workers were not employees or because they were unemployed. When the Second *ANFC* came into effect, in 1997, access to training was granted to a greater number of social groups.

Following the Third *ANFC*, the management of continuing training was vested in a new tripartite foundation, the *Fundación Tripartita para la Formación en el Empleo, FTFE* (Tripartite Foundation for On-the-Job Training) with the participation of the most prominent trade unions and employers' organisations. In 2003, the *Fundación para la Formación Continua, FORCEM* (Foundation for Continuing Training) decided to merge with

this Tripartite Foundation, an arrangement which finished in 2004, when both the *FORCEM* and the *FTFE* became the State Foundation for In-Service Training.

The August 1 Royal Decree 1046/2003, 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.

In 2006 the fourth Agreement on Professional Training for Employment, in force until 31st December 2010 is established, 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, and establishes the setting-up of the *Comisión Mixta Estatal de Formación* (Joint National Committee for Training).

In 2007, the Royal Decree 395/2007 regulating the subsystem of professional training for employment was passed. As a result, 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.

Acuerdo de Formación Profesional en el empleo

CENTRO PARA LA INNOVACIÓN Y DESARROLLO DE LA EDUCACIÓN A DISTANCIA (CIDEAD)

FUNDACIÓN TRIPARTITA PARA LA FORMACIÓN EN EL EMPLEO

INSTITUTO NACIONAL DE EMPLEO - INEM

MINISTERIO DE TRABAJO E INMIGRACIÓN

Ley 14/1970, de 4 de agosto, General de Educación y Financiamiento de la Reforma Educativa

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación

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

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

Real Decreto 395/2007, de 23 de marzo, por el que se regula el subsistema de formación profesional para el empleo

Real Decreto 631/1993, de 3 de mayo, por el que se regula el Plan Nacional de Formación e Inserción Profesional

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

Resolución de 2 de febrero de 2001, de la Dirección General de Trabajo, por la que se dispone la inscripción en el registro y publicación del III Acuerdo Nacional de Formación Continua suscrito el día 19 de diciembre de 2000

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

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

7.2. Ongoing debates and future developments

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) has simplified the legal situation 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 new act, unlike the other two, offers the possibility of co-operation 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.

Another interesting and developing aspect related to adult education is the new impetus that the Ministry of Education, Social Policy and Sport and the Ministry of Labour and Immigration want to give to vocational training (see section 5.1.). 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 is going to be implemented, and the offer of vocational training for employment is intended to become more flexible by updating training offers according to real market needs.

Informe sobre el estado y situación del sistema educativo. Curso 2006/2007

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

MINISTERIO DE TRABAJO E INMIGRACIÓN

Ley 14/1970, de 4 de agosto, General de Educación y Financiamiento de la Reforma Educativa

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 9/1995, de 20 de noviembre, de la Participación, la Evaluación y el Gobierno de los centros docentes

7.3. Specific legislative framework

The specific legislative framework for adult education, which applies to the entire Spanish State, is constituted by the following legislation:

- The July 26 1973 Order on the creation of the programme of permanent adult education and on the provisional regulation of the development of this education.
- The November 17 1993 Order, which lays down the basic guidelines for the development of the curriculum leading to the awarding of the certificate of [Graduado en Educación Secundaria](#).

- The 1004 July 7 Order, which regulates the early establishment of secondary education for adults.
- The July 19 1994 Resolution of the Secretary of State's Office for Education, which lays down the guidelines for the establishing of objectives, contents and assessment criteria for every module included in the secondary education curriculum for adults.
- The February 16 1996 Order on the regulation of adult basic education.
- The 1996 Resolution, April 17, of the Secretary of State's Office for Education, which lays down the guidelines for the distribution of objectives, contents and assessment criteria regarding adult basic education.
- The February 1 Royal Decree 135/2002, which establishes the basic conditions that govern the tests envisaged in article 52.3 of the *Ley de Ordenación General del Sistema Educativo, LOGSE* (Act on the General Organisation of the Education System) for the award of the [Graduado en Educación Secundaria Obligatoria](#) certificate to people over 18 years old.
- The 2006 Ley Orgánica de Educación, *LOE* (Act on Education). Article 5 deals with lifelong learning and chapter 9 with adult education.
- The December 15 Royal Decree 1538/2006, which establishes the general organisation of vocational training.
- The March 23 Royal Decree 395/2007 regulating the subsystem of professional training for employment.

As far as non-vocational adult education is concerned, there is no consultative body at national/regional level with specific responsibility for this. The Ministry of Education, Social Policy and Sport, however, does have a Subdirectorate General for Lifelong Learning. In the field of formal distance adult education, there is a public body, the *Centro para la Innovación y Desarrollo de la Educación a Distancia, CIDEAD* (Centre for Innovation and Development of Distance Education) in charge of organising this educational provision for those who, for various reasons, cannot follow mainstream education. In addition, the *Instituto Nacional de las Cualificaciones, INCUAL* (National Institute for Qualifications) also deals with issues related to vocational training.

The departments of the different Autonomous Communities also have different bodies (such as services, directorates-general, interdepartmental commissions, etc.) in charge of both formal and non-formal adult training. Finally, the Public Service for State Employment, with the collaboration and technical support of the *Fundación Tripartita para la Formación en el Empleo, FTFE* (Tripartite Foundation for In-Service Training), is the body in charge of planning, managing and monitoring professional training for employment at national level.

Legislación sobre Educación de Adultos (1857-1996)

CENTRO PARA LA INNOVACIÓN Y DESARROLLO DE LA EDUCACIÓN A DISTANCIA (CIDEAD)

INSTITUTO NACIONAL DE EMPLEO - INEM

INSTITUTO NACIONAL DE LAS CUALIFICACIONES (INCUAL)

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Orden de 16 de febrero de 1996, por la que se regulan las Enseñanzas Iniciales de la Educación Básica para las Personas Adultas

Orden de 17 de noviembre de 1993, por la que se establecen las líneas básicas para el desarrollo del currículo de las enseñanzas para la obtención del título de Graduado en Educación Secundaria para las Personas Adultas

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

Orden de 7 de julio de 1994 por la que se regula la implantación anticipada de las enseñanzas de Educación Secundaria para las Personas Adultas

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, ...

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

Real Decreto 395/2007, de 23 de marzo, por el que se regula el subsistema de formación profesional para el empleo

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

Resolución del 19 de julio de 1994, de la Secretaría de Estado de Educación, por la que se establecen orientaciones para la distribución de objetivos, contenidos y criterios de evaluación para cada uno de los módulos

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 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. To this end, education authorities may cooperate with other public authorities with powers regarding adult training and, especially, with labour authorities, as well as local corporations and different social agents.

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.

Finally, the *LOE* stipulates that adults may follow their training both through formal and non-formal educational activities and via experience acquired in work or social activities. Therefore, some links between

these two channels have to be set up and a set of measures have to be adopted in order to validate this kind of learning (see section 7.2.). The development of adult education is one of the responsibilities of the Autonomous Communities, which must include the objectives mentioned, common to all the State, and add some other specific ones.

Accordingly, professional training for employment has the following aims:

- To favour lifelong learning of both the unemployed and employed people, by improving their professional training and personal development.
- To provide workers with the knowledge and practice suitable for the professional competences required in the labour market and the needs of companies.
- To contribute to the improvement of both the productivity and competitiveness of companies.
- To improve the employability of workers, particularly those with most difficulties concerning the maintenance of an employment or their professional integration.
- To promote the accreditation of the professional competences acquired by workers, either through training processes or work experience.

Programa Nacional de Formación Profesional

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 395/2007, de 23 de marzo, por el que se regula el subsistema de formación profesional para el empleo

7.4.1. General objectives of initial basic education for adults

Adult basic skills education is aimed at those people who have not mastered basic techniques. Its general objective is to provide learners with the essential knowledge, skills and techniques essential to their personal, social, and employment prospects as well as giving access to other kinds of educational provision. Those people willing to acquire the knowledge equivalent to basic education will be provided with suitable provision appropriate to their situation and needs.

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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Orden de 16 de febrero de 1996, por la que se regulan las Enseñanzas Iniciales de la Educación Básica para las Personas Adultas

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 the compulsory secondary education (ESO) (see section 5.4.1.).

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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.

7.4.3. General objectives in vocational training for adults

The objectives of intermediate vocational training 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

7.5. Types of institutions

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) establishes that adult education leading to the award of one of the official certificates that this act envisages must be provided in mainstream or specific educational institutions, duly authorised by education authorities. Some Autonomous Communities have also regulated the existence of a part-attendance model, which is aimed at those people who for various reasons have difficulties in attending school regularly. Learners receive learning support through different media and attend the institution periodically for activities such as tutorials, counselling and practical activities.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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. Educational institutions where attendance is required

The public provision of education where attendance is required is offered in both ordinary institutions and specific adult education institutions. 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 institutions, 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 specific adult education institutions comprises more than 2,000 schools distributed all over Spain; about 1,500 of them are specific adult education centres in which full time courses are provided. In addition, these institutions 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 centres follows the same set of rules applicable to all ordinary educational institutions, which are then adapted to their particular characteristics.

7.5.1.2. Distance education centres

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 institutions have been established, both for basic education and secondary education. These

institutions offer adult education and provide the necessary support and resource management that the organisation and the extension of distance education require.

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). The aim of the *CIDEAD* is the production and coordination of didactic resources as well as the academic regulation of distance education. Its main functions include the following: research into the educational and training needs of different groups; educational planning; 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*), and distance secondary adult education and [Bachillerato](#). It also participates in vocational training and official language education.

As far as adult foreign language learning is concerned, it has been established that: the potential demand exceeds the number of places in current public provision, the adult population cannot access current public provision, either because of the demands of their employment or because they live outside the areas covered by official language schools (main cities and towns), and private provision does not lead to the awarding of an official certificate which, apart from guaranteeing quality assurance, is required, in many cases, on professional grounds.

Bearing these needs in mind, in cooperation with the Spanish Radio Television (*RTVE*) and the BBC, and with the financial support of other private organisations, the Ministry of Education implemented the distance English language learning programme, *That's English!*. In addition, in order to increase 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 is provided by 209 institutions regulated by education authorities, throughout Spain. For further information, see section 7.10.8..

CENTRO PARA LA INNOVACIÓN Y DESARROLLO DE LA EDUCACIÓN A DISTANCIA (CIDEAD)

COMUNIDAD AUTÓNOMA DE ANDALUCÍA: INSTITUTO PROVINCIAL DE EDUCACIÓN PERMANENTE DE CÁDIZ

COMUNIDAD AUTÓNOMA DE ANDALUCÍA: INSTITUTO PROVINCIAL DE EDUCACIÓN PERMANENTE DE CÓRDOBA

COMUNIDAD AUTÓNOMA DE ANDALUCÍA: INSTITUTO PROVINCIAL DE EDUCACIÓN PERMANENTE DE GRANADA (IPEP)

COMUNIDAD AUTÓNOMA DE ANDALUCÍA: INSTITUTO PROVINCIAL DE EDUCACIÓN PERMANENTE DE HUELVA

COMUNIDAD AUTÓNOMA DE ANDALUCÍA: INSTITUTO PROVINCIAL DE EDUCACIÓN PERMANENTE DE JAÉN

COMUNIDAD AUTÓNOMA DE ANDALUCÍA: INSTITUTO PROVINCIAL DE EDUCACIÓN PERMANENTE DE SEVILLA

COMUNIDAD AUTÓNOMA DE CANARIAS: CENTRO DE EDUCACIÓN A DISTANCIA MERCEDES PINTO TENERIFE (CEAD)

COMUNIDAD AUTÓNOMA DE CANARIAS: CENTRO DE EDUCACIÓN A DISTANCIA PROFESOR PÉREZ PARRILLA (LAS PALMAS)

COMUNIDAD AUTÓNOMA DE CATALUÑA: INSTITUTO CATALÁN DE ENSEÑANZA SECUNDARIA A DISTANCIA (ICESD)

COMUNIDAD AUTÓNOMA DE GALICIA: CENTRO DE EDUCACIÓN PERMANENTE DE ADULTOS (EPA)

COMUNIDAD AUTÓNOMA DE GALICIA: CENTRO GALLEGO DE EDUCACIÓN BÁSICA A DISTANCIA

COMUNIDAD AUTÓNOMA DE VALENCIA: CENTRO ESPECÍFICO DE EDUCACIÓN A DISTANCIA DE LA COMUNIDAD VALENCIANA (CEEDCV)

COMUNIDAD AUTÓNOMA DEL PAÍS VASCO: CENTRO DE EDUCACIÓN BÁSICA A DISTANCIA (CEBAD)

COMUNIDAD AUTÓNOMA DEL PAÍS VASCO: INSTITUTO VASCO DE BACHILLERATO A DISTANCIA (UBEI - IVBAD)

COMUNIDAD FORAL DE NAVARRA: CENTRO PUBLICO DE EDUCACIÓN BÁSICA PARA PERSONAS ADULTAS JOSE MARÍA IRIBARREN (CPEBPA Jose María Iribarren)

COMUNIDAD FORAL DE NAVARRA: INSTITUTO DE EDUCACIÓN DE SECUNDARIA DE NAVARRA DE PERSONAS ADULTAS (IESNAPA)

Decreto 111/1992, de 11 de mayo, por el que se crea el Instituto Catalán de Enseñanza Secundaria a Distancia

Decreto 120/1982, de 5 de octubre, por el que se crea el Instituto Gallego de Bachillerato a Distancia

Decreto 158/1984, de 27 de septiembre, por el que se crea el Centro Gallego de Educación Básica

Decreto 165/1986, de 21 de noviembre, por el que se crean los Institutos de Bachillerato a Distancia en la Comunidad Autónoma de Canarias

Decreto 188/1985, de 11 de junio, por el que se crea el Urrutiko Batxilergorako Euskal Institutua-Instituto Vasco de Bachillerato a Distancia

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)

Decreto 195/1987, de 7 de diciembre, de creación del Centro Valenciano de Educación de Adultos a Distancia de la Comunidad Valenciana

Decreto 206/1985, de 23 de diciembre, del Consejero de la Generalidad Valenciana, por el que se crea el Instituto de Bachillerato a Distancia de la Comunidad Valenciana

Decreto 257/1998, de 10 de diciembre por el que se crean los nuevos Institutos Provinciales de Formación de adultos en Andalucía

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 Heziketarako Euskal Ikastetxea (C.E.V.E.B.A.D.-U.O.H.E.I.) al nuevo concepto de Educación

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

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..

Concerning the attendance mode, both in urban and rural areas, provision includes adult basic skills education, vocational training, and preparatory education for entrance examinations at different levels and Spanish for immigrants.

Adult education is organised not only at national level but also at local level. Especially in rural areas, 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 development of adult education is one of the issues which is the responsibility of the Autonomous Communities, with the exception of Ceuta and Melilla, which are incumbent upon the *MEPSyD*.

The *CIDEAD* cooperates with all Autonomous Communities through specific distance education agreements. Likewise, it establishes agreements with local corporations so as to satisfy the public education provision of the *MEPSyD* where there is no educational institution as a result of low population density. However, in order to guarantee the right of citizens to access basic education, and especially those from under-privileged social groups, the *MEPSyD* meets this need through agreements with town councils.

CENTRO PARA LA INNOVACIÓN Y DESARROLLO DE LA EDUCACIÓN A DISTANCIA (CIDEAD)

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

7.7. Admission requirements

The information on the admission requirements for adult education is available in the following subsections.

7.7.1. Basic education for adults

Adult basic skills education is made up of three levels: literacy and numeracy (first level), consolidation of knowledge and instrumental techniques (second level) and adult secondary education (third level). This provision is targeted at people aged over 18 who have not already achieved the objectives of each level. Nonetheless, some Autonomous Communities have determined that, subject to a report from the Educational Inspectorate, entrance to this provision through the distance learning route may be granted to those aged over 16 and under 18 who, due to exceptional accredited circumstances, cannot follow mainstream education.

The first level, literacy and numeracy, is intended for those who need to learn basic skills in reading, writing, and mathematics. The second level, consolidation of knowledge and instrumental techniques, is aimed at people without any qualifications (meaning an educational level below 6th year of primary education –see

chapter 4.- or any other equivalent provision) who wish to gain access to adult secondary education or to follow professional qualification courses with some guarantee of passing them.

The main target population for the literacy and numeracy programmes and basic skills courses has traditionally been women, prison population, immigrants and non-qualified personnel of the Armed Forces.

Finally, according to the 2006 *Ley Orgánica de Educación, LOE* (Act on Education), in exceptional circumstances, this provision is open to applicants over 16 and who have a contract of employment which prevents them from attending mainstream education or who are high performance sportsmen and women.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Orden de 16 de febrero de 1996, por la que se regulan las Enseñanzas Iniciales de la Educación Básica para las Personas Adultas

7.7.2. Secondary education for adults

Secondary education for adults is open to people aged over 18 or who reach that age during the calendar year when they register for enrolment, provided that they meet one of the following requirements: having passed the 6th year of primary education -or equivalent provision-; having passed the second level of initial 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.). To be admitted to the first of them, learners must prove that they have completed the 6th year of primary education or a basic training course in a public adult education institution. To be admitted to the second one, they must prove that they have completed the 1st year of compulsory secondary education (*ESO*) or equivalent studies. To be admitted to the third [módulo](#), they must prove that they have finished the 2nd year of *ESO* or its equivalent and hold a [Graduado Escolar](#) certificate. Finally, to gain access to the fourth [módulo](#), they must prove that they have finished the 3rd year of *ESO* with a maximum of two subjects failed.

For further information on other admission requirements in secondary education for adults, which are also specified in the 2006 *Ley Orgánica de Educación, LOE* (Act on Education), see section 7.7.1..

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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](#) and vocational training provision. It is their responsibility to adopt the appropriate 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 for adults, and pursuant to relevant legislation, this provision covers programmes requiring attendance as well as distance learning and evening classes.

As far as distance [Bachillerato](#) is concerned, it is aimed at those who hold the [Graduado en Educación Secundaria Obligatoria](#) certificate and cannot follow it through the route requiring attendance. More precisely, this provision may be followed by people aged over 18 and learners over 16 who demonstrate, to the head teacher of the corresponding educational institution, that their present situation prevents them from enrolling in mainstream provision. The same admission requirements apply for distance and evening class. Regarding admission requirements for evening class [Bachillerato](#), they are the same as those for the distance route.

For further information on admission requirements, see section 7.7.1..

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

7.7.4. Vocational training for adults

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..

For further information on access to this type of provision, see sections 7.7.1. and 7.7.3..

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

7.7.5. Access to university for adults

At present, adults may enrol in any of the different forms of 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 the attainment of the certificates corresponding to each level. To be eligible to take these exams, the candidate must be of the minimum age as stipulated in the regulations regarding access.

Current regulations set certain basic criteria to assess candidates' maturity and suitability so as to successfully complete their university studies, as well as their skills of reasoning and written communication. These criteria must also be helpful for the evaluation of candidates' required abilities, talents and skills in order to follow and complete the studies of their chosen option.

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 may only be taken by those who reach, or have already reached, the age of 25 by the 1st of October of the calendar year in which the examination is held.

This examination comprises a general test 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 those Autonomous Communities with a co-official language, educational authorities may establish a fourth compulsory exercise on its co-official language.

The specific test is aimed at appraising candidates' abilities, talents and skills to follow and complete the studies of their chosen option. It is organised into five options: A (scientific-technological), B (health sciences), C (humanities), D (social sciences) and E (arts).

The organisation of the access examinations is incumbent upon the universities offering degrees related to the different options.

Candidates must take the specific test 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 which comprise both tests (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.

Universities must hold an access examination for people aged over 25 annually. Once this examination has been passed, candidates may re-take the examination in order to improve their results and gain access to the first cycle of certain studies. In this case, the best result is the one taken into consideration. If applicants decide to take the access examination for entrance to another university, only this new result will be then taken into account.

Candidates may take the access examination in the university of their choice, provided it offers the degree that they want to study. Hence, they must enter the university where they have taken the examination. Candidates are not allowed to take access examinations for different universities in the same academic year, as this would invalidate all the examinations.

The assessment of the access examination, as well as that of the rest of exercises, is carried out by the university, according to the assessment criteria and procedures established by the Autonomous Community. The final mark is determined on a scale from 0 to 10, plus two decimal points. Candidates are considered to have passed the examination if they obtain a minimum of five points. In no case whatsoever shall the mark be averaged out if candidates have obtained less than four points in the specific test.

The Autonomous Communities, within their area of jurisdiction, may set up a committee to organise university access examinations for people aged over 25, which may be vested with the following powers: coordinating access examinations; adopting the measures required to guarantee confidentiality in the design and selection of the exams, as well as the confidentiality as regards the examinations taken by the learners; taking the necessary measures to ensure that candidates may use any of the official languages of the Autonomous Community where they are to take the examination; appointing and setting up examining boards; and responding to appeals.

If a particular Autonomous Community decides not to set up such a committee, then all access examinations must be held in a public university, which will not prevent learners who pass them from enrolling in private universities in the same 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, neither lower than 1% or higher than 3%, for those who have passed the entrance examination for people who are over 25.

The Royal Decree 1892/2008 incorporates in a single regulation the entrance examination, the access requirements and the university access process for people over 25 and 45, among others. The new university entrance examinations established by this royal decree will take place from 2010 on.

Likewise, in order to facilitate updated training and professional adaptation as well as full integration in the economic, cultural and social environment, the procedures for university entrance for those who do not hold the required academic degree but may evidence certain work or professional experience are regulated. People over 40 may turn to this entrance system.

The 2007 Act modifying the Act on Universities establishes that the Government, following the report of the Council of Universities, will regulate the new university access procedure for those who, despite proving certain work or professional experience, do not have the academic qualification legally required for this purpose. Those who, being unable to prove such experience, but are over certain age, can also opt for this system, which will allow them to access to any university, institution or type of provision.

SECRETERÍA GENERAL DEL CONSEJO DE COORDINACIÓN UNIVERSITARIA

UNIVERSIDAD NACIONAL DE EDUCACIÓN A DISTANCIA - UNED

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Orden de 25 de noviembre de 1999 por la que se determinan los estudios conducentes a la obtención de títulos universitarios oficiales que se relacionan con cada una de las vías de acceso a dichos estudios

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

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

7.8. Registration and/or tuition fees

In Spain, adult education is free-of-charge in all educational institutions financed by public funds. The only exception is the project *Aula Mentor*, a system of distance learning through the Internet which is developed by the *Instituto Superior de Formación y Recursos en Red para el Profesorado, ISFTIC* (Higher Institute for Training and ICT Resources for Teachers) of the Ministry of Education, Social Policy and Sport in cooperation with several institutions (ministries, Autonomous Communities, educational institutions, municipalities and non-governmental organisations). 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..

In addition, in some Autonomous Communities, students have to pay for specific health insurance, although this is not a general requirement nationally.

For further information on the funding of this type of education, see section 2.8.1..

INSTITUTO SUPERIOR DE FORMACIÓN Y RECURSOS EN RED PARA EL PROFESORADO (ISFTIC)

7.9. Financial support for learners

As it has been mentioned in section 7.8., adult education is completely free-of-charge in all public institutions. This explains the fact that the Ministry of Education, Social Policy and Sport does not award any grants or other type of financial assistance intended for students, but grants subsidies to the Autonomous Communities, local corporations (provincial councils, municipalities and associations located in towns), which are responsible for developing activities for adults. Likewise, the Ministry gives economic subsidies to non-profit organisations. 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. Leonardo da Vinci's financial assistance consists of a maximum of EUR 3,000 per beneficiary, depending on the length of the exchange period, although this figure may be increased up to 100% in the case of participants with disabilities or with special educational/training needs.

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

ORGANISMO AUTÓNOMO PROGRAMAS EDUCATIVOS EUROPEOS (OAPEE)

7.10. Main areas of specialisation

The information on the main areas of specialisation is available in the following subsections.

7.10.1. Basic skills education for adults

Adult basic education is structured into one single stage and covers education from the literacy stage up to the attainment of the [Graduado en Educación Secundaria Obligatoria](#) certificate (see section 7.10.2.).

This stage is organised into three phases. The first two levels correspond to basic education and the third phase, or level 3, comprises education leading to the attainment of the [Graduado en Educación Secundaria Obligatoria](#) certificate.

Adult basic skills education is 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. These two levels are regarded as preparatory for entering level 3.

The curricular contents of adult basic skills education cover the general objectives established for each level into which they are divided (see section 7.4.1.). The aforementioned specific curriculum for adult education must 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 are comprehensively organised. In level 2, contents are arranged in comprehensive [módulos](#) dealing with basic aspects concerning Spanish Language and the co-official language of the corresponding Autonomous Community (both in the area of Communication) as well as Mathematics and Social and Natural Sciences. Level 1 provision is only available through programmes requiring attendance and their duration may vary according to the student's needs. The time is structured into 12 weekly periods. Level 2 studies may involve attendance or distance education. They may be studied in one or two academic years, in 16 weekly periods, according to students' needs. The shortest class period is 45 minutes long. Every week a period is devoted to guidance and academic supervision.

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

Orden de 16 de febrero de 1996, por la que se regulan las Enseñanzas Iniciales de la Educación Básica para las Personas Adultas

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

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. The new organisation of *ESO* for adults was also established.

The new provision is thus organised, on a modular basis, into three areas: Communication, Social and Scientific-Technological areas, of two levels each. The organisation of this type of provision must allow learners to complete the relevant studies in two years.

- The area of Communication 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 any, 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 those aspects 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Orden de 10 de agosto de 2007, por la que se regula la Educación Secundaria Obligatoria para personas Adultas

Real Decreto 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria.

Resolución del 19 de julio de 1994, de la Secretaría de Estado de Educación, por la que se establecen orientaciones para la distribución de objetivos, contenidos y criterios de evaluación para cada uno de los módulos

7.10.3. 'Bachillerato' for adults

Education authorities must promote the necessary measures so that adults may gain access to [Bachillerato](#) studies and have a specific provision adapted according to their needs.

At present, two organisational models are provided: in model A, the subjects of the two years of the [Bachillerato](#) are divided into three academic years; and model B, which is offered under the same general organisation as the mainstream or daytime system, therefore lasting two academic years.

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: 5.4.2. on general objectives; 5.11.2. on the study branches and specialisations; 5.13.2. on curriculum, subjects and number of hours; 5.14.2. on teaching methods; 5.15.2. on assessment; 5.16.2. on progression of students and 5.17.2. on certification.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

Resolución del 19 de julio de 1994, de la Secretaría de Estado de Educación, por la que se establecen orientaciones para la distribución de objetivos, contenidos y criterios de evaluación para cada uno de los módulos

7.10.4. Distance 'bachillerato'

Distance [Bachillerato](#) has the same validity as that requiring attendance. In 1998, it was regulated and organised by the then Ministry of Education and Science in all the Autonomous Communities still coming under its management. Since then, the decentralisation process which the Spanish education system has been undergoing has also allowed the Autonomous Communities to regulate this provision.

In distance teaching-learning processes, and with the aim of adapting the curriculum to the learners' special circumstances, some changes have been introduced with regard to the organisation of adult secondary education. Hence, this provision is organised through the use of specially developed teaching materials and a set of guidance and training activities under academic supervision, which are carried out both at distance (via telephone and telematics) and through attendance, either individually or in groups.

[Orden de 20 de julio de 1998, por la que se ordenan y organizan las enseñanzas de Bachillerato a distancia en el ámbito de gestión del MEC](#)

7.10.5. Evening 'bachillerato'

Evening class is mainly intended for adults and those people who cannot attend mainstream institutions in the morning due to special circumstances.

The distribution of subjects within this programme is organised according to one of the following models. Each institution has to follow one of these models:

- Model A: the subjects of the two years of [Bachillerato](#) are divided into three academic years.
- Model B: the subjects are offered under the same general organisation as the mainstream or daytime system, therefore lasting two academic years.

For further information on admission requirements, see section 7.7.3..

[Orden de 20 de julio de 1998, por la que se ordenan y organizan las enseñanzas de Bachillerato en régimen nocturno en el ámbito de gestión del MEC](#)

7.10.6. Vocational training for adults

The main objectives of vocational training for adults are those of improving their professional qualifications, educating them so as to practice a set of professions as well as to provide them with the necessary resources to acquire and consolidate certain objectives (see section 5.4.3. on the general objectives of vocational training), thus increasing their active participation in social, cultural, political and economic life.

For further information on admission requirements, general objectives, grouping of pupils, specialisation of studies and the curriculum of intermediate vocational training, see sections 7.7.1., 5.4.3., 5.10.3., 5.11.3., 5.13.3., respectively. For further information on admission requirements, general objectives, organisation of the academic year, branches of studies and specialisation of advanced vocational training, see sections 7.7.1., 6.4.2.1., 6.9.2.1. and 6.10.2.1., respectively.

[Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional](#)

[Real Decreto 1128/2003, de 5 de septiembre, por el que se regula el Catálogo Nacional de Cualificaciones Profesionales](#)

[Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.](#)

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...

7.10.7. Other programmes

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.

7.10.8. Teaching of languages

The increasing interest in foreign language learning in our country during the last few years should be noted. Apart from the necessity of cultural improvement and a greater personal development, new professional demands are arising related to the learning of languages and the corresponding certification by means of a certificate or diploma. As a result, official language schools deserve special mention, since, although they are not specific adult institutions, they cater for a remarkable number of adults, offering training, especially in European languages and the co-official languages of the State. For further information on language education, see sections 5.10.4.2. and 5.11.4.2..

7.10.9. Training in information and communication technologies

As far as adult education and information and communication technologies (ICT) are concerned, the programmes *Atenea* and *Mercurio*, as well as the project *Aula Mentor* should be mentioned.

Regarding the programmes *Atenea* and *Mercurio*, since 1990, the Ministry of Education has called for financial assistance in order to develop projects related to the acquisition of computer labs, the provision of courses and the modernisation of audiovisual media in order to satisfy the training and employment needs our society requires of the adult population.

Owing to this initiative, all adult education institutions have been able to provide courses in ICT and, in turn, have been able to use ICT as a didactic tool from basic skills to secondary education level for adults.

In addition, the project *Aula Mentor* is an open, access-free and distance training system put into practice through the internet by the *Instituto Superior de Formación y Recursos en Red para el Profesorado, ISFTIC* (Higher Institute for Training and ICT Resources for Teachers) 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, Social Policy and Sport (*MEPSyD*) certifies the course through an exam, which evidences the level of knowledge acquired.

INSTITUTO SUPERIOR DE FORMACIÓN Y RECURSOS EN RED PARA EL PROFESORADO (ISFTIC)

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

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 or inadequacy 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.

The February 16 1996 Order also states that, in each adult education institution, the Pedagogical Coordination Commission will be responsible for coordinating the drawing up of the curriculum, which provides educational institutions with certain flexibility to adapt curricular content to their learners' specific needs.

The information on the methodology used in the different levels of adult education is available under the following subsections.

[Ley Orgánica 2/2006, de 3 de mayo, de Educación.](#)

[Orden de 16 de febrero de 1996, por la que se regulan las Enseñanzas Iniciales de la Educación Básica para las Personas Adultas](#)

7.11.1. Basic skills education for adults

The methodology for adult basic skills 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 .

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.

The programmes intended for women use literacy methods that suit the needs and interests of the groups of women whose basic skills are lacking in some aspect.

LEG ID="L0217"\$Orden de 16 de febrero de 1996, por la que se regulan las Enseñanzas Iniciales de la Educación Básica para las Personas Adultas

7.11.2. Secondary education and vocational training 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 duration, which are taught over two academic 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.).

Orden de 17 de noviembre de 1993, por la que se establecen las líneas básicas para el desarrollo del currículo de las enseñanzas para la obtención del título de Graduado en Educación Secundaria para las Personas Adultas

Orden de 7 de julio de 1994 por la que se regula la implantación anticipada de las enseñanzas de Educación Secundaria para las Personas Adultas

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

7.11.3. 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 adult education has a modular structure for the awarding of the [Graduado en Educación Secundaria Obligatoria](#) certificate. This structure is also interdisciplinary in the lower levels.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

7.12. Trainers

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., 8.1.3.1. and 8.1.3.2..

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. 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. In addition, the education administration must provide adult secondary education teachers with suitable training for teaching this kind of provision.

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.
- The then Ministry of Education and Science (MEC) implemented the National Plan for the Training of Teachers of Adults. This plan provided training not only for teachers, but also to the regional and provincial authorities responsible for the management of adult education. In addition, and in cooperation with the Autonomous Communities, the Ministry of Education, Social Policy and Sport (MEPSyD) offers in-service training for teachers providing digital adult education.

Regarding permanent and postgraduate training, universities, public authorities and the MEPSyD offer specialist courses and masters, some of which are 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, nowadays, adult education is not a compulsory academic discipline at the Bachelor level, although some Spanish universities have decided to include it within their syllabuses.

The Grundtvig Programme is also worth mentioning. In some Autonomous Communities, and through the Socrates European Programme, it offers training assistance, thus facilitating the mobility of adult education staff and other educational itineraries.

ORGANISMO AUTÓNOMO PROGRAMAS EDUCATIVOS EUROPEOS (OAPEE)

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

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

Orden de 7 de julio de 1994 por la que se regula la implantación anticipada de las enseñanzas de Educación Secundaria para las Personas Adultas

7.13. Learner assessment/progression

The information on learner assessment is available in the following subsections.

7.13.1. Basic education for adults

Learner assessment in basic skills 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 on the assessment techniques and tools to be used.

7.13.2. Secondary education for adults

Current regulations establish the carrying out of an initial learner assessment in order to provide learners with guidance and placement. This assessment, which is confidential, includes information on the development of the learner's academic record, his/her personal interests, the time available for study, his/her employment expectations as well as other issues relevant to the choice of the different personal and formative pathways. Similarly, a continuous assessment will be carried out intended to provide the learner with personal guidance during the entire process of learning as well as at the end of it.

In addition, the assessment of this type of learner is carried out on a continuous basis and it is considered as an integral part of the overall educational process. Assessment is implemented by means of written and/or oral exams as well as assignments.

Orden de 17 de noviembre de 1993, por la que se establecen las líneas básicas para el desarrollo del currículo de las enseñanzas para la obtención del título de Graduado en Educación Secundaria para las Personas Adultas

Orden de 7 de julio de 1994 por la que se regula la implantación anticipada de las enseñanzas de Educación Secundaria para las Personas Adultas

Resolución del 19 de julio de 1994, de la Secretaría de Estado de Educación, por la que se establecen orientaciones para la distribución de objetivos, contenidos y criterios de evaluación para cada uno de los módulos

7.13.3. Attendance and distance 'Bachillerato' for adults

The regulations organising distance [Bachillerato](#) state that the assessment of learners in this type of education is governed by the same criteria as in [Bachillerato](#) programmes requiring attendance. An exception is made regarding continuous assessment, which is impossible to conduct in the same way in distance learning as it is in programmes requiring attendance (for further information, see section 5.15.2.).

Learners on the distance learning programmes are not subject to the time limit of four years for completion, as they are in programmes requiring attendance. 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.

For each subject area, and throughout the whole year, three written examinations are required every term, as well as two final exams, one in June and the other in September, which cover all the material studied during the year.

Orden de 20 de julio de 1998, por la que se ordenan y organizan las enseñanzas de Bachillerato a distancia en el ámbito de gestión del MEC

7.13.4. Evening 'bachillerato'

Evaluation in evening class [Bachillerato](#) is regulated by the guidelines which apply to mainstream Bachillerato (for further information, see section link\$5.15.2. Progression of learners as regards evening class [Bachillerato](#) takes place after they have passed all the subjects of each academic year, in the case of both attendance and distance learning programmes. Those learners who have not passed two or more subjects and, therefore, do not progress, do not need to repeat those subjects they have already passed. Moreover, there is no time limit for completion of these studies as there is in the standard [Bachillerato](#) programme.

Orden de 20 de julio de 1998, por la que se ordenan y organizan las enseñanzas de Bachillerato en régimen nocturno en el ámbito de gestión del MEC

Resolución de 28 de julio de 1998, de la Secretaría General de Educación y Formación Profesional, por la que se dictan instrucciones para la aplicación de la Orden de 20 de julio de 1998

7.13.5. Vocational training for adults

The assessment of vocational training for adults follows the same guidelines as those established for mainstream specific vocational training. For further information, see sections 5.15.3. and 6.13..

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

7.14. Certification

The information on certification in the different types of provision is available in the following subsections.

7.14.1. Basic education for adults

Formal education programmes entitle learners who have met the requirements set out by the relevant education authority to the same academic certificates as those provided by the education system in general.

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.

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](#), specific vocational training and employment.

Besides, all learners will 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Orden de 17 de noviembre de 1993, por la que se establecen las líneas básicas para el desarrollo del currículo de las enseñanzas para la obtención del título de Graduado en Educación Secundaria para las Personas Adultas

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, ...

Real Decreto 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria.

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.

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.).

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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.

7.14.4. Vocational training for adults

The information corresponding to the certification of specific vocational training for adults is the same as for mainstream education. 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 be 18 years old in the case of the [Técnico](#) certificate and 20 for the [Técnico Superior](#) (or 19 in the case of those who already have the [Técnico](#) certificate).

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

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 the decentralised process that is taking place at the moment means that every local or autonomous administration tends to develop its own guidance services.

Educational advice and guidance in secondary education, in which compulsory secondary education (*ESO*), [Bachillerato](#) and intermediate vocational training are integrated, is organised into two levels:

- The classroom or the 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.
- The educational institution, for which the Counselling Department is responsible. This department uses the information provided both by the University Employment and Guidance Services and the *Instituto Nacional de Empleo, INEM* (National Institute 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. In addition, it is possible for learners to participate in workshops and professionally oriented courses which include practical work and are focused on employment.

Finally, the 2006 *Ley Orgánica de Educación, LOE* (Act on Education) states that adults may study by means of both formal and non-formal education provision as well as by means of experience, either work-related or in social activities. Therefore, a network of connections will be created and a set of measures will be adopted so as to validate all the knowledge acquired in this way.

The following subsections deal with information related to education-employment in both specific vocational training and university.

INSTITUTO NACIONAL DE EMPLEO - INEM

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

7.15.1. Vocational training for adults

Regarding vocational training for adults, both intermediate and advanced [ciclos formativos](#), every specialisation includes within its contents a Professional Guidance and Training (FOL). The advice and guidance departments of the institutions cooperate in the development of this módulo. They take advantage of the information provided by the employment and guidance services.

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.

7.15.2. University

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..

INSTITUTO NACIONAL DE EMPLEO - INEM

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).

ASOCIACIÓN NACIONAL DE CENTROS DE e-LEARNING Y DISTANCIA - ANCED

FEDERACIÓN DE ASOCIACIONES DE EDUCACIÓN DE PERSONAS ADULTAS - FAEA

FEDERACIÓN ESPAÑOLA DE UNIVERSIDADES POPULARES - FEUP

7.17. Statistics

Please see the following subsections for further information.

7.17.1. Pupils

Table 7.1.: Number of learners enrolled according to the different types of provision. Academic year 2006/07

Type of provision		Number of learners	
Total number of learners enrolled		380,257	
Basic Skills education	Basic literacy and numeracy	93,918	147,718
	consolidation of knowledge	53,800	
Secondary education for adults	Formal attendance programmes	83,224	131,669
	Distance education	40,611	
	Provision aimed at preparation for the examination leading to the Graduado en Educación Secundaria certificate	7,834	
Technical-professional provision	Provision aimed at preparation for the access examination leading to Intermediate Level cycles	3,391	38,486
	Provision aimed at preparation for the access examination leading to Advanced Level cycles	10,590	
	Other types of Technical-Professional provision	24,505	
Other types of provision	Examinations leading to university access for people over 25	10,279	62,384
	Spanish language and culture for immigrants	39,955	
	Other co-official languages	12,150	

Source: *Estadística de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education and Science.

Table 7.2.:Percentage of women in adult education according to type of provision. Academic year 2005/06

Type of provision		% Women
Total number of learners enrolled		62.1
Basic Skills education	Basic literacy and numeracy	78.8
	consolidation of knowledge	72.3
Secondary education for adults		49.4
Technical-professional provision	Provision aimed at preparation for the access examination leading to intermediate level cycles	51.3
	Provision aimed at preparation for the access examination leading to advanced level cycles	59.3
	Other types of technical-professional provision	70.0
Other types of provision	Examinations leading to university access for people over 25	56.7
	Spanish language and culture for immigrants	52.4

Source: *Estadística de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education and Science.

Table 7.3: Percentage distribution of learners according to age¹. Academic year 2005/06

	% of learners
16 to 19	19.6
20 to 24	14.2
25 to 29	11.1
30 to 39	14.5
40 to 49	11.4
50 to 64	15.2
> 64	13.9

¹Learners not assigned to an age range have not been taken into account to calculate this information.

Source: *Estadística de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education and Science.

Table 7.4: Lifelong learning: students between 25 to 64 years old¹. 2006 (annual arithmetic mean)

	(%) of students enrolled in some kind of provision
Total	10.4
Women	11.5
Men	9.3

¹ 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: Adult population involved in different types of education-training according to previous level of education and group age. Fourth quarter of 2006

Previous level of education		Total	Women	Men
Below secondary education	16 to 24 years old	3.3	1.5	1.8
	> 25 years old	5.5	4.2	1.3
First stage of secondary education	16 to 24 years old	17.7	8.8	8.9
	> 25 years old	7.6	4.1	3.5
Second stage of secondary education	16 to 24 years old	18.6	10.3	8.3
	> 25 years old	13.0	7.1	5.9
Postsecondary and higher education	16 to 24 years old	6.3	3.9	2.4
	> 25 years old	27.9	15.3	12.6

Source: National Statistics Institute.

EUROSTAT

INSTITUTO NACIONAL DE ESTADÍSTICA (INE)

OFICINA DE ESTADÍSTICA

7.17.2. Teachers

Table 7.6: Number and percentage of adult education teachers according to school ownership and other types of provisions. Academic year 2005/06

	Number of teachers	% of teachers
Total	11,300	100.0
Public institutions and provisions	10,255	90.8
Private institutions and provisions	1,045	9.2

Source: *Estadística de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education and Science.

Estadísticas de las enseñanzas no universitarias. Resultados detallados. Curso 2005-06.

OFICINA DE ESTADÍSTICA

7.17.3. Schools

Table 7.7 : Type and number of institutions in adult education. Academic year 2005/06

	Number of institutions	% public institutions
Total	2,692	94.5
Specific institutions	1,405	96.6
Other type of institutions	314	93.0
Actions	973	91.9

Source: *Estadística de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education and Science.

Estadísticas de las enseñanzas no universitarias. Resultados detallados. Curso 2005-06.

OFICINA DE ESTADÍSTICA

8. Teachers and Education Staff

This chapter deals with those issues related to the staff who carry out their activity within the education system. The first two sections analyse teachers' initial education (see section 8.1.), and their employment status (see section 8.2.).

The other sections provide information about administrative and/or managerial staff in schools and other educational institutions (see section 8.3.), about those in charge of monitoring teaching quality (see section 8.4.) and about people responsible for support and guidance (see section 8.5.). Finally, there is a brief description of other teaching and non-teaching staff who work in educational institutions (see section 8.6.). The last section of this chapter offers some statistical data (see section 8.7.).

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) establishes the admission requirements to initial training, access to civil servant status and the employment status of teaching and non-teaching staff in educational institutions (except higher educational institutions). The 2001 *Ley Orgánica de Universidades, LOU* (Act on Universities) and the 2007 Act modifying the *LOU* are the legal framework for university teaching staff.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

8.1. Initial training of teachers

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.

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. The education authorities of the Autonomous Communities are responsible for signing agreements with different universities so that the latter provide teacher education and training programmes for teachers.

Teaching staff can be divided into three categories, depending on the education level at which they work: pre-primary and primary education teachers, secondary education teachers, and university higher education teachers.

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, or by other staff qualified to work with pre-school pupils. In all cases, drawing up and monitoring the teaching plan is the responsibility of a /GLOS\$\$ qualified in pre-primary education or holders of a Bachelor's degree in pre-primary education.
- Teachers of the second cycle of pre-primary education (3-6 years of age) should be [glos id="G0024" \\$\\$maestro](#) specialised in pre-primary education or holders of a Bachelor's degree in

pre-primary education. They may be supported by [maestros](#) specialised in other areas when it is required.

- Primary education teachers must be qualified [maestro](#) in primary education (a three-year degree) or have a four-year Bachelor's degree in primary education. [Maestros](#) are 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.

□ Secondary education, 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) (for further information about university degrees, see section 6.10.1.. 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 provided at universities to acquire the specific teacher training required for this educational level (for further information about this 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 may be recruited to teach certain [módulos](#), given their work experience and the needs of the education system. These specialist teachers need not have formal qualifications. 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 secondary education teachers since they also have to meet certain qualification requirements and have the same employment status.

□ University education teachers

- University teachers are either career civil servants or employed on a contractual basis. Different qualification requirements have been established according to the teaching bodies to which the university teaching staff belong (for further information see section 8.2.6.2.). Although no specific teacher training programme is required at this level, most universities organise teacher training programmes for their lecturers on a voluntary basis.

Lastly, it should be mentioned that at present, an educational reform is being carried out to adapt the Spanish university system to the European Higher Education Area, which implies a series of changes in initial teacher training. When this reform is completed, higher education degrees will have a four-year structure – initial training of pre-primary and primary education teachers included–; and the specific teacher training required to teach at secondary education will have a postgraduate structure (for further information, see section 8.1.2.).

Sections 8.1.1. to 8.1.8. deal in depth with different aspects relating to initial teacher training.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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

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

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

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

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.

8.1.1. Historical overview

Sections 8.1.1.1., 8.1.1.2. and 8.1.1.3. offer a historical overview of the initial training of teachers working at the different educational levels.

8.1.1.1. Pre-Primary Education and Primary Education

State regulations for primary education teacher training in Spain can be traced back to the very origins of the education system. More precisely, regulations that set up the necessary requirements for the teaching profession are to be found from the 18th century on. Also traceable to this time are indications as to the various types of centres devoted to providing initial training for future [maestros](#). After successive reforms the first teacher training college was founded in 1839. This school grew and consolidated vigorously over the entire 19th century and served as a training model for the Spanish teacher bodies practically up until 1970. At that time the *Ley General de Educación y Financiamiento de la Reforma Educativa*, *LGE* (General Act on Education and Financing of Educational Reform) integrated pre-primary education and primary education teacher training into the University.

The *LGE* set up university teacher training colleges [escuelas universitarias](#) to train prospective primary school teachers [Educación General Básica \(EGB\)](#) teachers, thus replacing the former teacher training colleges. The aim was to raise the level of [EGB](#) teachers' initial education. The *LGE* stipulated that pre-primary and [EGB](#) teachers should have a first-cycle university degree as a minimum ([Diplomado](#), Technical Engineer or Technical Architect), awarded after successful completion of a three-year university course. Although people with various qualifications were allowed to work as teachers, teachers working at these levels had usually undertaken a training programme at one of the [escuelas universitarias](#) mentioned previously.

In line with the specialisation of teachers advocated by the *LGE*, subject areas were established as follows: pre-primary education, Science, Human Sciences, Philology and Special Education. Specialisation was therefore based on the different areas of the curriculum.

Moreover, in order to acquire the required teaching skills, pre-primary school and [EGB](#) teachers had to undertake suitable teacher training courses at university colleges, 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), initial teacher education was once again redefined. Teacher training still remained within higher education, that is, first-cycle university programmes leading to the degree of [Diplomado](#), but the professional title to be used was [Maestro](#). However, teachers' initial education was updated as far as its organisation and contents were concerned, in an attempt to adapt teacher training to the demands of the education system.

The *Ley Orgánica de Calidad de la Educación*, LOCE (Act on the Quality of Education) was passed in 2002. This Act was devoted to the teaching profession and established the general framework that was to regulate one of the key issues for quality and improvement in education: the teaching staff. Among other aspects, the basis for initial teacher education was laid down specifying that the teaching practice should draw on a sound knowledge of the subject matter to be taught as well as on appropriate teaching skills acquired through theoretical and practical professional training.

Finally, the 2006 *Ley Orgánica de Educación*, LOE (Act on Education) 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, which is being progressively implemented in our country. The *LOE* also states that this adjustment will be subject to future regulations on this matter.

Ley 14/1970, de 4 de agosto, General de Educación y Financiamiento de la Reforma Educativa

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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.

8.1.1.2. Secondary Education

In contrast to the established provision for pre-primary and primary education teachers, teacher training for secondary education teachers has traditionally been provided at universities (see section 8.1.1.1.). In the past, teachers at this level 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.

According to the *LGE*, the minimum qualifications required for teaching varied according to the area of secondary education at which teachers intended to work: [Licenciado](#), Engineer or Architect for [bachillerato unificado y polivalente](#) and [curso de orientación universitaria](#); 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.

As the *LGE* established, for those people who intended to join the civil service as fully qualified secondary education teachers, access requirements include a suitable tertiary education degree and specific teacher training provided by the *Institutos de Ciencias de la Educación*, *ICES* (Education Science Institutes). Students

completing these courses, which are still provided, are awarded the Pedagogical Aptitude Certificate (CAP). Prospective public-sector teachers who had 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 teachers.

The 1990 *Ley Orgánica de Ordenación General del Sistema Educativo*, LOGSE (Act on the General Organisation of the Education System) established two teaching bodies, depending on the initial education required to work in public-sector institutions: secondary education teachers and vocational training teachers. Furthermore, in both cases a Professional Specialised Educational Training Certificate is required. This certificate is meant to replace the CAP and is awarded after successful completion of a pedagogical qualification course. Holders of a [Maestro](#) degree or a [Licenciado](#) degree in Pedagogy are exempt from taking this course. Pedagogical teacher training leading to both the Professional Specialised Educational Training Certificate and the CAP is still provided.

The 2002 *Ley Orgánica de Calidad de la Educación*, LOCE (Act on the Quality of Education) modified the qualification requirements which secondary education teachers should meet. It reintroduced the body of [catedráticos](#) in secondary education.

In addition, the LOCE stated that the Certificate of Pedagogical Specialisation 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.

A Royal Decree has been recently passed (November 2008) 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. In addition, this new regulation establishes the necessary training conditions for teachers to work at each educational level. Therefore, prospective compulsory secondary education, [Bachillerato](#), vocational training and foreign language teachers must have not only an academic and scientific education but also the necessary pedagogical and didactic teacher training to carry out their job. Therefore, the current Pedagogical Aptitude Certificate will be replaced with a one-year (60-European-credit) official university Master's degree in secondary education from 1st October 2009. This new Master's degree in secondary education will be organised and provided by universities.

Ley 14/1970, de 4 de agosto, General de Educación y Financiamiento de la Reforma Educativa

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

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.

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. As early as in 1857 the *Ley de Instrucción Pública* (Public Instruction Act), known as *Ley Moyano* (Moyano Act) made it mandatory for [Catedráticos de Universidad](#) to hold a Doctoral degree, among other requirements. This was maintained over the course of time for [Catedráticos de Universidad](#), although the degrees required for other types of lecturers varied over the course of time.

In general terms, university teacher training has always been focused on the subject matters or areas to be taught rather than on pedagogical training or teaching methodology. The 1970 *Ley General de Educación y Financiamiento de la Reforma Educativa*, LGE (General Act on Education and Financing of Educational Reform) tendered for the first time the possibility that these lecturers also receive specific pedagogical training in addition to their respective degrees. Such training was to be provided by Colleges of Education while candidates prepared their Doctorate or during their placement as assistant lecturers.

A new legal framework for Spanish universities was established when the 1983 *Ley de Reforma Universitaria*, LRU (Act on University Reform) was passed. This Act simplified the structure of university teaching staff, formerly divided into a great number of academic categories. Thus, 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 Universidad](#) 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. However, the teaching bodies [catedrático de escuela universitaria](#), [profesor titular de escuela universitaria](#) and part-time associate lecturers have been abolished by the 2007 Act modifying the LOU. For further information see section 8.2.5.2..

Ley 14/1970, de 4 de agosto, General de Educación y Financiamiento de la Reforma Educativa

Ley Orgánica 11/1983, de 25 de agosto, de Reforma Universitaria

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

Real Decreto 557/1991, de 12 de abril, sobre creación y reconocimiento de Universidades y Centros Universitarios públicos y privados

8.1.2. Ongoing debates and future developments

In order to make teaching a much more attractive profession, Spain is planning to set up a series of measures to improve initial teacher training, to favour permanent posts for teachers in educational institutions, to reinforce their authority over students and parents, and, finally, to stimulate their appraisal and social acknowledgement.

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, introduced within the framework of the Bologna Process. Thus, the need to modify initial teacher education in order to adapt it to the new situation due to be completed by 2010, has been highlighted. Until then, Spanish universities are allowed to offer currently existing programmes.

Finally, it should be mentioned that the Statute for the Teaching Staff in the Civil Service is still under negotiation between the Ministry of Education, Social Policy and Sport and the teaching unions (for further information, 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.

On the other hand, one of the objectives of the Government is to improve research and teaching quality at universities. Hence, the Statute of University Teaching and Research Staff, defining different aspects of the professional career, is to be passed in the months ahead. The aim of the Statute is to meet the longtime demands of the university community on this issue and to contribute to lay the foundations for Spanish university reform and modernisation (for further information, see section 8.2.2.2.).

Finally, on the 23rd of September 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 full 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. For further information, see section 6.2..

La integración del sistema universitario español en el Espacio Europeo de Enseñanza Superior. Documento Marco.

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

Borrador del Estatuto del funcionario docente no universitario.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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

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

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

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

8.1.3. Specific legislative framework

The legal framework for initial teacher education is based on two general acts. On the one hand the 2006 *Ley Orgánica de Educación, LOE* (Act on Education), which is the general legal framework regulating initial teacher training. It states that teachers must hold the required academic degrees and must meet the pedagogical and didactic training for each level of provision.

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*, is the framework for the royal decrees that, at present, regulate teacher training university provision.

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.

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

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

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

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.

In addition, in order to adapt the university degrees to the European Higher Education Area, legislation was passed in December 2007 regarding the adaptation of the new syllabuses leading to the certificates of pre-primary and primary education [Maestro](#), respectively. The gradual implementation of these new syllabuses began in the academic year 2008/09.

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

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

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

Real Decreto 371/2001, de 6 de abril, por el que se modifican parcialmente diversos Reales Decretos por los que se establecen títulos universitarios oficiales y las directrices generales propias de los planes de estudios conducentes a la obtención de aquéllos

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

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 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. Such training, which enables teachers to teach at secondary education, was regulated by an Order 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. Prospective teachers at these levels must take an official postgraduate Master to improve their training. Universities have to pass their own syllabuses according to these guidelines.

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 and the necessary training for teachers to work at these educational levels, was passed in November 2008. It establishes that 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 in secondary education (60-European-credit). which will be the degree qualifying This Master's degree in secondary education will be organised and provided by universities and will replace the current Pedagogical Aptitude Certificate from 1st October 2009.

However, until the new legislation is not fully developed, education authorities may continue to organise and provide the teacher training programmes that currently lead to the certificates equivalent to the specific teacher training established in the *LOE* (for further information, see section 8.1.6.2.).

Only [maestros](#) and [licenciados](#) in Pedagogy and Psychopedagogy, as well as holders of a second-cycle university degree or equivalent qualification are exempt from taking these teaching education courses.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

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

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

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

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.

8.1.3.3. University Education

The 2001 Act on Universities (*LOU*) and the 2007 Act modifying the *LOU* are the legal framework regulating the training requirements needed for each of the different categories of lecturers.

In addition, the new official Bachelor, Master and Doctorate university studies, required to become a lecturer, are regulated by the Royal Decree 1393/2007. Until full implementation of these studies is carried out, university provision is still regulated according to the Royal Decree 1497/1987 and subsequent legislative development.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

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

8.1.4. Institutions, level and models of training

Sections 8.1.4.1., 8.1.4.2. and 8.1.4.3. describe the types of institutions providing initial teacher education, as well as the level of the programmes and the various training models, according to the different educational levels at which prospective teachers intend to work.

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.

Training for pre-primary and primary education teachers responds to a concurrent teaching model. Syllabuses leading to train prospective [maestros](#) combine theoretical and practical training. The overall teaching time may range from 180 to 270 credits, of which 32 are allocated to the in-class integrated induction phase (for further information regarding the syllabus for this provision, see section 8.1.6.1.). However, in order to adapt university degrees to the European Higher Education Area, some universities have already passed their new syllabuses for degrees leading to a [Maestro](#) certificate (Bachelor's degree in pre-primary education and Bachelor's degree in primary education), and have begun their implementation in the academic year 2008/09.

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 curriculum planning.

[Ley Orgánica 2/2006, de 3 de mayo, de Educación.](#)

[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](#)

[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](#)

[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](#)

[Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales](#)

[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](#)

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. Current syllabus 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 (for further information concerning the syllabus for this provision, 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), in the academic year 2008/09, the new Bachelor degree studies have been passed and have begun to be implemented in some universities (for further information regarding the new Bachelor studies, see section 6.10.1.).

In addition to the abovementioned qualifications, teachers must have successfully completed the specific pedagogical and didactic teacher training set by the Government in accordance with the 2006 Act on Education (LOE) and the new legislation established to adapt university degrees to the EHEA (for further information see sections 8.1.3.2.). Such specific training will have a postgraduate structure (official university Master's degree in secondary education), with a duration of one year (60 European credits) and will be organised and provided by universities. Those who have undertaken such training will be qualified to teach at secondary education level from 1st October 2009. Therefore, the current Pedagogical Aptitude Certificate will be replaced with the Master's degree in secondary education. However, until this provision is fully implemented in Spain, universities may continue to organise the provision of the pedagogical aptitude course or the pedagogical qualification course currently offered (for further information, see section 8.1.6.2.). According to current legislation, universities assign the teaching and evaluation of the pedagogical qualification course to those university departments whose areas of knowledge are related to the content of the programme. The Autonomous Communities may establish agreements with universities for the provision of the abovementioned teacher training programmes.

Likewise, as in pre-primary and primary education levels, in public institutions, experienced teachers monitor the first year of the teaching practice (for further information, see section 8.1.4.1..

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

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

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

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

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.

8.1.4.3. University Education

According to the 2001 Act on Universities (LOU) and the subsequent 2007 Act modifying the LOU, in order to teach at universities, candidates must hold a [Licenciado](#), Engineer, Architect, or an equivalent Bachelor's degree. Additionally, for certain types of provision, teachers must also have a Doctoral degree (for further information about the organisation of this type of provision, see section 6.10.1.). Hence, initial training for lecturers is offered by university-level educational institutions.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

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*), which will be held for the first time in June 2010 (for further information regarding the access to university education, see section 6.6.1.).

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Orden de 25 de noviembre de 1999 por la que se determinan los estudios conducentes a la obtención de títulos universitarios oficiales que se relacionan con cada una de las vías de acceso a dichos estudios

Orden de 31 de julio de 1992, sobre acceso directo a enseñanzas conducentes a títulos oficiales de primer ciclo universitario o equivalentes desde la Formación Profesional

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

Orden de 9 de junio de 1993, sobre pruebas de aptitud para el acceso a las Facultades, Escuelas Técnicas Superiores y Colegios Universitarios

Orden ECI/2928/2004, de 1 de septiembre, por la que se actualiza la Orden de 25 de noviembre de 1999

Real Decreto 1640/1999, de 22 de octubre, por el que se regula la prueba de acceso a estudios universitarios

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

Real Decreto 406/1988, de 29 de abril, sobre organización de las pruebas de aptitud para el acceso a las Facultades, Escuelas Técnicas Superiores y Colegios Universitarios y composición de los Tribunales

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

Real Decreto 990/2000, de 2 de junio, por el que se modifica y completa el Real Decreto 1640/1999, de 22 de octubre, por el que se regula la prueba de acceso a estudios universitarios

8.1.5.2. Secondary Education

Admission is subject to the same general requirements as those required to access to the first- cycle or the first and second cycle university programmes, depending on whether the aim is to become a Technical Teacher of vocational training or a secondary education teacher. A new Royal Decree has been passed in November 2008 to regulate university access, establishing the new University Entrance Examination (PAU), which will be held for the first time in June 2010 (for further information, see section 6.6.1.).

As regards admission to the specific pedagogical and didactic teacher training set by the Government, 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 (for further information, see section 8.1.6.2.).

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Orden de 25 de noviembre de 1999 por la que se determinan los estudios conducentes a la obtención de títulos universitarios oficiales que se relacionan con cada una de las vías de acceso a dichos estudios

Orden de 31 de julio de 1992, sobre acceso directo a enseñanzas conducentes a títulos oficiales de primer ciclo universitario o equivalentes desde la Formación Profesional

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

Orden de 9 de junio de 1993, sobre pruebas de aptitud para el acceso a las Facultades, Escuelas Técnicas Superiores y Colegios Universitarios

Orden ECI/2928/2004, de 1 de septiembre, por la que se actualiza la Orden de 25 de noviembre de 1999

Real Decreto 1640/1999, de 22 de octubre, por el que se regula la prueba de acceso a estudios universitarios

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

Real Decreto 406/1988, de 29 de abril, sobre organización de las pruebas de aptitud para el acceso a las Facultades, Escuelas Técnicas Superiores y Colegios Universitarios y composición de los Tribunales

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

Real Decreto 990/2000, de 2 de junio, por el que se modifica y completa el Real Decreto 1640/1999, de 22 de octubre, por el que se regula la prueba de acceso a estudios universitarios

8.1.5.3. University Education

Initial education of university teachers comprises first, second, and third-cycle programmes. For further information on admission, see section 6.6.1..

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Orden de 25 de noviembre de 1999 por la que se determinan los estudios conducentes a la obtención de títulos universitarios oficiales que se relacionan con cada una de las vías de acceso a dichos estudios

Orden de 31 de julio de 1992, sobre acceso directo a enseñanzas conducentes a títulos oficiales de primer ciclo universitario o equivalentes desde la Formación Profesional

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

Orden de 9 de junio de 1993, sobre pruebas de aptitud para el acceso a las Facultades, Escuelas Técnicas Superiores y Colegios Universitarios

Real Decreto 1640/1999, de 22 de octubre, por el que se regula la prueba de acceso a estudios universitarios

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

Real Decreto 990/2000, de 2 de junio, por el que se modifica y completa el Real Decreto 1640/1999, de 22 de octubre, por el que se regula la prueba de acceso a estudios universitarios

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

Teacher training institutions such as [escuelas universitarias](#) offer three-year first-cycle programmes leading to the certificate of [Maestro](#). Seven different specialisations are currently offered: 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).

The programmes offered by teacher training colleges include 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;

- *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.

According to the current general guidelines included in the curriculum of initial teacher education aimed at [maestros](#), which are identical for all universities, the overall teaching time ranges from 180 to 270 credits, of which 32 are allocated to the in-class induction phase. 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.

In order to adapt university provision to the European Higher Education Area (EHEA) the new syllabuses were passed in December 2007. These four-year (240-European-credit) syllabuses, which will be progressively implemented during the next academic years, include the competences required for the prospective [maestros](#). In addition, they are organised in three different modules, 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). In the academic year 2008/09 some universities have already drawn up and started to implement the new syllabuses leading to the Bachelor's degree in pre-primary education or Bachelor's degree in primary education, respectively. Holders of these degrees are qualified to work in public schools, [centros concertados](#) and private schools as pre-primary or primary education [maestros](#). Both qualifications enable those who hold them to follow postgraduate studies (university masters and doctoral programmes).

SECRETERÍA GENERAL DEL CONSEJO DE COORDINACIÓN UNIVERSITARIA

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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

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

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

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

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

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. At present, universities provide two types of programmes leading to the following certificates: The Pedagogical Aptitude Certificate (obtained after successful completion of a pedagogical aptitude course) and the Professional Specialised Educational Training Certificate (obtained after successfully completing a teacher training course). Both certificates enable prospective teachers to teach at any of the secondary education levels.

The structure of both programmes is similar. They are organised in different specialisations, which are related to the different subject areas taught at secondary education. The total teaching time must range from 60 credits (minimum) to 75 credits (maximum), and it is spread over at least one school year. The duration and content of the teacher training course is adapted to the specialisations taught by Technical Teachers of vocational training. Curricula are organised into two course components:

- The theoretical-practical component comprises compulsory general subjects dealing with sociological, pedagogical and psychological aspects which are relevant to teaching at secondary education; and compulsory specific subjects dealing with teaching the disciplines, subjects and [módulos](#) related to the chosen specialisation.
- The professional teaching practice or *Practicum* component is designed to provide supervised teaching in secondary education and comprises the preparation, analysis, evaluation and assessment of the induction phase and the drawing up of a report on the *Practicum*, which should be submitted at the end of this phase.

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) and its schedule for implementation establishes that the Professional Specialised Educational Training Certificate, and the Certificate of Pedagogical Qualification, which had been organised in accordance with the former 1990 Act on the General Organisation of the Education System (*LOGSE*), the Pedagogical Aptitude Certificate (*CAP*), established by the 1970 General Act on Education (*LGE*) and other qualifications established by the Government are equivalent to the teacher training programmes set by the *LOE*. The [maestros](#) and [licenciados](#) on Pedagogy and Psychopedagogy and other [licenciados](#) or holders of an equivalent degree including specific teacher training are exempt from obtaining this certificate.

However, the coming into force of the *LOE* has laid the foundation to reform the initial training of secondary education teachers in order to adapt it to the European Higher Education Area. Thus, a specific regulation was passed in 2007 regulating a new programme of pedagogical and didactic teacher training that qualifies to teach at compulsory secondary education, [Bachillerato](#), vocational training and Language education. This programme is an official Master's degree, consisting of 60 credits, and three different [módulos](#): general, specific and practical training in educational institutions. A Royal Decree has been passed in November 2008 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. This Royal Decree also establishes the necessary training conditions to teach at the same educational levels and states, like the 2007 regulation, that prospective compulsory secondary education, [Bachillerato](#), vocational training and foreign language teachers must have not only an academic and scientific education but also the necessary pedagogical and didactic teacher training to carry out their job. A one-year (60-European-credit) official university Master's degree in secondary education is required to gain such training. Universities have to develop their own programmes for the Master's degree in secondary education in the months ahead, according to the general guidelines established by law in 2007 and 2008. Therefore, from 1st October 2009, when this new pedagogical and didactic training starts to be implemented,

the Pedagogical Aptitude Certificate and the Professional Specialised Educational Training Certificate will be gradually replaced.

SECRETERÍA GENERAL DEL CONSEJO DE COORDINACIÓN UNIVERSITARIA

Ley 14/1970, de 4 de agosto, General de Educación y Financiamiento de la Reforma Educativa

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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

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

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

Real Decreto 1692/1995, de 20 de octubre, por el que se regula el título profesional de especialización didáctica.

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

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.

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), 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 2010, 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.

SECRETERÍA GENERAL DEL CONSEJO DE COORDINACIÓN UNIVERSITARIA

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

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

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

The following description of the evaluation and certification of university education for pre-primary and primary education teachers refers to the current situation, until universities draw up the syllabuses corresponding to the new official [Maestro](#) certificates in pre-primary and primary education.

Assessment of university students is the responsibility of the relevant university department and staff (for further information see section 6.13.1.).

Students successfully completing their studies in Teacher Training Colleges or in teacher training institutions obtain a [Maestro](#) certificate in the corresponding specialisation or the equivalent Bachelor's degree (for further information, 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 (for further information, see sections 6.13.1. and 6.15.1.).

On the other hand, legislation regulating the new official university degrees of pre-primary and primary education [maestro](#) establishes the competences and abilities to be acquired by students; among them, there is a series of competences relating to the knowledge of curricular objectives and contents; the drawing up of learning contexts set within a framework for diversity; the knowledge of the information and communication technologies; the organisation of schools; fostering coexistence both inside and outside the classroom; dealing with language learning situations within multicultural and multilingual contexts; social abilities related to family relationships; careful thinking of classroom activity to improve and innovate the teaching practice; and/or the knowledge of quality education improvement models.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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

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

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

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

8.1.7.2. Secondary Education

The following description of the evaluation and certification of university education for secondary education teachers refers to the current situation, until universities draw up the new official syllabuses qualifying to work as a compulsory secondary education, [Bachillerato](#), vocational training and foreign language teacher.

Assessment of university students is the responsibility of the relevant university department and staff (for further information see section 6.13.1.).

In order to become a secondary education teacher it is necessary to hold a [Licenciado](#), Engineer, Architect degree, which is obtained after completion of the first-cycle or the second-cycle university studies or have an equivalent Bachelor's degree. To become a Technical Teacher of vocational training a first-cycle university degree: [Diplomado](#), Technical Architect, Technical Engineer or an equivalent Bachelor's degree is required (for further information on university education certification see section 6.15.1.).

In addition to the abovementioned qualifications, it is necessary to undertake the corresponding pedagogical and didactic training. The evaluation of this specific teacher training requires positive assessment of each area and subject area included in the relevant programme, as well as of the *Practicum* (for further information regarding the syllabus of the specific teacher training required for secondary education, see section 8.1.6.2.).

The 2007 regulation establishing the new pedagogical and didactic training required to teach at secondary level, sets, among others, the following competences to be acquired by students taking the programme: knowledge of curricular contents, planning and assessment of the teaching-learning process, participation in curricular specification, developing didactic methodologies adapted to the individual characteristics of the student, fostering in-classroom communication and coexistence, developing guidance and academic supervision, participating in innovation and educational research activities, abilities for family guidance, and knowledge of the institutional organisation of the education system and of the models for quality improvement.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

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

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

Real Decreto 1692/1995, de 20 de octubre, por el que se regula el título profesional de especialización didáctica.

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.

8.1.7.3. University Education

Assessment of university students is the responsibility of the relevant university department and teaching staff (for further information see section 6.13.1.). Likewise, to obtain further information regarding certification of university education, see section 6.15.1.

The requirements and procedures for awarding the new official university degrees of Bachelor, Master and Doctorate, established by the Act modifying the *LOU* and the Royal Decree on the organisation of official university studies, were regulated in 2007 (for further information, see sections 6.13.1. and 6.15.1.)

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

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 and social conditions vary depending on the educational level, as well as on the legal status (public or private) of the educational institution where they work. Within the public sector, there are also differences between civil servants and temporary staff, and among the civil servants of the different Autonomous Communities.

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. In general terms, [maestros](#) in Spain were in a precarious employment situation until the 1970's, even though the State had been paying their salaries since the beginning of the 20th century. Although secondary education teachers had to endure hard working conditions, they traditionally enjoyed a better situation, mainly due to their higher training requirements.

With the 1970 General Act on Education and Financing of Educational Reform (*LGE*) that situation changed considerably. An extensive process of improvement was embarked upon, above all for teachers of [Educación General Básica](#). The improvements were related to economic issues and to working conditions. 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.

Furthermore, teachers who worked for the public administration were also subject to the statutory regulations governing the Civil Service. 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, especially for members 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 bodies of the civil service, cross-bodies mobility, the reorganisation of university bodies and categories, 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 existing legislation on education.

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.

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 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.

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

Constitución Española de 27 de diciembre de 1978

Ley 14/1970, de 4 de agosto, General de Educación y Financiamiento de la Reforma Educativa

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 Función Pública

Ley 30/1984, de 2 de agosto, de Medidas para la Reforma de la Función Pública

Ley 7/2007, de 12 de abril, del Estatuto Básico del Empleado Público.

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación

Real Decreto Legislativo 1/1995, de 24 de marzo, por el que aprueba el texto refundido de la Ley del Estatuto de los Trabajadores

8.2.1.2. University teaching staff

Until only a few decades ago the teaching staff at university level carried out their work within a framework that was very much regulated and controlled by the State. Moreover, the traditional staffing structure, based on an individualist system of permanent professorships, hindered employment stability and teamwork on the part of many teachers.

In order to solve these problems, various attempts were made during the 60's and 70's to introduce a system of university departments to replace permanent professorships. Likewise, the new figure of tenured lecturers was regulated, in addition to tenured professors. Nonetheless, the significant growth in the number of students during those decades involved the recruitment of an increasing number of university teachers, who soon outnumbered tenured lecturers. The unstable employment situation of the former group as well as the existing ideological conflicts among them rendered the measures introduced by the now repealed 1970 *Ley General de Educación y Financiamiento de la Reforma Educativa, LGE* (General Act on Education and Financing of Educational Reform) insufficient. Some of these measures were aimed at increasing teachers' salaries and the number of permanent teaching posts.

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, the traditional centralised pattern on which Spanish universities had been organised, as well as the conditions of employment of their teaching staff, were modified.

Nonetheless, the 1983 *Ley Orgánica de Reforma Universitaria, LRU* (Act on University Reform) was really the law that renewed the entire legal framework of the Spanish University, in addition to regulating lecturers' working conditions.

At present, the 2001 *Ley Orgánica de Universidades, LOU* (Act on Universities), which abolished the *LRU*, came to regulate the university system in order to improve the 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 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](#), along with the withdrawal of national validation examinations for senior lecturers and [Catedráticos](#), which were replaced by accreditation through merit. Finally, it also establishes that teaching in both public and private universities at the same time will be forbidden.

Constitución Española de 27 de diciembre de 1978

Ley 14/1970, de 4 de agosto, General de Educación y Financiamiento de la Reforma Educativa

Ley Orgánica 11/1983, de 25 de agosto, de Reforma Universitaria

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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 a continuing process of negotiations to prepare the first **Statute of Non-university Teaching Staff in the Civil Service**. The negotiation process has been intense and intermittent, and very important 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 Ministry of Education submitted the last draft Statute of Non-university Teaching Staff in the Civil Service in October 2007.

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.

As regards areas of competence, 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 various categories and levels of teaching staff in the civil service.
- The appointment of temporary civil servants.
- The structure and organisation of teaching staff in the civil service
- Entry procedures to the teaching bodies of the civil service.
- Internal promotion and career advancement.
- Criteria for the voluntary assessment of merits.
- Lifelong learning
- Competitions for transfers at national level.
- Administrative status of teaching staff in the civil service.
- 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.
- Disciplinary measures.
- Health and safety matters, based on the prevention of occupational hazards.

In addition, the *MEPSYD*, 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. This bonus entails a monthly payment for one school year, and each teacher would have to apply for it personally at the beginning of each school year. In July 2006, the Ministry of Education submitted the first draft Royal Decree to the unions.

Borrador de Real Decreto por el que se establece el complemento de especial dedicación al centro

Borrador del Estatuto del funcionario docente no universitario.

Ley 7/2007, de 12 de abril, del Estatuto Básico del Empleado Público.

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 the draft Royal Decree regulating the Statute of Spanish University Teaching and Research Staff (http://web.micinn.es/04_Universidades/AA-Novedades/BORRADOR Est.PDI_10-11.2008.pdf). This draft is one of the key points of the University Strategy

2015 and has been sent to all the sectors involved (the social agents, the Council of Universities and the university community in general, the Autonomous Communities through the General Conference for University Policy, as well as the other ministries, in particular the Ministry for Public Administration and the Ministry of the Treasury) so that with their contributions a consensus on the final text may be reached. This document should meet the longtime demands of the university community on this issue and contribute to lay the foundations for Spanish university reform and modernisation. The agreed document of the Statute is expected to be finished in the next months to go through the required formality prior to its discussion in the Council of Ministers.

The aim of this Royal Decree is to regulate the legal status of the teaching and research staff working in public universities, who belong to the bodies of university teachers, 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 of Spanish University Teaching and Research Staff will regulate 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. One of the main aims of the Statute is to increase the mobility of teachers and researchers.

[Borrador de Real Decreto por el que se regula el Estatuto del Personal Docente e Investigador de universidades españolas](#)

[Ley 7/2007, de 12 de abril, del Estatuto Básico del Empleado Público.](#)

[Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.](#)

[Ley Orgánica 6/2001, de 21 de diciembre, de Universidades](#)

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.

[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 Función Pública](#)

[Ley 30/1984, de 2 de agosto, de Medidas para la Reforma de la Función Pública](#)

[Ley 7/2007, de 12 de abril, del Estatuto Básico del Empleado Público.](#)

[Real Decreto Legislativo 1/1995, de 24 de marzo, por el que aprueba el texto refundido de la Ley del Estatuto de los Trabajadores](#)

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 establishing retirement procedures 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 the foundations of the statute for teaching staff in the civil service: in addition to the legal regulations included in the 1984 Act on Public Service Reform Measures, amended by the 1988 Act and repealed by the 2007 Act on the Basic Statute of Civil Servants and Employees of Public Administrations as regards several articles and provisions, 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 turn, 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 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. The procedure to enter the teaching bodies will be applied during the 5 years in which the *LOE* is being implemented.

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.

Constitución Española de 27 de diciembre de 1978

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 Función Pública

Ley 30/1984, de 2 de agosto, de Medidas para la Reforma de la Función Pública

Ley 7/2007, de 12 de abril, del Estatuto Básico del Empleado Público.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación

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

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.

Real Decreto Legislativo 1/1995, de 24 de marzo, por el que aprueba el texto refundido de la Ley del Estatuto de los Trabajadores

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

8.2.3.2. University teaching staff

Besides the legislation mentioned in section 8.2.3., the 2001 Act on Universities (*LOU*) and the 2007 Act modifying the *LOU*, 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*, 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 and its 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 object of this Royal Decree, which is one of the key points of the University Strategy 2015, is the legal status of the teaching and research staff working in public universities, who belong to the bodies of university teachers, as well as that of the teaching and research staff employed on a contractual basis. For further information, 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.

Borrador de Real Decreto por el que se regula el Estatuto del Personal Docente e Investigador de universidades españolas

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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

Real Decreto 1086/1989, de 28 de agosto, sobre retribuciones del profesorado universitario

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

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 Decreto 1313/2007, de 5 de octubre, por el que se regula el régimen de los concursos de acceso a cuerpos docentes universitarios

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

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

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

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

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

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

Real Decreto 898/1985 de 30 de abril, sobre régimen del profesorado universitario

8.2.4. Planning Policy

Each Autonomous Community is responsible for planning and managing education policies, including those related to teaching staff. In each Community, such responsibility falls to the Departments of Education.

Various sectors contribute to the development of this planning policy and their coordination is carried out by the various sectoral consultation bodies:

- Sectoral Education Committee, whose members are: the Minister of Education, Social Policy and Sport, 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.

The work of these bodies is highly valued by decision-making authorities.

In general, the parameters taken into account to carry out a planning policy are, in order of importance: introduction of educational reforms (i.e., introduction of new compulsory subjects in the school curriculum); 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), making sure that conditions for the stability of the teaching staff are improved in accordance with forward planning of education needs.

Time scales vary according to the different fields in which they are the subject of the forward planning policy: provision of public employment (one year) and adjustment of staffing structures (from three to five years). The periods during which minor policy adjustments are implemented have a similar length to the periods mentioned above, depending on the field in question.

Some of the most important measures taken to achieve the aims of the planning policy 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.

During the meeting held in April 2007 by the Sectoral Bureau representing public-sector non-university teaching staff negotiations focused on the issue: Proposals, debate and drawing up of the Draft Statute of Non-university Teaching Staff in the Civil Service.

It should be mentioned that 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. That is why the Sectoral Bureau has not been organised since the abovementioned date, although this has not been an obstacle to hold further negotiation meetings with its union representatives. Since the establishment of Sectoral Bureaux and the assignment of their functions are set out in the Basic Statute of Civil Servants and Employees of Public Administrations, the State School Council, in its most recent report corresponding to the 2006/07 academic year. -accessed 26 November 2008) states that steps must be taken to establish these bureaux for public-sector teachers, with the aim of conducting the relevant negotiations.

Informe sobre el estado y situación del sistema educativo. Curso 2006/2007

Ley 7/2007, de 12 de abril, del Estatuto Básico del Empleado Público.

8.2.5. Entry to the Profession

Sections 8.2.5.1., 8.2.5.1.1., 8.2.5.1.2. 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 possible to teach in the public sector by means of an appointment as a temporary civil servant (for further information, 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 (for further information, 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, Social Policy and Sport, for Ceuta and Melilla and overseas.

In order to participate in entry procedures to obtain a teaching position in the civil service, candidates must meet several general requirements (regarding nationality, age, health, and candidates' personal and professional circumstances), as well as others regarding the specific certificates required for the specific level the candidate wants to work at:

- 1) In order to enter the body of [Maestros](#), candidates must hold the degree of [Maestro](#) or an equivalent Bachelor's degree.
- 2) In order to enter the body of Technical Teachers of vocational training and Plastic Arts and Design workshop [maestros](#), candidates must hold the degree of [Diplomado](#), Technical Engineer, Technical Architect, or the equivalent Bachelor's degree, as well as the pedagogical and didactic teacher training set by the Government. For further information on teacher training, see section 8.1.6.2..
- 3) In order to enter the body of secondary education teachers, who may teach at *ESO* and [Bachillerato](#), as well as Music and Arts; Plastic Arts and Design; and at Official Language Schools, candidates must hold a Doctoral degree or a university degree such as [Licenciado](#), Engineer or Architect, or an equivalent Bachelor's degree; in addition, candidates must have the pedagogical and didactic training established by the Government.

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, Social Policy and Sport (*MEPSYD*) 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 a two-phase selection process:

- The first phase consists of one test organised in two parts: the aim of the first examination is to test the candidate's specific knowledge required to teach whereas the aim of the second examination is to assess 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.
- The second phase is to assess academic qualifications and, above all, 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 which may include training courses, and which is part of the arrangements made for the appraisal of newly-qualified teachers' performance. This induction phase, which is part of the selection process, is monitored by experienced teachers, and lasts for more than a three-month period and less than an academic year (for further information, see section 8.2.8.1.).

Nevertheless, authorities may designate a teacher as a temporary civil servant in a public-sector institution in order to cover vacancies or replace a teacher (civil servant) on leave (see section 8.2.7.1.). These vacancies are usually covered by candidates who have previously taken the two-phase selection process, but who have not obtained a post as a career civil servant. Temporary teachers are appointed in accordance with a strict ranking scheme, based on the marks obtained in the two-phase selection process.

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 any body of [catedráticos](#), candidates must belong to certain teaching bodies (secondary education teachers, official language school teachers, Music and Performing Arts teachers, and Plastic Art and Design teachers); they must hold a Doctoral degree or an equivalent Bachelor's degree (Engineer, Architect or [licenciado](#)) 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 educational projects, appraisal of teachers' performance and, if relevant, of the candidate's career as an artist. The number of posts allotted to these higher-level teaching bodies, 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Orden de 30 de septiembre de 1993, por la que se regula el nombramiento de profesores interinos a tiempo parcial

Real Decreto 1363/2007, de 24 de octubre, por el que se establece la ordenación general de las enseñanzas deportivas de régimen especial

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.

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

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

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.

Real Decreto 989/2000, de 2 de junio, por el que se establecen las especialidades del Cuerpo de Profesores de Música y Artes Escénicas, se adscribe a ellos los profesores de dicho Cuerpo y se determinan las materias que deberán impartir

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.

Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación

Real Decreto Legislativo 1/1995, de 24 de marzo, por el que aprueba el texto refundido de la Ley del Estatuto de los Trabajadores

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

8.2.5.2. University teaching staff

Vacant teaching posts can be covered either by career civil servants (in the categories of [profesores titulares de escuela universitaria](#), [profesores titulares de universidad](#), [catedráticos de escuela universitaria](#) and [catedrático de universidad](#) or by contract teachers (in the categories of assistant, assistant lecturer (PhD), contract lecturer (PhD), part-time lecturer, visiting professor and emeritus professor). In both cases, access is through competitive entry procedures.

As a result of the 2007 Act modifying the 2001 Act on Universities (*LOU*), two different procedures coexist in Spain. They are the first steps required 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.

In general, national validation examinations are annually announced by the Secretariat General of the University Coordination Council or the equivalent body, 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.

In addition, the national accreditation system passed in 2007 is to replace the validation procedure previously mentioned. However, at present, national validation examinations are still carried out together with the new accreditation system. The 2007 reform of the LOU reduced to two the number of teaching bodies as civil servants: [profesores titulares de universidad](#) and [catedráticos de universidad](#). The categories which have disappeared with the reform ([profesores titulares de escuela universitaria](#) and [catedráticos de escuela universitaria](#)) will still exist until teachers belonging to these bodies are incorporated into those currently in force.

The accreditation system is a new system which assesses candidates' academic, professional, teaching and research merits as well as their academic and scientific management. A permanent accreditation Committee is in charge of assessing merits and 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 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.

On the other hand, recruitment of contract university teaching and research staff is based on open, publicly announced competitions. These public announcements are submitted to the Secretariat of the University Coordination Council 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.

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 and assistant lecturer. At least, 25% of all the teaching staff must hold a Doctoral degree and have obtained positive results when their teaching and research activity was assessed.

AGENCIA NACIONAL DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN (ANECA)

SECRETERÍA GENERAL DEL CONSEJO DE COORDINACIÓN UNIVERSITARIA

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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 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

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 Decreto 1313/2007, de 5 de octubre, por el que se regula el régimen de los concursos de acceso a cuerpos docentes universitarios

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.

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

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

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

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

Real Decreto 898/1985 de 30 de abril, sobre régimen del profesorado universitario

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

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 an indefinite contract with the corresponding education authority, i.e., security of tenure.

In addition, educational institutions may have temporary teachers who cover vacancies or stand in for career civil servants under almost the same working conditions as career civil servants. However, the contract with the education authority is usually for one academic year (for further information regarding temporary teaching staff, see section 8.2.7.1.).

In private-sector institutions teachers are employed on a contractual basis. Working conditions (i.e., salary, length of the contract, etc.) 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 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.

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 Función Pública

Ley 30/1984, de 2 de agosto, de Medidas para la Reforma de la Función Pública

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto Legislativo 1/1995, de 24 de marzo, por el que aprueba el texto refundido de la Ley del Estatuto de los Trabajadores

8.2.6.2. University teaching staff

University teaching staff may have civil servant status or may have been recruited on a contractual basis (further information regarding the different categories may be found in section 8.2.5.2.).

Teaching staff with civil servant status have a full-time permanent contract with universities.

The recruitment of contract teaching staff 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 (four 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 part-time or full-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.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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

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 (see section 8.2.5.1.1.).

The selection of these 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 new 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 competitive selection processes for the various teaching bodies of the civil service are 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 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. Thus, temporary appointments are used to cover vacancies or to replace absent career civil servants. 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 Act on the Right to Education (*LODE*) laid down certain selection and dismissal conditions for teachers working at [centros concertados](#).

As for 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.

Key topics in education in Europe. Volume 3. The teaching profession in Europe: Profile, Trends and concerns. Report II: Supply and demand.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación

Orden de 30 de septiembre de 1993, por la que se regula el nombramiento de profesores interinos a tiempo parcial

Real Decreto Legislativo 1/1995, de 24 de marzo, por el que aprueba el texto refundido de la Ley del Estatuto de los Trabajadores

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

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 post is covered indefinitely. 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.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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

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

8.2.8. Supporting Measures for Teachers

Support measures for non-university and university teachers are described in the sections below.

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. Likewise, they may consider all those candidates who have served as career civil servants for at least one academic year exempt from this final 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. They must also pay special attention 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 innovative 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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.

8.2.8.2. University teaching staff

Support measures are common for all university teaching staff. Therefore, there are no specific support measures for newly recruited teachers at university level.

For university teaching and research staff with civil servant status, 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.

For contract teaching and research staff, 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, 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.

Borrador de Real Decreto por el que se regula el Estatuto del Personal Docente e Investigador de universidades españolas

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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 authority of each Autonomous Community is 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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 Secretariat General of the University Coordination Council. 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. On the one hand, obtaining a productivity bonus (based on a graded scale) through the National Commission for Evaluation of Research Work; on the other hand, 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. For further information on the *ANECA*, see section 9.4.1.2.

The *ANECA*, as well as the corresponding evaluation agencies of the Autonomous Communities, are the bodies in charge of assessing aspects of provision at university level, including those related to the teaching staff (for further information regarding the *ANECA*, 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 (for further information, 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 (for further information 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.

AGENCIA NACIONAL DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN (ANECA)

AGENCIA NACIONAL DE EVALUACIÓN Y PROSPECTIVA (ANEP)

SECRETERÍA GENERAL DEL CONSEJO DE COORDINACIÓN UNIVERSITARIA

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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

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 both non-university and university teaching staff, respectively.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

8.2.10.1. In-service training for 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. 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.

In turn, the Ministry of Education, Social Policy and Sport may also provide State in-service training programmes for teachers working at any of the educational levels regulated by the *LOE* 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.

Teacher training institutions are the main institutions responsible for providing teacher training activities. 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, university departments, teacher training colleges or similar institutions may 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 (generally 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 under the terms established by the December 28 Act 1/2004 on Integrated Protective Measures against Gender Violence; 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.

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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

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

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

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

8.2.10.2. In-service training for 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.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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

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

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

Real Decreto 1086/1989, de 28 de agosto, sobre retribuciones del profesorado universitario

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

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, professional education teachers and teachers of [enseñanzas de régimen especial](#).
- 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 2009, the base salary is EUR 982.64 for [maestros](#) and vocational training teachers, and EUR 1,157.82 for secondary education and [enseñanzas de régimen especial](#) teachers.
- 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 2009, they amount to EUR 35.62 in the case of [maestros](#) and vocational training teachers, and EUR 44.51 for secondary education and [enseñanzas de régimen especial](#) teachers.
- 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 2009, it amounts to EUR 496.76 for pre-primary and primary education [maestros](#); EUR 611.76 for secondary education and vocational training teachers and EUR 732.74 for [catedráticos](#).
- Allowance which, in turn, has several components, as it is awarded according to various factors (special working conditions, extra responsibilities, etc.). Some of these factors may vary from one Autonomous Communities to the next.

In most Autonomous Communities, the teachers' allowance which is awarded according to various factors is made up of: firstly, a standard amount for teachers within the same sub-group. Secondly, an amount linked to management duties or a particular post, which is awarded to individuals. Thirdly, an amount linked to continuing professional development. This final component is called *quinquenio* or *sexenio* and in order to be

eligible for it, teachers must have undertaken in-service training for a certain number of hours (between sixty and one hundred) every five or six years.

The base salary and the allowance linked to the level of the post held are the same in almost all the Autonomous Communities.

As for the allowance linked to the level of the post held and the allowance linked to continuing professional development, they vary from one Autonomous Community to the next. This leads to salary variations within the civil service, depending on the Community where teachers work. These differences are due to the different methods used to make teachers' salaries equivalent to those of other civil servants working in the same Autonomous Community, among other reasons.

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 owners of the institution on behalf of the relevant education authorities.

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..

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

Ley 30/1984, de 2 de agosto, de Medidas para la Reforma de la Función Pública

Ley 40/2007, de 4 de diciembre, de medidas en materia de Seguridad Social

Ley 7/2007, de 12 de abril, del Estatuto Básico del Empleado Público.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto Legislativo 1/1995, de 24 de marzo, por el que aprueba el texto refundido de la Ley del Estatuto de los Trabajadores

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

Resolución de 2 de enero de 2009, 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 2009 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

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 grades within each level, the criteria governing progression on the scale, and the actual sum to be paid in each case. For the year 2008, the base salary of full-time university teaching staff amounts to EUR 1,157.82 per month, plus an additional bonus of EUR 44.51 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 911.92, EUR 835.22 for [profesores titulares de universidad](#) and [catedráticos de escuela universitaria](#), and EUR 732.74 for [profesor titular 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 5th Collective Agreement for this sector, basic payments comprise the base salary, a bonus linked to length of service and another bonus linked to the extra payment. These bonuses are paid on a permanent basis. Full salaries may also include additional payments and allowances. 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..

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

Real Decreto 1086/1989, de 28 de agosto, sobre retribuciones del profesorado universitario

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

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

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

Resolución de 2 de enero de 2009, 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 2009 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 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

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

Resolución de 28 de febrero de 2008, de la Dirección General de Trabajo, por la que se registra y publica las tablas salariales para el 2008, del V Convenio colectivo nacional de universidades privadas, centros universitarios privados y centros de formación de postgraduados

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 private-sector 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.

[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 Función Pública](#)

[Ley 30/1984, de 2 de agosto, de Medidas para la Reforma de la Función Pública](#)

[Ley 7/2007, de 12 de abril, del Estatuto Básico del Empleado Público.](#)

[Real Decreto Legislativo 1/1995, de 24 de marzo, por el que aprueba el texto refundido de la Ley del Estatuto de los Trabajadores](#)

[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](#)

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. 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.

Part-time teaching staff must be available at university 30 hours per week, 13 of which are devoted to teaching. The overall working time of such teachers is defined in the terms of the contract which the employer and each teacher agree upon.

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).

[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 Función Pública](#)

Ley 30/1984, de 2 de agosto, de Medidas para la Reforma de la Función Pública

Ley 7/2007, de 12 de abril, del Estatuto Básico del Empleado Público.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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

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

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

Real Decreto 898/1985 de 30 de abril, sobre régimen del profesorado universitario

Real Decreto Legislativo 1/1995, de 24 de marzo, por el que aprueba el texto refundido de la Ley del Estatuto de los Trabajadores

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

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. For further information on these positions, see section 2.6.4.1.

b) Access to another body within the same group and level: Teaching staff in the civil service may access another body within the same group and level provided 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: the [maestros](#) 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 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.
- f) University education as associate lecturer:** under the terms of the agreements between the Ministry of Education, Social Policy and Sport 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 private institutions, the Collective Agreement on private-sector educational institutions states that vacancies in higher categories of teaching staff ([catedráticos](#), assistant teacher, etc.) 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. In particular, pre-primary education teachers with permanent contracts in [centros concertados](#) have preference as regards vacancies in primary education, provided they meet all legal requirements.

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 Función Pública

Ley 30/1984, de 2 de agosto, de Medidas para la Reforma de la Función Pública

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

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

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.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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

Real Decreto 898/1985 de 30 de abril, sobre régimen del profesorado universitario

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

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 their vacancies can be covered by civil servants from other communities. 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 2008/09 nationwide public announcement for transfers of civil servant teachers took place in December 2008.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

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

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

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) 2008-2011 (http://web.micinn.es/contenido.asp?menu1=&menu2=&menu3=&dir=03_Plan_IDI/00-LIAs/00@LIARRHH/01-Movilidad/01@EstanciasEsp/00@Con08), 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 5, 2008 Resolution has made public the first announcement, which includes the two sub-programmes aimed at the mobility of researchers in Spanish institutions who wish to work at other international centres. The next announcement, which is due around November 2008, will cover the sub-programme for the mobility to Spain of foreign researchers.

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.

MINISTERIO DE CIENCIA E INNOVACIÓN (MICINN)

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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

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 investigación)

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 post is covered by a career civil servant, when the career civil servant for whom the temporary teacher stood in resumes service, 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 private-sector teachers 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 have 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.

[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 Función Pública](#)

[Ley 30/1984, de 2 de agosto, de Medidas para la Reforma de la Función Pública](#)

[Ley 7/2007, de 12 de abril, del Estatuto Básico del Empleado Público.](#)

[Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación](#)

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 (for further information, 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 the University Coordination Council 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 have to complete, or for breach of contract (or any of the terms of the contract).

SECRETERÍA GENERAL DEL CONSEJO DE COORDINACIÓN UNIVERSITARIA

[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 Función Pública](#)

[Ley 30/1984, de 2 de agosto, de Medidas para la Reforma de la Función Pública](#)

[Ley 7/2007, de 12 de abril, del Estatuto Básico del Empleado Público.](#)

[Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación](#)

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.

In private-sector non grant-aided institutions teachers retire when they reach 65 years of age, although early retirement is also possible from the age of 60. In this case, early retirement implies a reduction in the retirement pension. However, teachers who have not been contributing to the national pension scheme for the minimum number of years (which would entitle them to a pension) may continue working until they meet this requirement. They are not allowed, under any circumstances, to work beyond the age of 70.

[Ley 13/1996, de 30 de diciembre, de Medidas Fiscales, Administrativas y del Orden Social](#)

[Ley 24/2001, de 27 de diciembre, de Medidas Fiscales, Administrativas y del Orden Social](#)

[Ley Orgánica 2/2006, de 3 de mayo, de Educación.](#)

[Real Decreto Legislativo 1/1995, de 24 de marzo, por el que aprueba el texto refundido de la Ley del Estatuto de los Trabajadores](#)

[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](#)

[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](#)

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.

Universities may temporarily appoint retired civil servants as emeritus professors, provided they have given outstanding service to the university. This appointment, apart from having an honorary nature, means that teachers may collaborate with the university in any way, including teaching.

Compulsory retirement for private-sector teaching staff is set at 65. 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, subject to mutual agreement.

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 Función Pública

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

Ley 30/1984, de 2 de agosto, de Medidas para la Reforma de la Función Pública

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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

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

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. Until the regulations of the Council of Universities are approved, the Secretariat General of the University Coordination Council will continue in operation. It has the status of Directorate General within the Secretariat of State for Universities and is organised into a Sub-directorate General for University Coordination and a Sub-directorate General for Institutional Relations. For further information on these bodies and in particular, about the rector's duties, see section 2.6.4.2.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

Real Decreto 1183/2008, de 11 de julio, por el que se desarrolla la estructura orgánica básica del Ministerio de Ciencia e Innovación

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. 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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 (for further information, see section 8.2.).

School heads have the same working hours as the rest of the teachers (for further information, see 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.

In addition, the salary of a school head is the same as that of any other teacher with civil servant status belonging to the same category, although they are granted a specific allowance for being school heads.

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. The economic allowance is kept during the teacher's active service; thus, the teacher is still granted part of the specific allowance he/she obtained while being the school head.

Besides the economic allowance, having worked as a school head is highly appraised as far as competitions for transfers is concerned.

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 Función Pública

Ley 30/1984, de 2 de agosto, de Medidas para la Reforma de la Función Pública

Ley 7/2007, de 12 de abril, del Estatuto Básico del Empleado Público.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto Legislativo 1/1995, de 24 de marzo, por el que aprueba el texto refundido de la Ley del Estatuto de los Trabajadores

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 (for further information, 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 each Autonomous Community. Education Inspection duties are concerned with monitoring, supervision, enforcement of regulations, advising and support, and are carried out by the Body of Education Inspectors (for further information, 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

Specific inspection tasks within the university area are incumbent upon the Services Inspection of each university, 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. 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.

Constitución Española de 27 de diciembre de 1978

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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) Accredit a minimum length of service as civil servant and at least six years' teaching experience.
- 4) Accredit 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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.

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 (for further information, see section 8.2.). Their salary corresponds to that of the body of [catedráticos](#) (see section 8.2.11.1.).

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 Función Pública

Ley 30/1984, de 2 de agosto, de Medidas para la Reforma de la Función Pública

Ley 7/2007, de 12 de abril, del Estatuto Básico del Empleado Público.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto Legislativo 1/1995, de 24 de marzo, por el que aprueba el texto refundido de la Ley del Estatuto de los Trabajadores

8.5. Educational Staff responsible for Support and Guidance

The general framework for educational guidance at school is organised into a three-tiered system:

- Classes or groups of pupils. Teaching staff who are appointed class or form teachers (the former for pre-primary and primary education; the latter for secondary education) and who are responsible for the students.
- Educational guidance services: Guidance Departments in secondary education schools and Psycho-pedagogical Guidance Teams in primary education. Both the former and the latter are made up of counsellors and social workers. At present, in some Autonomous Communities, the trend is to create Guidance Units in primary education institutions.
- Guidance Teams or Departments: guidance centres located within their territorial areas which coordinate guidance services in primary and secondary education. (For further information on these professionals, see section 4.15.).

The duties, initial training and conditions of employment of form teachers, counsellors 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 (for further information, see section 4.15.), whereas at secondary education they focus on more specific aspects of academic and professional guidance.

Form teachers are appointed by the Head of Studies from the teaching staff of the educational institution 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. 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 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 sections 8.1. and 8.2.

Orden de 9 de diciembre de 1992, por la que se regula la estructura y funciones de los Equipos de Orientación Educativa y Psicopedagógica

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

8.6. Other Educational Staff or Staff working with Schools

In addition 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 11th State Collective Agreement for University Education and Research Institutions, as follows:

- 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, 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 and 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.

SECRETERÍA GENERAL DEL CONSEJO DE COORDINACIÓN UNIVERSITARIA

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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

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.

Ley 6/1996, de 15 de enero, del voluntariado

8.7. Statistics

Table 8.1: Active population working in education. Year 2008, third quarter.

	Total	Women	Men
Total active population	20,346,300	8,587,400	11,758,900
Total active population working in education	1,087,500	685,100	402,400
Percentage of active population working in education	5.3	8	3.4

Source: *Working Population Survey. Instituto Nacional de Estadística (INE)*. (National Institute of Statistics).

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Table 8.2: Trends in the number of teachers in mainstream education at non-university level

		1996/97	2006/07
Total		485,966	616,408
Public sector	Total	358,933	451,238
	Maestros	198,698	220,532
	Secondary Education Teachers	124,774	170,144
	Technical Vocational Training Teachers	16,729	21,519
Private sector: grant-aided and non grant-aided institutions		127,033	165,170

Source: *Estadística de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education, Social Policy and Sport.

TABLE 8.3: Trends in the number of teachers working in public-sector universities

	1995/96	2000/01	2006/07
Total	70,799	82,884	93,372
Catedráticos de Universidad	6,365	7,642	8,659
Profesores titulares de Universidad	19,635	24,556	28,069
Catedráticos de Escuelas Universitarias	1,660	2,063	2,348
Profesores titulares de Escuelas Universitarias	11,077	12,196	11,839
Other teaching staff	32,062	36,427	42,457

Source: *Estadística de la enseñanza universitaria en España*. Secretariat General of the University Coordination Council, Ministry of Science and Innovation.

Table 8.4: Percentage of teachers, broken down by age group and level at which they teach. Academic year 2005/06

	< 30	30 - 39	40 - 49	50 - 59	> = 60
Maestros	15.0	22.9	31.0	27.3	3.7
Secondary education teachers	7.5	31.4	34.5	22.7	3.9
University teachers	4.8	28.8	33.7	23.6	9.2

Source: *Estadística de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education, Social Policy and Sport. *Estadística de la enseñanza universitaria en España*. Instituto Nacional de Estadística (INE) (National Institute of Statistics).

Table 8.5: Percentage of female teachers, broken down by educational level and type of institution. Academic year 2006/07

		Total	Public-sector Institutions	Private-sector institutions
Mainstream education	Total in mainstream education (all levels)	67.8	66.8	70.4
	Pre-primary and Primary Education	78.2	77.3	80.5
	Secondary Education and Vocational Training ¹	56.2	55.5	58.3
	Teachers working in two levels ²	69.8	70.0	66.2
	Special Education	80.7	80.9	80.1
Specialized education	Art Schools	44.7	43.4	50.1
	Official Language Schools	74.1	74.1	-

¹ Including social guarantee programmes teachers.

² 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*. Office of Statistics, Ministry of Education, Social Policy and Sport.

Table 8.6: Number of non-university teachers, broken down by Autonomous Community and legal status of institutions. Academic year 2006/07

	Total	Public schools	Private Schools
Total	616,408	451,238	165,170
Andalusia	107,674	87,190	20,484
Aragon	17,413	12,512	4,901
Asturias	13,232	10,494	2,738
Balearic Islands	13,935	9,833	4,102
Canary Islands	27,208	22,597	4,611
Cantabria	8,125	6,096	2,029
Castile and Leon	33,828	25,290	8,538
Castile-La Mancha	30,069	26,172	3,897
Catalonia	97,928	63,659	34,269
Valencian Community	66,394	49,406	16,988
Extremadura	16,595	14,220	2,375
Galicia	36,802	29,341	7,461
Madrid	80,977	48,507	32,470
Murcia	21,097	16,750	4,347
Navarre	8,744	6,187	2,557
Basque Country	29,950	17,951	11,999
Rioja	3,800	2,811	989
Ceuta	1,353	1,098	255
Melilla	1,284	1,124	160

Source: *Estadística de las enseñanzas no universitarias*. Detailed results for 2006/07. Office of Statistics, Ministry of Education, Social Policy and Sport.

Table 8.7: Teaching staff, broken down by type of institution. Academic year 2006/07

		Total	Public schools	Private schools
Total		773,331	585,769	187,562
Centros de Régimen General no universitario	Total	616,408	451,238	165,170
	Pre-primary schools ¹	27,293	13,357	13,936
	Primary schools	206,987	199,407	7,580
	Primary and secondary schools ²	68,427	17,005	51,422
	Secondary and Bachillerato schools ³	228,967	216,165	12,802
	Primary, ESO, Bachillerato and vocational training schools ²	75,832	293	75,539
	Specific Special Educational institutions	6,942	3,802	3,140
	Specific Distance Educational institutions	219	216	3
	Social Guarantee programmes	1,741	993	748
Centros de Régimen Especial	Total	32,067	26,802	5,265
	Art Schools and Colleges of Plastic Arts and Design	4,002	3,601	401
	Music schools	11,482	9,588	1,894
	Dance schools	930	732	198
	Music and dance schools	10,129	7,751	2,378
	Drama schools	470	402	68
	Official Language Schools	4,599	4,599	0
	Sports schools	455	129	326
University institutions		113,236	97,151	16,085
Adult Education institutions and programmes		11,620	10,578	1,042

¹Providing only pre-primary education.

²They can also provide pre-primary education.

³They provide one or several of the following provisions: ESO, Bachillerato and vocational training ciclos formativos,

Source: *Estadística de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education Social Policy and Sport.

Table 8.8: Teachers working in mainstream education at non-university level, classified by level at which they teach and type and legal status of institutions. Academic year 2006/07

	Total	Public	Private
Total	616,909	451,739	165,170
Pre-primary and Primary	294,440	212,399	82,041
Secondary, Bachillerato and Vocational Training	284,944	217,003	67,941
Teachers working in two levels ¹	24,636	12,984	11,652
Specific Special Education	12,889	9,353	3,536

¹ 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*. Office of Statistics, Ministry of Education, Social Policy and Sport.

Table 8.9: Average teacher/pupil ratio, classified by type and legal status of institutions (non-university mainstream education). School year 2005/06

	Total	Public	Private
Total	11.4	10.5	13.9
Pre-primary education	9.8	9.5	10.0
Primary education	12.3	12.2	14.2
Primary and Secondary	13.2	9.5	14.4
Secondary, Bachillerato and Vocational Training	9.3	9.2	10.8
Primary, Secondary, Bachillerato and Vocational Training	15.2	6.7	15.2
Specific Special Educational institutions	3.8	3.3	4.3

Source: *Estadística de las enseñanzas no universitarias*. Office of Statistics, Ministry of Education, Social Policy and Sport.

Table 8.10: Average annual salaries¹ (in Euros) of non-university teaching staff (career civil servants) according to seniority. School year 2006/07²

	Initial salary	15 years of service	Maximum salary ³
Pre-primary and Primary education Maestro	26,538	30,682	37,726
Secondary education Maestro ⁴	27,988	32,105	39,021
Secondary education teacher	30,420	35,071	42,648
Secondary education Catedrático	32,697	37,459	45,020
		Primary	Secondary
Additional payment to head teachers ⁵	Small institutions	4,190	6,160
	Large institutions	5,946	7,483

¹ Average weighted by the number of maestros and teachers working in public-sector institutions of each Autonomous Community, Ceuta and Melilla.

² The results for 2006/07 have been calculated by weighting 2006 figures by 33%, and 2006 figures by 67%.

³ 40 years is the maximum length of service for maestros and 38 years for secondary education teachers and Catedráticos.

⁴ Teachers who belong to the body of maestros and teach at the first stage of compulsory secondary education.

⁵ 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, Social Policy and Sport.

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 GDP¹. Academic year 2006/07

			Minimum	Maximum
Primary Education (ISCED 1)	Teachers		119.1	169.3
	Head teachers	Small schools	137.9	188.0
		Large schools	145.7	195.9
Lower Secondary Education (ISCED 2)	Teachers		133.7	187.3
	Head teachers	Small schools	164.1	219.0
		Large schools	170.0	224.9
Upper Secondary Education (ISCED 3)	Teachers		136.5	191.3
	Head teachers	Small schools	164.1	219.0
		Large schools	170.0	224.9

¹ 2006 GDP per capita.

Source: Technical General Secretariat, Ministry of Education, Social Policy and Sport.

[Encuesta de población activa](#)

[Estadística de la enseñanza universitaria en España. Curso 2005-2006](#)

[Estadísticas de las enseñanzas no universitarias. Resultados detallados. Curso 2005-06.](#)

[Las cifras clave de la educación en Europa 2005.](#)

[Mujeres en cargos de representación del Sistema Educativo.](#)

CENTRO DE INVESTIGACIÓN Y DOCUMENTACIÓN EDUCATIVA - CIDE

INSTITUTO NACIONAL DE ESTADÍSTICA (INE)

MINISTERIO DE CIENCIA E INNOVACIÓN (MICINN)

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

OFICINA DE ESTADÍSTICA

9. Evaluation of Educational Institutions and the Education System

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) acknowledges the importance of transparency in the functioning of the education system and, in this sense, emphasises the need to provide public information on the use made of both the means and resources of the education system, as well as the results achieved through them.

Due to all these reasons, 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, Social Policy and Sport (*MEPSyD*), through the Institute of Evaluation (*IE*). This body, reporting to the State Secretariat for Education and 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 Ministry of Education and Science set up the National Agency for Quality Assessment and Accreditation (*ANECA*), considered at first as a State foundation and later, with the enactment of the 2007 Act modifying the 2001 Act on Universities, a State agency. At present, the *ANECA* is attached to the Ministry of Science and Innovation (*MICINN*) and acts as the coordinator in quality assurance processes in universities and is in charge of defining the evaluation criteria for this educational level.

The present chapter begins with a brief description of the evolution of the evaluation processes in Spain (see section 9.1.) and with the ongoing debates and future developments (see section 9.2.) It continues with the development of the current administrative and legislative framework on which the evaluation processes are based and approved (see section 9.3.). After the introduction and the legislative aspects, both internal and external institutional evaluation at university and non-university levels is described (see section 9.4.), as well as the general evaluation of the education system (see section 9.5.). Finally, it provides information on the areas from which research on educational evaluation is conducted and promoted. Likewise, the final section of the chapter describes the contribution of the Centre for Educational Research and Documentation (*CIDE*) towards the improvement of educational quality through the promotion of research. This section also includes the contribution of both the *IE* and university towards research on the evaluation of the education system (see section 9.6.).

The chapter finally offers some statistical data on the evaluation of institutions and the expenditure on educational research (see 9.7.).

AGENCIA NACIONAL DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN (ANECA)

CENTRO DE INVESTIGACIÓN Y DOCUMENTACIÓN EDUCATIVA - CIDE

INSTITUTO DE EVALUACIÓN (IE)

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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).

During the 1980's, the Centre for Research, Documentation and Evaluation (CIDE) undertook several partial appraisals on certain elements of the education system at non-university levels.

Beginning in 1986, the Educational Inspectorate has also run studies at non-university levels with regard to evaluation.

The 1990 *Ley Orgánica de Ordenación General del Sistema Educativo*, LOGSE (Act on the General Organisation of the Education System) 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.

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.

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*). 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.

On May 3rd 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 will be gradually implemented over five years, starting in the academic year 2006/07 and finishing in 2009/10 (see section 2.3.4.).

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.

At present, the evaluation of university education is conducted by the University Coordination Council. Its predecessor, 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.

The National Plan for the Evaluation of the Quality of Universities was approved at the end of 1995. 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 2nd 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 with institutional evaluation.
- To set up a network of quality agencies.
- To establish verified standards.
- To introduce an information system based on a list of indicators.
- To establish an accreditation system for quality assurance.

The November 17 Royal Decree 1391/2003 abolished the Plan and its aims are now promoted by the National Agency for Quality Assessment and Accreditation (*ANECA*). 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 political decision-making.

Finally, the 2007 Act modifying the Act on Universities puts special emphasis on university autonomy by stressing the coordination role of the ANECA, which changed from being a foundation to a State agency, concerning quality assurance processes and establishing that this Agency must define university evaluation criteria, following approval from the General Assembly of University Policy.

AGENCIA NACIONAL DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN (ANECA)

CENTRO DE INVESTIGACIÓN Y DOCUMENTACIÓN EDUCATIVA - CIDE

CONFERENCIA GENERAL DE POLÍTICA UNIVERSITARIA

INSTITUTO DE EVALUACIÓN (IE)

Ley 14/1970, de 4 de agosto, General de Educación y Financiamiento de la Reforma Educativa

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

Ley Orgánica 9/1995, de 20 de noviembre, de la Participación, la Evaluación y el Gobierno de los centros docentes

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.

Real Decreto 1947/1995, de 1 de diciembre, por el que se establecen el Plan Nacional de Evaluación de la Calidad de las Universidades

Real Decreto 438/2008, de 14 de abril, por el que se aprueba la estructura orgánica básica de los departamentos ministeriales

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.

Real Decreto 928/1993, de 18 de junio, por el que se regula el Instituto Nacional de Calidad y Evaluación

9.2. Ongoing debates and future developments

The evaluation of educational institutions in Spain is defined by the progressive implementation of specific evaluation plans carried out by the Autonomous Communities, both at university and non-university levels. A

clear trend towards the establishment of this type of plans can be appreciated in those Autonomous Communities where such plans do not exist.

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) establishes that the evaluation should be conducted in all educational areas and applied to pupils' learning processes and results, teachers' activity, educational processes, the managerial function, the running of schools, inspection and education authorities themselves.

The Act also 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 Act also prescribes that the Autonomous Communities, in keeping with the framework of general diagnostic evaluations, should organise, in all educational institutions, a diagnostic evaluation on the basic competences acquired by students on completion of the second cycle of primary education and at the end of the second year of compulsory secondary education. Such evaluations will have an educational and counselling nature for schools and will be informative for families and the educational community.

The June 30 Royal Decree 806/2006 establishing the schedule for the implementation of the new organisation of the education system, stipulates that from the academic year 2008/09 all educational institutions will carry out a general diagnostic evaluation in the 4th year of primary education and in the 2nd year of compulsory secondary education. The *MEPSyD* has made public that the evaluation in primary education will take place in the spring of 2009, and in 2010 in the case of secondary education. The evaluation will focus on the basic curricular competences achieved by the pupils. The competences to be evaluated are:

1. Competence in linguistic communication
2. Mathematical competence
3. Competence in the knowledge and interaction with the physical world
4. Information management and digital competence
5. Social and civic competence
6. Cultural and artistic competence
7. Competence for learning to learn
8. Autonomy and personal initiative

Basic competences are evaluated in cycles of nine years, carrying out an application every three years. The first three competences (linguistic communication, mathematical competence and knowledge and interaction with the physical world) will be assessed in all applications, one of them will be the main area and the other two the secondary areas. Information management and digital competence must be evaluated at least once in each nine-year cycle. The other basic competences (social and civic competence, cultural and artistic competence, learning to learn, and autonomy and personal initiative) must be assessed in groups of two in each triennial application.

In short, the years in which the general diagnostic evaluation of the education system corresponding to one stage is implemented, the first three basic competences will be assessed (one as the main competence and the other two as the secondary competences), together with two of the remaining competences, with the exception of Information management and digital competence, which will be assessed only once during each nine-year cycle.

In the Autonomous Communities, the relevant bodies carry out annual diagnostic evaluations in the same academic years in which the general diagnostic evaluation is implemented and publish reports with the results related to the state of their pupils and educational institutions. However, evaluations differ in content and methodology from one Autonomous Community to the next since each Community is responsible for the planning and organisation of its own evaluation processes, together with the support and advice of the Institute of Evaluation and the equivalent regional bodies.

The long-term evaluation plans, that is, the cyclical evaluation projects of the different stages of the education system are another of the evaluation processes stressed by the *LOE*. In 2007, the Institute of Evaluation continued with the evaluation process in primary education, gathering information from sixth graders in four curricular areas: Knowledge of the Natural, Social and Cultural Environment; Spanish Language (comprehension and expression); English Language and Mathematics. The evaluation of this educational stage had already been carried out in 1995, 1999 and 2004, according to a four-year cyclical structure. In secondary education, evaluations have been carried out in 1997 and 2000.

The evaluation of pre-primary education is now under preparation and its aim is to know the level of development of children's competences at the end of this stage, apart from obtaining information about the educational processes and the nature of the contextual factors that influence the learning process of the pupils.

Finally, another task entrusted to the Institute of Evaluation is the updating and annual revision of the State System of Educational Indicators. In Spain, this System came into operation in 1993, with the setting-up of the National Institute of Quality and Evaluation (*INCE*), predecessor of the Institute of Evaluation. The project is based on the conviction that educational indicators are a fundamental tool to describe and understand the educational situation of a country and to facilitate the establishment of educational objectives and the adoption of the necessary policies to achieve them.

In accordance with the *LOE*, the Government will annually submit to the Parliament a report on the main indicators of the Spanish education system, the results of the Spanish or international diagnostic evaluations as well as the recommendations arising from them.

As far university education is concerned, on April 12th 2007, the Cabinet passed the Act modifying the 2001 Act on Universities. This new Act attaches much importance to the National Agency for Quality Assessment and Accreditation (*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 university institutions. The new Act modifying the *LOU* stresses the need to know the way public money is invested and the efficiency of such investment, while it guarantees management autonomy to universities.

This Agency drew up a Strategic Plan for 2010 whose main aims are:

- To introduce the accreditation of studies leading to official qualifications and provide a catalogue of programmes and services focused on that aim, giving priority to the establishment of programmes for the accreditation of studies leading to official undergraduate and postgraduate degrees.
- To be society's main source of information about the quality of the university system, providing useful information for decision-making.
- To build confidence and credibility with higher education stakeholders, establishing and maintaining a clear and transparent relation with those who regulate it and reinforcing the cooperation with regional agencies and international networks for quality assurance.

- To consolidate the Agency, organising it by means of dynamic processes based on the information and communication technologies, to develop an internal team of individuals and a team of collaborators and to establish an internal quality management system for ANECA's accreditation.

The aims of the Agency for this new year are to continue with the implementation of programmes for the verification of university degrees and to develop programmes for the evaluation of the specific activities corresponding to those degrees. The ANECA is considering the possibility of introducing new types of evaluation for the teaching staff, in line with the new university regulations, and to prepare reports on their quality and the quality of universities, and to foster the implementation of new projects with the agencies of the Autonomous Communities and international agencies. Other priority aims for this year are to consolidate students' participation in the evaluation processes and in the advisory bodies of the Agency and to ensure transparency in all ANECA processes.

The ANECA should carry out its activity in accordance with the principles of technical and scientific competence, lawfulness and legal security, as well as independence and transparency. At the same time, it must collaborate with the evaluation bodies set up in the different Autonomous Communities, by using international quality standards and by establishing cooperation and mutual recognition mechanisms.

Bases del plan estratégico de ANECA para el 2010

Plan de actuación de la anualidad 2008

AGENCIA NACIONAL DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN (ANECA)

INSTITUTO DE EVALUACIÓN (IE)

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

9.3. Administrative and legislative framework

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) emphasises the importance of both educational evaluation and research in the fundamental principles underlying the education system and insists on the promotion of educational research, experimentation and innovation. It also attaches great importance to the evaluation of the entire education system as regards both the planning and organisation and the teaching-learning processes and their results; and to the cooperation between the State and the Autonomous Communities in the definition, implementation and evaluation of education policies.

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. 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 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 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 Act also establishes the functions of the Educational Inspectorate for the entire State, which are related to the monitoring, supervision and compliance with regulations, as well as to the advisory, support and informative tasks addressed to both the educational community and the administration bodies.

The Autonomous Communities have regulated and passed their own instructions for the organisation 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*), partially modified by the August 3, 1996 Order).

As regards university provision, the Act 4/2007, modifying the Act 6/2001 on Universities, 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. The ANECA and the relevant bodies of the Autonomous Communities are responsible for the coordination and development of these tasks.

The Act modifying the Act on Universities, passed on April 12th 2007, grants more importance to the ANECA as the 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 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 and/or inspection units in the different Autonomous Communities are the following:

Table 9.1. Evaluation units in the autonomous communities

	Evaluation and/or Inspection Units
Andalusia	Dirección General de la Ordenación y Evaluación Educativa (Directorate General for Educational Organisation and Evaluation).
Asturias	Servicio de Evaluación y Calidad Educativa (Department for Educational Evaluation and Quality) and Servicio de Inspección Educativa (Department for Educational Inspection).
Aragon	Servicio de Inspección, Evaluación y Ordenación (Dirección General de Política Educativa) (Department for Inspection, Evaluation and Organisation - Directorate General for Educational Policy).
Balearic Islands	Instituto de Evaluación y Calidad de las Islas Baleares, IAQSE (Institute for Evaluation and Quality of the Balearic Islands) and Departamento de Inspección Educativa (Department for Educational Inspection).
Basque Country	Instituto Vasco de Evaluación e Investigación Educativa, IVE/ISEI (Basque Institute for Educational Evaluation and Research), Agencia Vasca para la Evaluación de la Competencia y la Calidad de la Formación Profesional (Basque Agency for the Evaluation of Competence and Quality in Vocational Training), and Inspección de Educación (Educational Inspection).
Canary Islands	Instituto Canario de Evaluación y Calidad Educativa, ICEC (Institute for Educational Evaluation and Quality of the Canary Islands).
Cantabria	Unidad Técnica de Evaluación y Acreditación (Evaluation and Accreditation Technical Unit) reporting to the Dirección General de Coordinación y Política Educativa (Directorate General for Educational Coordination and Policy).
Castile and Leon	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).
Castile-La Mancha	Oficina de Evaluación (Evaluation Bureau) reporting to the Dirección General de Coordinación y Política Educativa (Directorate General for Educational Coordination and Policy).

Catalonia	Consejo Superior de Evaluación del Sistema Educativo, CSDA (Supreme Council for the Evaluation of the Education System).
Extremadure	Dirección General de Calidad y Equidad Educativa (Directorate General for Educational Quality and Equity).
Galicia	Subdirección General de Inspección Educativa, Evaluación y Calidad Educativa (Sub-directorate General for Educational Inspection, Evaluation and Educational Quality).
La Rioja	Unit reporting to the Dirección General de Educación (Directorate General for Education) and Inspección Técnica Educativa (Educational Technical Inspection).
Madrid	Subdirección General de Evaluación y Análisis (Sub-directorate General for Evaluation and Analysis) and Servicios de Inspección Educativa (Educational Inspection Services).
Murcia	Servicio de Evaluación y Calidad Educativa (Subdirección General de Ordenación, Evaluación y Calidad Educativa) (Department for Educational Evaluation and Quality - Sub-directorate General for Educational Organisation, Evaluation and Quality).
Navarre	Sección de Evaluación (Evaluation Area) of the Servicio de Inspección Técnica (Technical Inspection Service).
Valencian Community	Dirección General de Evaluación, Innovación y Calidad Educativa y de la Formación Profesional (Directorate General for Educational Evaluation, Innovation and Quality and Vocational Training).

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
Andalusia	Unidad para la Calidad de las Universidades Andaluzas, UCUA (Unit for the Quality of Andalusian Universities) and Agencia Andaluza de Evaluación de la Calidad y Acreditación Universitaria, AGAE, de Andalucía (Andalusian Agency for the Evaluation of University Quality and Accreditation of Andalusia).
Aragon	Agencia de Calidad y Prospectiva Universitaria de Aragón, ACPUA (Agency for University Quality and Planning in Aragón).
Balearic Islands	Agencia de Calidad Universitaria de las Islas Baleares, AQUIB (Agency for University Quality in the Balearic Islands).
Basque Country	Agencia de Evaluación y Acreditación de la Calidad del Sistema Universitario del País Vasco, UNIQUAL (Agency for the Evaluation and Accreditation of the Quality of the University System in the Basque Country).
Canary Islands	Agencia Canaria de Evaluación de la Calidad y Acreditación Universitaria, ACECAU (Agency for the Evaluation of University Quality and Accreditation in the Canary Islands).
Castile and Leon	Agencia para la Calidad del Sistema Universitario de Castilla y León, ACUCYL (Agency for the Quality of the University System in Castile and Leon).
Castile-La Mancha	Agencia de Calidad Universitaria de Castilla-La Mancha, ACUM (Agency for University Quality in Castile-La Mancha).
Catalonia	Agencia para la Calidad del Sistema Universitario de Cataluña, AQU (Agency for the Quality of the University System in Catalonia).
Galicia	Agencia para la Calidad del Sistema Universitario de Galicia, ACSUG (Agency for the Quality of the University System in Galicia).

Madrid	Agencia de Calidad, Acreditación y Prospectiva de las Universidades de Madrid, ACAP (Agency for the Quality, Accreditation and Planning of Universities in Madrid).
Valencian Community	Comisión Valenciana de Acreditación y Evaluación de la Calidad del Sistema Universitario Valenciano, CVAEC (Valencian Commission for the Accreditation and Evaluation of the Quality of the Valencian University System).

AGENCIA DE CALIDAD UNIVERSITARIA DE CASTILLA-LA MANCHA (ACUM)

AGENCIA DE CALIDAD Y PROSPECTIVA UNIVERSITARIA DE ARAGÓN (ACPUA)

AGENCIA NACIONAL DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN (ANECA)

AGÈNCIA VALENCIANA D'AVALUACIÓ I PROSPECTIVA (AVAP)

CENTRO DE INVESTIGACIÓN Y DOCUMENTACIÓN EDUCATIVA - CIDE

COMUNIDAD AUTÓNOMA DE ANDALUCÍA: AGENCIA ANDALUZA DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN UNIVERSITARIA (AGAE)

COMUNIDAD AUTÓNOMA DE ANDALUCÍA: DIRECCIÓN GENERAL DE ORDENACIÓN Y EVALUACIÓN EDUCATIVA

COMUNIDAD AUTÓNOMA DE ARAGÓN: SERVICIO DE INSPECCIÓN, EVALUACIÓN Y ORDENACIÓN

COMUNIDAD AUTÓNOMA DE CANARIAS: AGENCIA CANARIA DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN UNIVERSITARIA (ACECAU)

COMUNIDAD AUTÓNOMA DE CANARIAS: INSTITUTO CANARIO DE EVALUACIÓN Y CALIDAD EDUCATIVA (ICEC)

COMUNIDAD AUTÓNOMA DE CANTABRIA: DIRECCIÓN GENERAL DE COORDINACIÓN Y POLÍTICA EDUCATIVA

COMUNIDAD AUTÓNOMA DE CASTILLA Y LEÓN: AGENCIA PARA LA CALIDAD DEL SISTEMA UNIVERSITARIO DE CASTILLA Y LEÓN

COMUNIDAD AUTÓNOMA DE CASTILLA Y LEÓN: SERVICIO DE SUPERVISIÓN DE PROGRAMAS, CALIDAD, EVALUACIÓN

COMUNIDAD AUTÓNOMA DE CASTILLA-LA MANCHA: VICECONSEJERÍA DE EDUCACIÓN

COMUNIDAD AUTÓNOMA DE CATALUÑA: CONSEJO SUPERIOR DE EVALUACIÓN DEL SISTEMA EDUCATIVO (CSDA)

COMUNIDAD AUTÓNOMA DE EXTREMADURA: DIRECCIÓN GENERAL DE CALIDAD Y EQUITAD EDUCATIVA

COMUNIDAD AUTÓNOMA DE GALICIA: AGENCIA PARA LA CALIDAD DEL SISTEMA UNIVERSITARIO DE GALICIA (ACSUG)

COMUNIDAD AUTÓNOMA DE GALICIA: SUBDIRECCIÓN GENERAL DE INSPECCIÓN, EVALUACIÓN Y CALIDAD DEL SISTEMA EDUCATIVO

COMUNIDAD AUTÓNOMA DE LA REGIÓN DE MURCIA: SUBDIRECCIÓN GENERAL DE ORDENACIÓN, EVALUACIÓN Y CALIDAD EDUCATIVA

COMUNIDAD AUTÓNOMA DE LA RIOJA: DIRECCIÓN GENERAL DE ORDENACIÓN GENERAL E INNOVACIÓN EDUCATIVA

COMUNIDAD AUTÓNOMA DE LAS ISLAS BALEARES: AGENCIA DE CALIDAD UNIVERSITARIA DE LAS ISLAS BALEARES (AQUIB)

COMUNIDAD AUTÓNOMA DE LAS ISLAS BALEARES: INSTITUTO DE EVALUACIÓN Y CALIDAD DEL SISTEMA EDUCATIVO DE LAS ISLAS BALEARES (IAQSE)

COMUNIDAD AUTÓNOMA DE MADRID: AGENCIA DE CALIDAD, ACREDITACIÓN Y PROSPECTIVA DE LAS UNIVERSIDADES DE MADRID (ACAP)

COMUNIDAD AUTÓNOMA DE MADRID: SUBDIRECCIÓN GENERAL DE EVALUACIÓN Y ANÁLISIS.

COMUNIDAD AUTÓNOMA DE MADRID: SUBDIRECCIÓN GENERAL DE INSPECCIÓN EDUCATIVA

COMUNIDAD AUTÓNOMA DE VALENCIA: DIRECCIÓN GENERAL DE EVALUACIÓN, INNOVACIÓN Y CALIDAD EDUCATIVA Y DE LA FORMACIÓN PROFESIONAL

COMUNIDAD AUTÓNOMA DE VALENCIA: INSTITUTO VALENCIANO DE EVALUACIÓN Y CALIDAD EDUCATIVA (IVECE)

COMUNIDAD AUTÓNOMA DEL PAÍS VASCO: AGENCIA DE EVALUACIÓN Y ACREDITACIÓN DE LA CALIDAD DEL SISTEMA UNIVERSITARIO DEL PAÍS VASCO

COMUNIDAD AUTÓNOMA DEL PAÍS VASCO: AGENCIA VASCA PARA LA EVALUACIÓN DE LA COMPETENCIA Y LA CALIDAD DE LA FORMACIÓN PROFESIONAL

COMUNIDAD AUTÓNOMA DEL PAÍS VASCO: INSTITUTO VASCO DE EVALUACIÓN E INVESTIGACIÓN EDUCATIVA (IVEI/ISEI)

COMUNIDAD AUTÓNOMA DEL PRINCIPADO DE ASTURIAS: CONSEJERIA DE EDUCACION Y CIENCIA

COMUNIDAD FORAL DE NAVARRA: SERVICIO DE INSPECCIÓN EDUCATIVA

INSTITUTO DE EVALUACIÓN (IE)

PRINCIPADO DE ASTURIAS: SERVICIO DE EVALUACIÓN Y CALIDAD EDUCATIVA

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

Constitución Española de 27 de diciembre de 1978

Decreto 103/2002, de 26 de julio, por el que se regula la Agencia Canaria de Evaluación de la Calidad y Acreditación Universitaria

Decreto 117/2004, de 29 de julio, del Consejo de Gobierno, por el que se establece la estructura orgánica de la Consejería de Educación

Decreto 145/2000, de 3 de noviembre, de creación del Instituto de Evaluación y Calidad del Sistema Educativo de las Illes Balears

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.

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

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

Decreto 305/1993, de 9 de diciembre, de creación del Consejo Superior de Evaluación del Sistema Educativo del Gobierno de Cataluña

Decreto 31/1995, de 24 de febrero, por el que se crea y regula el Instituto Canario de Evaluación y Calidad Educativa

Decreto 32/2003, de 15 de julio, por el que se establece la estructura orgánica de la Consejería de Educación, Cultura y Deportes

Decreto 31/1995, de 24 de febrero, por el que se crea y regula el Instituto Canario de Evaluación y Calidad Educativa

Decreto 32/2003, de 15 de julio, por el que se establece la estructura orgánica de la Consejería de Educación, Cultura y Deportes

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Decreto 32/2003, de 15 de julio, por el que se establece la estructura orgánica de la Consejería de Educación, Cultura y Deportes

Decreto 32/2003, de 15 de julio, por el que se establece la estructura orgánica de la Consejería de Educación, Cultura y Deportes

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

Decreto 355/1996, de 29 de octubre, de constitución del Consorcio Agencia para la Calidad del Sistema Universitario en Cataluña

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

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

Ley 15/2002, de 27 de diciembre de Creación de la Agencia de Calidad, Creación y Prospectiva de las Universidades de Madrid

Ley 3/2004, de 25 de febrero, del Sistema Universitario Vasco

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

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

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

Ley Orgánica 9/1992, de 23 de diciembre, sobre transferencia de competencias a las Comunidades Autónomas

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)

Orden de 29 de febrero de 1996, por la que se regula la organización y funcionamiento de la Inspección de Educación

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

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

Real Decreto 1128/2008, de 4 de julio, por el que se desarrolla la estructura orgánica básica del Ministerio de Educación, Política Social y Deporte 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

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

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.

Real Decreto 1504/2003, de 28 de noviembre, por el que se aprueba el Reglamento del Consejo de Coordinación Universitaria

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

Real Decreto 1950/1985, de 11 de septiembre, por el que se crean, en materia de enseñanza, los Servicios de Alta Inspección del Estado

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

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.

Real Decreto 438/2008, de 14 de abril, por el que se aprueba la estructura orgánica básica de los departamentos ministeriales

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.

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.

Real Decreto 928/1993, de 18 de junio, por el que se regula el Instituto Nacional de Calidad y Evaluación

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

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, Castile and Leon, Castile-La Mancha, Catalonia, Extremadura and Galicia.

The February 21, 1996 Order on the evaluation of publicly funded schools attached importance to both external and internal evaluation, which were considered as a key element for improving the quality of education and detecting the strengths and areas for improvement of educational institutions. The evaluation should also facilitate the adoption of the necessary measures to ensure educational equity.

Although the evaluation of schools has different approaches in the different Autonomous Communities all of them follow, in general, two models.

- The first one considers both internal and external evaluation as usual tasks of the schools and the education authorities. Schools carry out the internal evaluation by writing an annual report at the end of the school year, which includes an assessment of the school activity and its results. The external evaluation is conducted by the Educational Inspectorate, which, in its annual work plans, includes visits to schools for the supervision of its organisation and running. The Autonomous Communities which follow this model have begun to develop school self-evaluation projects, for which the specific areas of action are identified and specific teams are set up. The education authorities offer funding and support to institutions conducting this type of projects.
- The second approach, more comprehensive, is based on the drawing up of specific plans to carry out the evaluation of educational institutions and the management of educational quality. Although there are differences among the different Autonomous Communities, most plans are based on the EFQM quality accreditation model.

Both in the case where school evaluation is conducted through plans of internal and external evaluation and in the case where it is carried out according to a comprehensive evaluation model, school evaluation is always accompanied by an improvement plan adapted to each school depending on the results of the evaluation.

As regards university education, the Social Council is the body in charge of supervising the performance of university services. It is a body for the participation of society in university whose aim is to achieve the quality of university provision, encourage research and promote the social, economic and cultural progress of society. To this end, the Social Council makes use of the information and advice from both the National Agency for Quality Assessment and Accreditation (ANECA) and the equivalent evaluation bodies set up in some Autonomous Communities.

Both 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 organise the processes for the evaluation of institutions through specific programmes for the evaluation of official university degrees, being universities themselves the main agents of such evaluation processes.

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.

The programme consists of three phases:

- 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.
- 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.

- 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.

This programme developed by the ANECA and similar programmes of other regional agencies use different evaluation models, although the aspects to be evaluated are the same in all cases. For instance, the evaluation model currently in force in the ANECA is organised around six areas of action:

1. Training programme
2. Organisation of provision
3. Human resources
4. Material resources
5. Training process
6. Results

Evaluación de los Centros de Enseñanza Obligatoria en Europa

AGENCIA NACIONAL DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN (ANECA)

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

Orden de 21 de febrero de 1996 sobre la evaluación de los centros docentes sostenidos con fondos públicos

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

Orden de 30 de Abril de 2007 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 2007/08

Orden EDU/958/2007, de 25 de mayo, por la que se aprueba el Modelo de Autoevaluación para Organizaciones Educativas de Castilla y León

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

Real Decreto 928/1993, de 18 de junio, por el que se regula el Instituto Nacional de Calidad y Evaluación

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 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.

AGENCIA NACIONAL DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN (ANECA)

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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 to draw up improvement plans adapted to their characteristics and needs.

The Educational Inspectorate must facilitate internal school evaluation processes by providing schools with support and advice on such processes.

The Autonomous Communities, responsible for the design and implementation of the evaluation plans of the schools within the territory they administrate, are establishing different 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.

For those Autonomous Communities implementing a comprehensive evaluation model, self-evaluation is a first step in the evaluation process, which will be useful to complement and contrast the results of the subsequent external evaluation.

The internal evaluation model developed by most Autonomous Communities is the one proposed by the State in the February 21, 1996 Order, although with slight variations. According to this model, educational institutions are responsible for evaluating their own running and the results achieved at the end of each academic year. In order to do so, the governing and teaching coordination bodies of the school must encourage the implementation of the internal evaluation as follows:

- At the end of each academic year, the School Council assesses 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.

The Teachers' Assembly annually assesses the [proyectos curriculares](#) of each stage and cycle provided at the educational institution, the educational process and the evolution of the school's academic performance through the pupils' assessment results. The Teachers' Assembly also assesses all teaching aspects included in the [proyecto educativo](#) and in the of the school.

Autonomous Communities, such as Andalusia, Asturias, Cantabria, Castile and Leon, Castile-La Mancha, Catalonia, Extremadure and Galicia, complement this evaluation phase with the implementation of plans and projects specifically aimed at promoting school self-evaluation, either as an element within the general school evaluation plan or as a specific process. To this end, they make available to schools models and tools to help in this process and 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 Improvement Plan, each Autonomous Community is free to accommodate and adjust them according to its specific context and needs. Thus, each Autonomous Community proposes the priority contents on which self-evaluation processes must focus. In some cases, they refer to the whole of the institution; in some 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.

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.

The specific teams in charge of internal school evaluation and the makeup of such teams also differ from one Autonomous Community to the next. In some of them, improvement teams are established in schools, in others, self-evaluation committees are appointed and, finally, others entrust the Pedagogical Coordination Committee or the management team with an essential role regarding this issue. These committees or the management team are in charge of drawing up and proposing the Internal Evaluation Plan, which has to be approved and developed by both the School Council and the Teachers' Assembly.

INST ID="R0001"\$\$MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

de mayo, de Educación.

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

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

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

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

Orden de 26 de agosto de 2002, sobre evaluación de centros docentes sostenidos con fondos públicos de la Comunidad Autónoma de Extremadura ...

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

Orden de 30 de Abril de 2007 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 2007/08

Orden de 6 de Marzo 2003, de la Consejería de Educación y Cultura, por la que se regula la evaluación de los centros docentes sostenidos con fondos públicos que imparten las enseñanzas de régimen general...

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

Orden del 21 de febrero, sobre la evaluación de los centros docentes sostenidos con fondos públicos

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

Orden EDU/958/2007, de 25 de mayo, por la que se aprueba el Modelo de Autoevaluación para Organizaciones Educativas de Castilla y León

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 Comunida Foral de Navarra

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

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...

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

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

Resolución de 4 de agosto de 2005, de la Consejería de Educación y Ciencia, por la que se convocan proyectos experimentales de autoevaluación y mejora en centros docentes sostenidos con fondos públicos en el Principado de Asturias

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

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. The ANECA and the relevant bodies of the Autonomous Communities are responsible for the coordination and development of these tasks.

The function of the *ANECA* is to contribute to the improvement of the quality of the higher education system through the evaluation, certification and accreditation of university provision, teachers and institutions. For this purpose, it coordinates and provides university institutions with evaluation tools, although it is universities themselves that draw up and implement their 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.

In order to support universities to carry out this recommendation, in 2007, the *ANECA* set in motion a special call of the *PEI* with the aim of fully consolidating the culture of evaluation in Spanish universities and preparing them to successfully face the new challenges arising within the European Higher Education Area, such as the design and implementation of stable quality assurance systems, among others. The submission of the improvement plans corresponding to the evaluations carried out thanks to the 2007 call will take place during 2008. This will be followed by the meta-evaluation of the process and the analysis of the evaluation reports, to transfer the results obtained to the reports the Agency intends to develop.

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 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.

[Informe final de la tercera convocatoria del Plan Nacional de Evaluación de la Calidad de las Universidades](#)

[Informe sobre el estado de la evaluación de la calidad en las universidades españolas 2007](#)

[Plan de actuación de la anualidad 2008](#)

AGENCIA NACIONAL DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN (ANECA)

SECRETERÍA GENERAL DEL CONSEJO DE COORDINACIÓN UNIVERSITARIA

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

Decreto 103/2002, de 26 de julio, por el que se regula la Agencia Canaria de Evaluación de la Calidad y Acreditación Universitaria

Decreto 355/1996, de 29 de octubre, de constitución del Consorcio Agencia para la Calidad del Sistema Universitario en Cataluña

Ley 2/2003, de 20 de marzo, de Organización Institucional del Sistema Universitario de las Illes Balears

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

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 and they present their own external evaluation processes within such plans. Their external evaluation model varies depending on the system used for the general evaluation of schools. As a result, the authorities which develop a model based on the EFQM or a model with similar characteristics (ISO standards, total quality models, etc.), conduct this evaluation as a second stage of the process, which complements and contrasts self-evaluation. In

addition, those Autonomous Communities that have designed and approved their own school evaluation plan consider external evaluation as a complementary element of the process and is aimed at the evaluation of pupils' basic competences, the organisation and running of schools, as well as the development of the teaching and learning processes, allocating these tasks throughout the duration of the evaluation plan

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 improvement plans.

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 that 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 is the link between the administration and educational institutions and plays a key role in the external school evaluation processes. The evaluation of schools, programmes and educational services is included as a regular task in its action plans.

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

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

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

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
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

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

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Orden de 13 de julio de 2007, por la que se desarrolla la organización y el funcionamiento de la inspección educativa de Andalucía

Orden de 21 de febrero de 1996 sobre la evaluación de los centros docentes sostenidos con fondos públicos

Orden de 6 de noviembre de 2006, por la que se regula la organización y el funcionamiento de la Inspección de Educación

Orden EDU/1343/2004, de 13 de agosto, que desarrolla el Decreto 92/2004, de 29 de julio, por el que se regula la Inspección Educativa en Castilla y León

Orden ENS/289/2002, de 31 de julio por la que se desarrolla la organización y funcionamiento de la Inspección de Enseñanza en Cataluña

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

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

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 has represented an added value to the evaluation processes and has enhanced them, 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 Science and Innovation (*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 European Higher Education Area, 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.

AGENCIA NACIONAL DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN (ANECA)

AGÈNCIA VALENCIANA D'AVALUACIÓ I PROSPECTIVA (AVAP)

ASOCIACIÓN EUROPEA PARA LA GARANTIA DE LA CALIDAD EN LA EDUCACIÓN SUPERIOR (ENQA)

CLUB EXCELENCIA EN LA GESTIÓN (CEG)

COMUNIDAD AUTÓNOMA DE ANDALUCÍA: AGENCIA ANDALUZA DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN UNIVERSITARIA (AGAE)

COMUNIDAD AUTÓNOMA DE ANDALUCÍA: UNIDAD PARA LA CALIDAD DE LAS UNIVERSIDADES ANDALUZAS (UCUA)

COMUNIDAD AUTÓNOMA DE CANARIAS: AGENCIA CANARIA DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN UNIVERSITARIA (ACECAU)

COMUNIDAD AUTÓNOMA DE CASTILLA Y LEÓN: AGENCIA PARA LA CALIDAD DEL SISTEMA UNIVERSITARIO DE CASTILLA Y LEÓN

COMUNIDAD AUTÓNOMA DE GALICIA: AGENCIA PARA LA CALIDAD DEL SISTEMA UNIVERSITARIO DE GALICIA (ACSUG)

COMUNIDAD AUTÓNOMA DE LAS ISLAS BALEARES: AGENCIA DE CALIDAD UNIVERSITARIA DE LAS ISLAS BALEARES (AQUIB)

COMUNIDAD AUTÓNOMA DE MADRID: AGENCIA DE CALIDAD, ACREDITACIÓN Y PROSPECTIVA DE LAS UNIVERSIDADES DE MADRID (ACAP)

COMUNIDAD AUTÓNOMA DEL PAÍS VASCO: AGENCIA DE EVALUACIÓN Y ACREDITACIÓN DE LA CALIDAD DEL SISTEMA UNIVERSITARIO DEL PAÍS VASCO

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

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 *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*. The Agency, which is responsible for university evaluation, must report on this evaluation to the Council.

Finally, concerning the evaluation of the education system, it is worth mention 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, 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, Social Policy and Sport 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 in order to ensure compliance with the national regulations on education.

AGENCIA NACIONAL DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN (ANECA)

CONFERENCIA GENERAL DE POLÍTICA UNIVERSITARIA

DIRECCIÓN GENERAL DE COOPERACIÓN TERRITORIAL

INSTITUTO DE EVALUACIÓN (IE)

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

Real Decreto 1950/1985, de 11 de septiembre, por el que se crean, en materia de enseñanza, los Servicios de Alta Inspección del Estado

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

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, Social Policy and Sport (MEPSYD), and by the relevant bodies established by the education authorities, 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 MEPSYD, 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 institutions 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.

Teachers are evaluated in order to improve the quality of education and their teaching practice. Each Autonomous Community is responsible for drawing up its own plans for assessing the teaching staff in the civil service. 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 *LOE* envisages the collaboration between the *IE* and the relevant bodies of the Autonomous Communities as regards the implementation of general diagnostic evaluations, with the aim of gathering representative data on both students' and schools' performance and on the Autonomous Communities and the entire State.

In accordance with the schedule for implementation of the new organisation of the education system, starting in 2008/09, a diagnostic evaluation will be conducted on completion of the second cycle of primary education and at the end of the second year of compulsory secondary education in all schools. The first general diagnostic evaluation, coordinated by the *IE*, is currently under preparation and will cover a sample of pupils in the 4th year of primary education across the entire State. Its application is due in the spring of 2009 (see section 9.2.). The nine-year-cyclical evaluation will be implemented every three years and will examine the basic curricular competences.

Apart from this general diagnostic evaluation at national level, another form of evaluation is also envisaged: diagnostic evaluations to be conducted annually by the different Autonomous Communities within their range of authority. These evaluations will also address the basic competences of the curriculum and will be carried out on completion of the second cycle of primary education and at the end of the second year of compulsory secondary education.

Some Autonomous Communities such as Madrid, Andalusia, La Rioja and Asturias have already presented the results of the first diagnostic evaluations. However, basic competences have not been evaluated in their entirety yet, since each Autonomous Community has decided to begin with the evaluation of the competences it has prioritised.

Multi-annual plans of evaluation of the education system.

The *IE* regularly plans and implements evaluations aimed at assessing the situation of the different educational stages as well as the education system in general. The following should be mentioned:

● Evaluation of pre-primary education

The evaluation of pre-primary education responds to the need to include the evaluation of this stage in the general evaluation of the education system. It began in September 2002 with the drawing up of tests which were put into practice in May 2004. Once the data had been collected and analysed, the process ended with the establishment of an evaluation model for that educational stage. To draw up the tests indicators were developed that allowed the creation of items corresponding to the following curricular areas: Personal Identity and Autonomy, Physical and Social Environment, and Communication and Representation and, to a lesser extent, to the areas of English Language, and Information and Communication Technologies.

The positive outcomes of the previous phase developed, as well as the favourable national and international reception concerning the publication 'Evaluation Model for Pre-Primary Education' (which includes an

evaluation proposal for this educational stage, as well as materials and procedures which could be used), led the *IE* to carry out the Evaluation of Pre-Primary Education 2008.

The objectives of this study are assessing the global situation of educational care in pre-primary education as well as the degree of development of the competences of children at the end of the stage, and obtaining information about the characteristics of educational processes and the nature of contextual factors influencing the learning process of pupils at this stage.

● **Evaluation of primary education**

The main aim of this project is to assess the educational results achieved at the end of primary education in connection with educational processes and contextual factors, as well as to analyse the degree of achievement of competences of pupils of the final year of this stage in four areas of the curriculum (Knowledge of the Natural, Social and Cultural Environment, Spanish Language –comprehension and expression- and Literature, English Language and Mathematics).

So far, evaluations of primary education have been conducted in 1995, 1999 and 2003. A new evaluation project of primary education began in 2007, although the results have not been published yet. Its four-year cyclical nature leads to a uniform data collection, which makes it possible to compare data longitudinally.

In addition, more specific evaluations in primary education were carried out: the Evaluation of the Teaching and Learning of the English Language (2001) and the Evaluation of Physical Education in Primary Education (1995).

● **Evaluation of compulsory secondary education**

The most recent evaluation project related to compulsory secondary education (*ESO*) was conducted in 2000 with the aim of assessing the level of knowledge of pupils at the end of this educational stage (pupils of the fourth year aged 16). The following areas were evaluated: Natural Sciences, Social Sciences, Geography and History, Spanish Language and Literature and Mathematics. As regards the data collection, pupils were tested in the four subjects, and questionnaires related to the school context were also completed by all pupils, teachers and head teachers.

The teaching and learning of the English Language at this educational stage was also evaluated in 2001.

A general evaluation of this stage had already been conducted in 1997. It focused on five main areas:

- Pupils' results.
- Syllabuses and teaching methods.
- The running of schools.
- The teaching activity.
- School/society relations.

● **The State System of Educational Indicators**

Since 2000, the *IE* draws up a State system of indicators of the education system, of which five editions have been published so far: 2000, 2002, 2004, 2006 and 2007. Indicators are organised into five dimensions: context of education, resources, schooling, processes and educational results. Initially, the system had 29 indicators, although they have been increased up to the 2006 edition, which has 38 indicators, including the benchmarks established in the Lisbon objectives in education and training for 2010. This last edition also includes a subgroup of *priority* indicators due to their relevance and significance when it comes to offering a constant picture of the education system as well as basic information on the monitoring of the Spanish and European benchmarks for 2010. They are the following:

- Level of studies of adult population.
- Total expenditure on education relative to GDP.
- Public expenditure on education.

- Expenditure on education by pupil.
- Enrolment and population.
- Evolution of enrolment rates in non-compulsory levels.
- Access to higher education.
- Foreign students.
- Participation in lifelong learning.
- Results in primary education.
- Results in compulsory secondary education.
- Key competences at the age of 15.
- Pupils enrolled in the corresponding grade by age.
- Early school leavers.
- Graduation rates.

In the 2007 edition, 13 of the 15 priority indicators were updated. Since data were not available, performance indicators for primary and compulsory secondary education were not revised.

For information on the results of the evaluations conducted by the *IE* in collaboration with the Autonomous Communities.

Participation in international studies

The *IE* also coordinates Spanish participation in several international studies conducted by different organisations, such as the Organisation for Economic Cooperation and Development (OECD) and the International Association for the Evaluation of Educational Achievement (IEA).

Spain currently participates in the following international evaluation projects:

- International Indicators of Education Systems (INES), of the OECD. Spain has participated in this international project since it was established in 1992 and published, in 2007, a national report based on the project: 'Panorama de la Educación. Indicadores de la OCDE 2007. Informe nacional'.
- Programme for International Student Assessment (PISA), of the OECD. Spain has participated in all cycles of the PISA Project: 2000, 2003 and 2006 and has also drawn up national reports based on Spanish results in this programme.
- Trends in International Mathematics and Science Study (TIMSS Advanced 2008 and TIMSS 2007), of the IEA.
- Progress in International Reading Literacy Study (PIRLS) 2006, of the IEA.
- Second Information on Technology in Education Study (SITES 2006), of the IEA.
- Teacher Education and Development Study - Mathematics (TEDS-M 2007), of the IEA.
- International Civic and Citizenship Education Study (ICCS 2007-2010), of the IEA.
- Teaching and Learning International Survey (TALIS), of the OECD.
- Study on School Leadership (OECD).
- Study on Non-Formal and Informal Learning (OECD).
- Study on the Development of Value-Added Models in Education Systems (OECD).
- Learning to Learn Project (EU).
- Bank of Items for the evaluation of foreign languages (EU).

Publications with the results of these evaluation projects are available at the web page of *IE*:

ASOCIACIÓN INTERNACIONAL PARA LA EVALUACIÓN DEL RENDIMIENTO EDUCATIVO (IEA)

CENTRO PARA LA INVESTIGACIÓN E INNOVACIÓN EDUCATIVAS (CERI)

COMUNIDAD AUTÓNOMA DE CATALUÑA: CONSEJO SUPERIOR DE EVALUACIÓN DEL SISTEMA EDUCATIVO (CSDA)

INSTITUTO DE EVALUACIÓN (IE)

ORGANIZACIÓN DE LAS NACIONES UNIDAS PARA LA EDUCACIÓN, LA CIENCIA Y LA CULTURA (UNESCO)

ORGANIZACIÓN PARA LA COOPERACIÓN Y DESARROLLO ECONÓMICOS (OCDE)

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Orden de 28 de junio de 2006, por la que se regulan las pruebas de la evaluación de diagnóstico y el procedimiento de aplicación en los centros docentes de Andalucía sostenidos con fondos públicos

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.

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

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

9.5.2. Evaluation of university education

The General Conference for University Policy is the body of 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.

The National Agency for Quality Assessment and Accreditation (*ANECA*) is the body in charge of coordinating and implementing the external evaluation of the quality of the university system at the national level (see section 9.3.). It evaluates provision and research, teaching and management activities of universities as well as their services and programmes. This State foundation, as an independent body, provides information, in the form of indicators and objective reports, so that the different agents (universities themselves, the *MEPSyD*, the departments of education, students, employers, etc.) can draw conclusions and take decisions. Its role is to coordinate, promote, organise, provide criteria and, finally, supervise and evaluate all processes leading to the evaluation of the higher education system.

Apart from the abovementioned Institutional Evaluation Programme (*PEI*), the *ANECA* conducts different evaluation programmes, which are described below:

I. Programme for the organisation of officially recognised university studies (*VERIFICA*)

The October 29 Royal Decree 1393/2007 in accordance with Title 6 of the Act 4/2007 on Universities, sets the legal framework for the organisation and verification of officially recognised university studies.

The *ANECA*, as laid down by this Royal Decree, is entrusted with the establishment of the procedures, protocols and guides for the verification of the official university degrees, as well as the evaluation of the syllabus proposals submitted in accordance with those protocols and verification guides.

After completing the verification process design and the necessary protocols and guides for its development in 2007, the *ANECA* began to develop such process to the full in 2008. The development of the programme will include the selection, appointment and establishment of the evaluation committees in charge of verifying the syllabus proposals, and the verification of the proposals submitted according to the regulations

set out by the Ministry of Science and Innovation will begin. Finally, the relevant verification reports will be prepared.

In January 2008, the ANECA, in collaboration with the Council of Universities, provided universities with an electronic tool to speed up the processing of applications to join the programme and to facilitate communication between the three institutions.

II. AUDIT programme

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, contained in a publicly available statement.

The aim of the programme is to favour the development of internal quality assurance systems in university education, with the institution or university as the backbone of these systems, by creating procedures leading to the recognition of such systems as well as supporting university institutions with their implementation.

After completing the design of guides and other tools in 2007 and once institutions have designed their quality assurance systems, the evaluation of the designs submitted by institutions or universities to define and document their systems will take place in 2008. Verification reports of the designs will be issued as a result of such evaluation process.

Once verification is over, the application carried out by the different institutions or universities in relation to the development of the quality assurance systems will be monitored. Such monitoring will focus, particularly, on the revision of the mechanisms and procedures used by the institution or university to collect and analyse the data related to the development and results of the syllabus, as well as on the analysis of the use made by academic authorities of the information obtained through those mechanisms and procedures.

III. Accreditation programme (ACREDITA)

Accreditation is defined as an *ex post* evaluation process that leads to a public, formal and independent decision on whether the new Bachelor's and Master's degrees meet certain standards of quality, once they have been fully implemented.

The evaluation process is to be repeated every six years and evaluators will also have to identify the areas for improvement, which means that this model, apart from accrediting is going to be transformed into an element to assure the quality of the programmes.

Degree Accreditation must be carried out by an agency that is external to the university offering the degree programme to ensure the credibility of the decisions made during the accreditation process. The agency must also guarantee that the accreditation is based on predefined criteria of quality as well as on a process of evaluation that reveals and provides appropriate technical information on the compliance of these criteria.

IV. Quality label recognition of PhD studies.

This initiative aims at the awarding and renewing of the Quality Label to the doctoral studies offered by Spanish universities, as well as guaranteeing quality levels in an important number of programmes. The aim is the general improvement of doctoral studies in order to compete with other university institutions. The Quality Label is a demand arising from the greater interaction between different national university systems in the EHEA. Hence, it is included in the quality policies foreseen in the LOU.

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. Teaching Performance Assessment Programme (DOCENTIA)

This programme was launched jointly by the ANECA and the regional evaluation agencies at the beginning of 2007 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.

It 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 order to ensure the quality of their teachers as well as favour their development and recognition through their external evaluation carried out by an agency.

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.

VII. National accreditation for access to the university teaching staff

National accreditation as well as 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 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.

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.

VII. Accreditation programme

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 is the Teaching Staff Evaluation Prior to Recruitment Programme, which 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
- 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.

Apart from the programmes of the ANECA, and, as far as lecturers is concerned, in order to encourage the activity of university teaching staff concerning the different aspects of their posts, the agencies of the Autonomous Communities have units for the evaluation of supplementary payments. These units are entrusted with the proposal of criteria as well as the evaluation of applications for the awarding of supplementary payments related to the teaching, research and management activities of lecturers, through public evaluation protocols.

At national level, the National Committee for the Evaluation of Research Activity (CNEAI) evaluates the research activity of both lecturers and members of the Spanish National Research Council (CSIC) for periods of six years.

In any of the two cases, the application for evaluation is voluntary, since its aim is to obtain a productivity bonus.

Finally, the Ministry of Education, Social Policy and Sport (MEPSyD) promotes other evaluation programmes on different aspects of the university system:

I. The Study and Analysis Programme

It consists of an initiative of the MEPSyD in order to support the evaluation and improvement of certain aspects of the Spanish higher education system as well as the performance of lecturers. This initiative offers a framework for the drawing up of studies which contribute to the improvement of the quality of higher education and the performance of university teaching staff. Funding and management of this programme are entrusted to the Directorate General for Universities of the State Secretariat for Universities.

In February 2008, the State Secretariat for Universities announced the latest call, which focuses on the adaptation of Spanish universities to the European Higher Education Area and, more specifically, on aspects such as the introduction of innovations in the evaluation processes of the abilities and competences of university students and graduates.

II. Quality certificate in university library services

The provision of a good library service in universities is a key quality factor of the university education system, supported by the EHEA and so gathered in the Act on Universities. That is why the MEPSyD announces a call for the awarding of the Quality Certificate of the library services of universities, as well as assistance for the improvement of the library services of non-profit public and private universities. Those libraries that obtain a Quality Certificate are included in a public list of quality services with widespread

national and international diffusion. This Certificate may also be of help to obtain subsidies aimed at improving services.

It is important to mention that the different actions and programmes carried out in Spain in order to guarantee and improve the quality of higher education are in line with the process of adaptation to the EHEA, which promotes comparable evaluation criteria, guidelines and methodologies to ensure the quality of higher education as well as to facilitate the mobility of students, lecturers and research staff of European higher education institutions.

[Informe sobre el estado de la evaluación de la calidad en las universidades españolas 2007](#)

[Plan de actuación de la anualidad 2008](#)

AGENCIA NACIONAL DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN (ANECA)

AGENCIA NACIONAL DE EVALUACIÓN Y PROSPECTIVA (ANEP)

AGÈNCIA VALENCIANA D'AVALUACIÓ I PROSPECTIVA (AVAP)

ASOCIACIÓN DE INSTITUCIONES DE EDUCACIÓN SUPERIOR (EURASHE)

ASOCIACIÓN EUROPEA DE UNIVERSIDADES (EUA)

ASOCIACIÓN EUROPEA PARA LA GARANTIA DE LA CALIDAD EN LA EDUCACIÓN SUPERIOR (ENQA)

CLUB EXCELENCIA EN LA GESTIÓN (CEG)

COMUNIDAD AUTÓNOMA DE ANDALUCÍA: AGENCIA ANDALUZA DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN UNIVERSITARIA (AGAE)

COMUNIDAD AUTÓNOMA DE ANDALUCÍA: UNIDAD PARA LA CALIDAD DE LAS UNIVERSIDADES ANDALUZAS (UCUA)

COMUNIDAD AUTÓNOMA DE CANARIAS: AGENCIA CANARIA DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN UNIVERSITARIA (ACECAU)

COMUNIDAD AUTÓNOMA DE CASTILLA Y LEÓN: AGENCIA PARA LA CALIDAD DEL SISTEMA UNIVERSITARIO DE CASTILLA Y LEÓN

COMUNIDAD AUTÓNOMA DE CASTILLA Y LEÓN

COMUNIDAD AUTÓNOMA DE GALICIA: AGENCIA PARA LA CALIDAD DEL SISTEMA UNIVERSITARIO DE GALICIA (ACSUG)

COMUNIDAD AUTÓNOMA DE LAS ISLAS BALEARES (AQUIB)

COMUNIDAD AUTÓNOMA DE MADRID: AGENCIA DE CALIDAD, ACREDITACIÓN Y PROSPECTIVA DE LAS UNIVERSIDADES DE MADRID (ACAP)

GOBIERNO AUTÓNOMO DEL PAÍS VASCO

DIRECCIÓN GENERAL DE UNIVERSIDADES

EUROPEAN CONSORTIUM FOR ACCREDITATION IN HIGHER EDUCATION (ECA)

MINISTERIO DE CIENCIA E INNOVACIÓN (MICINN)

UNIONES NACIONALES DE ESTUDIANTES DE EUROPA (ESIB)

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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

Orden ECI/1091/2007, de 2 de abril, por la que se convoca la concesión de la Mención de Calidad a estudios de doctorado de las universidades españolas 2007-2008

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 Decreto 1313/2007, de 5 de octubre, por el que se regula el régimen de los concursos de acceso a cuerpos docentes universitarios

Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales

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.

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

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

9.6. Research into education linked to evaluation of the education system

There are two bodies within the Ministry of Education, Social Policy and Sport (*MEPSyD*) which specifically deal with educational research and evaluation: the Centre for Educational Research and Documentation (*CIDE*) and the Institute of Evaluation (*IE*).

The *CIDE* is an administrative unit in charge of educational study and research, whose 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 *CIDE* 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 annually 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 *CIDE* is also in charge of advising the *MEPSyD*, 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 *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 are performed, and as such is the main beneficiary of financing from district plans, the educational research actions carried out by the *CIDE* 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 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.

Calidad de la educación y eficacia de la escuela

Criterios y procedimientos de evaluación de la investigación educativa

El Sistema de Investigación Educativa en España

Plan Nacional de Evaluación de la Calidad de las Universidades: Informe global 1996-2000

Sistema Estatal de Indicadores de la Educación 2006

Sistema Estatal de Indicadores de la Educación Prioritarios 2007

ASOCIACIÓN INTERUNIVERSITARIA DE INVESTIGACIÓN PEDAGÓGICA (AIDIPE)

CENTRO DE INVESTIGACIÓN Y DOCUMENTACIÓN EDUCATIVA - CIDE

CENTRO DE RECURSOS PARA LA ATENCIÓN A LA DIVERSIDAD CULTURAL EN EDUCACIÓN (CREADE)

INSTITUTO DE EVALUACIÓN (IE)

ORGANIZACIÓN PARA LA COOPERACIÓN Y DESARROLLO ECONÓMICOS (OCDE)

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

9.7. Statistics

TABLE 9.3: Proportion of inspectors in relation to the number of teachers. 2006/07

	Average number of teachers per inspector
Public and private education teachers	408
Public education teachers only	291

Source: Office of Statistics, Ministry of Education, Social Policy and Sport.

TABLE 9.4: Expenditure of public authorities on educational research in non-university education.

	Thousands of EUR	% in relation to the total public expenditure on education
2005	49,165.2	0.1
2006 ¹	119,030.8	0.3

¹ Provisional data

Drawn up by the Spanish Eurydice Unit.

Source: Office of Statistics, Ministry of Education, Social Policy and Sport.

OFICINA DE ESTADÍSTICA

10. Special Educational Support

This chapter covers 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 pupils have.

The first six sections describe the organisation and running of attention to diversity: the first section offers a historical overview of its development (see section 10.1.); the second one presents ongoing debates on this issue (see section 10.2.); the third defines the target groups for attention to diversity measures (see section 10.3.); the fourth gives information on the financial assistance granted to the families of these pupils (see section 10.4.); and sections five and six describe the specific attention to diversity measures in mainstream institutions and the schooling of pupils with educational needs in specific special educational institutions respectively (see sections 10.5. and 10.6.). Section seven describes special measures aimed at foreign pupils and those of ethnic minorities (see section 10.7.). Finally, the last section presents statistical data on mainstream institutions which offer attention to diversity programmes, specific special educational institutions, teachers, special education pupils and foreign pupils (see section 10.8.).

[Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo](#)

[Ley Orgánica 2/2006, de 3 de mayo, de Educación.](#)

10.1. Historical overview

Over the last decades, the concept of attention to diversity and the measures implemented to cater for pupils who need them have undergone a substantial transformation. At the end of the 20th century the segregationist approach to education gave way to the integrationist one, characterised by the introduction of resources (support, adaptations), which facilitate the integration in the education system of pupils with difficulties. These developments have their origin in the transformations that took place at the social, political and legislative levels. The social changes related to two groups, namely the group of disabled people and that of immigrants should be underlined. The greater presence and recognition of these groups in society has resulted in their increased recognition in the educational sphere and in the implementation of measures and approaches to meet their needs.

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. In the same year, the *Instituto Nacional de Educación Especial, INEE* (National Institute for Special Education) drew up the National Plan on Special Education where the principles of standardisation, sectorisation of services, educational integration and individual attention are formulated for the first time.

The principles set down 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.

In 1993, the *Comité Español de Representantes de Personas con Discapacidad, CERMI* (Spanish Committee of Representatives of Disabled People) was founded. *CERMI* is the platform for representation, defense and action of disabled Spanish citizens and their families, who make public their situation as a disadvantaged

social group and demand the recognition of their full citizenship in equal rights and opportunities alongside the rest of the members of society.

The State Council for Disabled People was created in 1999 with the aim of institutionalising the collaboration between the associative movement of disabled people and the General State Administration. In addition, in 1999, *CERMI* passed the Plan on Educational Attention for Disabled People and in February 2000 the Protocol on Educational Attention for Disabled People was signed by the then *Ministerio de Educación Cultura y Deporte, MEC* (Ministry of Education, Culture and Sport) and *CERMI* which included the abovementioned Plan. Among the measures to be noted, included in this Protocol are the incorporation of *CERMI* into the State School Council, the creation of an Equality Forum *MEC-CERMI* on Educational Attention for Disabled People and the promotion of educational research and innovation in the field of disability. In 2002 the Forum for the Educational Attention of Disabled People was established, with the aim of improving provision for pupils with special educational needs due to any type of disability.

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. Likewise, this Act changes the name of the State Council for Disabled People to National Council on Disability. This Council is an interministerial collegiate body of a consultative nature, ascribed to the Ministry of Labour and Social Affairs, in which the collaboration of the associative movement of disabled people and their families, and the General State Administration is institutionalised. In addition, the Permanent Specialised Office of the National Council on Disability is the permanent and specialised body. Both of them are responsible for the promotion of equal opportunities, non-discrimination and universal accessibility for disabled people.

New measures in the field of immigration were also established in line with these regulations. In 1985 the *Ley de Extranjería* (Aliens Act) was drawn up. It was the first Spanish law concerned with immigration and set out the rights and freedoms of foreigners in Spain. In this Act, immigration is perceived as a temporary phenomenon and immigrants have the consideration of workers, a status the Ministry of Labour must regulate. However, regulations on this law, adopted in 1996, addressed immigration as a structural phenomenon and recognised the subjective rights of foreigners, among them, the right to education under the same conditions as Spanish citizens. These regulations also strengthen the power of regional governments to protect the rights of under-age foreigners.

The 2000 *Ley Orgánica sobre los Derechos y Libertades de los Extranjeros en España y su Integración Social* (Act on the Rights and Freedoms of Foreigners in Spain and their Social Integration) promotes integration, political and social rights and the recognition of immigration as a permanent phenomenon. This Act establishes that foreigners under 18 have the right and duty to education under the same conditions as Spanish citizens, and vests public authorities with the responsibility to promote an educational provision that favours their social integration and recognises and respects their cultural identity. This Act was the starting point for the implementation of the Programme for the Regulation and Coordination of Aliens and Immigration in Spain (GRECO Programme). The Ministry of Internal Affairs (Department for Immigration) is responsible for this programme, which aims to take steps in four key areas: the global and coordinate design of immigration; the integration of foreign residents and their families; the regulation of migration flows to ensure coexistence, and the provision of a welfare system for refugees and displaced persons.

In May 2000 a State Secretariat was set up within the Ministry of Internal Affairs: the Office of the Government for Aliens and Immigration, with considerable power to deal with immigration issues. The head of the new Secretariat is a prominent member of two official bodies: the Interministerial Commission for Aliens, which analyses governmental measures with an effect on the approach to foreigners, immigration and asylum, and the Higher Council for Immigration Policy, which coordinates the different governing levels with regard to

immigration. The Government Delegate also chairs an official body responsible for supervising immigration and puts candidates forward to chair the Forum for the Social Integration of Immigrants.

In addition, over the last years, several bodies and institutions have been set up to facilitate the integration of people of foreign origin through the teaching of the Spanish language or the information related to employment, residence permits, etc.

At the social and political level these transformations result in new ways of understanding these groups of people within the framework of the education system and therefore in a change of direction in the conception of the education system itself, whose evolution can be traced through the different education acts.

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 and introduces the concept of special educational needs. This expression includes from the most common and temporary ad hoc needs to the most serious and permanent ones, and all of them have to be met within the framework of a comprehensive education open to diversity. This Act establishes that pupils with special educational needs must attend mainstream institutions, which adapt the programmes to their individual abilities. The enrollment of these pupils in specific special educational institutions or units, or in combined schooling, will only take place when the pupils' needs cannot be met in mainstream institutions.

On the other hand, as regards immigration, no measure is explicitly mentioned to cater for the needs of these pupils, although rejection of any kind of discrimination and respect for all cultures is recognised. It is also established that the aim of compensatory education policies will be to put an end to inequalities derived from social, economic, cultural, geographical or ethnic factors.

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) defines pupils with special educational needs as those pupils that require, for a period of time or for the whole of their schooling, certain specific educational support and attention due to physical, mental or sensory disabilities, severe behavioural disorders or because they live in socially or culturally disadvantaged situations.

The 2002 *Ley Orgánica de Calidad de la Educación, LOCE* (Act on the Quality of Education), establishes a new framework to cater for pupils with special needs, since they are included in the group of pupils with specific educational needs. This new concept covers, apart from pupils with special educational needs, highly gifted pupils, foreign pupils, and those who require educational compensation. According to this Act, pupils with special educational needs may attend mainstream classes, specialised classrooms in mainstream institutions, specific special educational institutions or combined schooling according to their characteristics and always providing an environment as standard as possible.

In relation to pupils of foreign origin, this Act includes specific measures to facilitate their integration in the Spanish education system. Education authorities will establish specific learning programmes for those pupils who have no knowledge of the Spanish language and culture or whose basic knowledge is quite deficient. These programmes will be offered in the integrated classrooms of those mainstream institutions where pupils are enrolled. Measures related to pupils that require specific educational support and attention due to physical, mental or sensory disabilities, or severe personality or behavioural disorders will be provided according to the principles of non-discrimination and educational normalisation, and with the aim of achieving their integration.

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.

The recognition of educational diversity in the classroom as well as the promotion of measures for attention to diversity have changed the concept and organisation of the education system. Although in the past the education system was seen as an homogeneous institution where pupils had to adapt to the curriculum established for each stage or year, today it is the system itself the one that has to adapt to the individual characteristics and specific educational needs of each pupil.

COMITÉ ESPAÑOL DE REPRESENTANTES DE PERSONAS CON DISCAPACIDAD (CERMI).

CONSEJO NACIONAL DE LA DISCAPACIDAD

Constitución Española de 27 de diciembre de 1978

Ley 13/1982, de 7 de abril, de Integración Social de los Minusválidos

Ley 14/1970, de 4 de agosto, General de Educación y Financiamiento de la Reforma Educativa

Ley 51/2003, de 2 de diciembre, de igualdad de oportunidades, no discriminación y accesibilidad universal de las personas con discapacidad

Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2000, de 11 de enero, sobre derechos y libertades de los extranjeros en España y su integración social

Real Decreto 334/1985, de 6 de marzo, de ordenación de la Educación Especial

Resolución de 17 de abril de 2001, de la Delegación del Gobierno para la Extranjería y la Inmigración, por la que se dispone la publicación del Acuerdo del Consejo de Ministros del día 30 de marzo de 2001, por el que se aprueba el Programa Global de Regulación y Coordinación de la Extranjería y la Inmigración

10.2. Ongoing debates and future developments

Over the last years and especially with the enactment of new regulations such as the *Ley Orgánica de Educación*, LOE (Act on Education) and the 2007 *Ley Orgánica de modificación de la Ley Orgánica de Universidades*, LOMLOU (Act modifying the Act on Universities), and the demographic transformation of the Spanish society, attention to diversity has developed into a more inclusive model which has led to a reflection on the very concept of diversity and its consequences for education. Therefore, attention to diversity has gradually moved to the modification of the system in order to meet pupils' diversity, going beyond the previous ideas, which encouraged the integration of the so-called 'different' pupils in an already established system.

Title II of the LOE deals with equity in education:

Chapter I establishes the term 'pupils with the specific need of educational support' to refer to pupils that require a different educational attention due to special educational needs, specific learning difficulties, late entry into the education system, high intellectual capacity, personal conditions or academic history.

Chapter 2 of Title II deals with compensation for educational inequalities and lays down that education authorities will ensure the right to education for socio-economically disadvantaged pupils through specific programmes developed in educational institutions or geographical areas where compensatory educational intervention is needed, and by means of scholarships and study grants.

Likewise, it states that education authorities will ensure the necessary resources for these pupils to reach their full potential, as well as to achieve the general objectives set for all pupils. Education authorities will have the required means for this purpose and will establish the procedures and resources necessary for the early identification of the specific educational needs of pupils with the specific need of educational support. 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 order to achieve these aims, education authorities have teachers with the relevant specialisation and qualified professionals as well as the necessary means and materials for adequate attention to be given to these pupils.

It is also pointed out that the schooling of these pupils must take place in public institutions and [centros concertados](#) and must ensure the appropriate and well-balanced distribution of pupils with the specific need of educational support across educational institutions.

Regarding the 2007 *Ley Orgánica de modificación de la Ley Orgánica de Universidades*, LOMLOU (Act modifying the Act on Universities), this Act establishes a series of measures to promote active policies which guarantee equal opportunities for disabled people.

At the moment, debate is focused on the search for models aimed at the global reorganisation of schools in order to meet the different needs of each and every pupil and not only of a few.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

10.3. Definition and diagnosis of the target group(s)

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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Orden de 22 de julio de 2005, por la que se regula la atención educativa al alumnado con altas capacidades intelectuales

Real Decreto 299/1996, de 28 de febrero, de ordenación de las acciones dirigidas a la compensación de desigualdades en educación

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

10.4. Financial support for pupils' 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. Art. 83 of the *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.

The December 21 Royal Decree 1721/2007 by which the system of personal aids and study grants is set out, established the current state system of grants and study aids. One of the articles of this Royal Decree, which is devoted to pupils with special educational needs due to disability or serious behavioural disorders, stipulates that study aids will be given to these students with the following aims:

- educational provision
- traveling expenses
- school canteen
- boarding school
- books and teaching materials
- pedagogical and language reeducation

- subsidies for school transport and canteen

Similarly, another article of this Royal Decree refers to the assistance provided to highly gifted pupils in order to pay for the enrolment fees and attendance at specific programmes. No assistance will be provided in those Autonomous Communities where such attendance is free of charge.

The Ministry of Education, Social Policy and Sport (*MEPSyD*), annually calls for grants in order to help the families of pupils with special educational needs to offset these pupils' education costs. These scholarships are charged to the State Budget.

Through the May 6, 2008 Resolution of the State Secretariat for Education and Training, the *MEPSyD* has announced for the 2008/09 school year three types of assistance:

- a) Direct aid for pupils with special educational needs due to disability or behavioural disorders;
- b) Subsidies for large families with children with special educational needs due to disability or behavioural disorders; and
- c) Aids for specific programmes complementary to formal education for pupils with the specific need of educational support who are highly gifted.

The requirements are the following:

- Presenting the specific need of educational support either due to disabilities, severe behavioural disorders or intellectual giftedness, provided that this need is evidenced. Evidence is provided with the 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 each Autonomous Community, the certificate of an educational and psychopedagogic counselling team or counselling department reporting to the relevant education authority, or a disability certificate.
- The pupil must be two years old by 31st December 2007. In exceptional circumstances, assistance may be awarded to pupils below this age as long as the relevant teams verify the need for earlier schooling due to the disability.
- Attend specific special educational institutions, in special education units within mainstream institutions or mainstream institutions catering for pupils with special educational needs that have been set up or definitely approved as such by the relevant education authority on the closing date for the submission of applications.
- Study in one of the following educational levels: pre-primary education, primary education, compulsory secondary education (*ESO*), [Bachillerato](#), intermediate and advanced [ciclos formativos](#), professional artistic education, initial vocational qualification programmes and training programmes for the transition to adult life.

In addition, in order to be awarded subsidies it is necessary to be a member of a large family of any category.

In the case of highly gifted pupils, who also have a specific need of educational support, the abovementioned aid will be provided for complementary specific programmes if the following requirements are met:

- To present a specific need of educational support due to their high intellectual capacity. This need should have been proved by a certificate issued by an educational and psychopedagogic counselling team or counselling department reporting to the relevant education authority.
- To be 6 years old.
- To study in one of the following educational levels: primary education, compulsory secondary education, [Bachillerato](#), intermediate and advanced [ciclos formativos](#), and professional artistic education.

In any case, pupils whose family assets and income in 2007 did not exceed the limits set by the April 28 Royal Decree 675/2008 may apply for this assistance.

Assistance for pupils with special educational needs due to disability or behavioural disorders can be awarded for the following services and maximum amounts:

- Education: up to EUR 850.00;
- School transport: up to EUR 605.00;
- School lunch: up to EUR 563.00;
- School residence: up to EUR 1,760.00;
- Weekend transportation for boarders at special education institutions: up to EUR 434.00;
- Urban transportation: up to EUR 302.00;
- Teaching materials: up to EUR 100.00 for primary education, compulsory secondary education, initial vocational qualification programmes and training programmes for the transition to adult life. The rest of post-compulsory education levels, up to EUR 200.00;
- Pedagogical or language re-education: up to a maximum of EUR 895.00 to each one of them.
- Assistance aimed at pupils with the specific need of educational support as a result of being highly gifted to attend specific programmes aimed at this group, as long as these programmes are not provided free of charge by the relevant education authority: up to EUR 895.00.

Besides the general official call, in the different Autonomous Communities there are other calls and grants for pupils with special educational needs. Thus, in Navarre there are calls for individual study assistance at post-compulsory secondary level for pupils with sensory or motor disabilities or who have to stay at home for a long time on doctor's orders, assistance to carry out complementary activities in the Community of Valencia, or assistance for specialised treatment that cannot be developed at the educational institution and for the provision of educational support at home for those pupils who cannot go to school, both in Extremadura.

INSTITUTO DE MAYORES Y SERVICIOS SOCIALES (IMSERSO)

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Orden de 13 de junio de 2008 por la que se convocan, para el curso escolar 2008/2009, ayudas destinadas a alumnos y alumnas con necesidades educativas específicas de apoyo educativo matriculados en centros de Educación Infantil, Primaria, Secundaria y de Educación de Personas Adultas de la Comunidad Autónoma de Extremadura, sostenidos con fondos públicos

Orden de 21 de mayo de 2008, de la Conselleria de Educación, por la que se convoca concurso público de ayudas para la realización de actividades complementarias para el alumnado escolarizado en centros específicos de educación especial sostenidos con fondos públicos

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.

Real Decreto 675/2008, de 28 de abril, 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, Política Social y Deporte para el curso 2008-2009

Resolución 77/2008, de 4 de marzo, de la Directora General de Ordenación, Calidad e Innovación, por la que se convocan Ayudas individuales de enseñanza para alumnado con discapacidad sensorial, motora o con permanencia prolongada en su domicilio por prescripción facultativa, que curse enseñanzas de régimen general en niveles de Secundaria Postobligatoria en Centros Educativos de Navarra el curso 2007/08

Resolución de 6 de mayo de 2008, de la Secretaría de Estado de Educación y Formación, por la que se convocan ayudas para alumnado con necesidad específica de apoyo educativo para el curso académico 2008-2009

10.5. Special provision within 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 *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 disability educational provision is available at both mainstream and specific special educational institutions. The education of these 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 their needs cannot be properly met in mainstream institutions.

Education authorities 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.

[Ley Orgánica 2/2006, de 3 de mayo, de Educación.](#)

10.5.1. Specific legislative framework

The specific nationwide legislative framework for special and compensatory education comprises the following regulations:

- 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.

Ley 13/1982, de 7 de abril, de Integración Social de los Minusválidos

Ley 51/2003, de 2 de diciembre, de igualdad de oportunidades, no discriminación y accesibilidad universal de las personas con discapacidad

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

Orden ECD/2974/2002, de 25 de noviembre, por la que se modifica el Reglamento aprobado por Orden ECD/235/2002, de 7 de febrero, por la que se constituye el Foro para la Atención Educativa a Personas con Discapacidad y se establecen sus competencias, estructura y régimen de funcionamiento

Real Decreto 1468/2007, de 2 de noviembre, por el que se modifica el Real Decreto 1865/2004, de 6 de septiembre, por el que se regula el Consejo Nacional de la Discapacidad

Real Decreto 1865/2004, de 6 de septiembre, por el que se regula el Consejo Nacional de la Discapacidad

Real Decreto 299/1996, de 28 de febrero, de ordenación de las acciones dirigidas a la compensación de desigualdades en educación

Real Decreto 334/1985, de 6 de marzo, de ordenación de la Educación Especial

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

10.5.2. General objectives

The general objectives for pupils who need educational support different from the mainstream support (see section 10.3.) must be 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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 the same cycle.

Pupils who join the education system late or are more than one cycle 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, 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. Article 74 of the *LOE* stipulates that 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 mainstream and special education institutions 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 areas. The entire teaching team is responsible for this type of pupils.
- Other educational compensation measures: aimed at pupils in the second cycle of compulsory secondary education (15 years of age or, exceptionally, 14) who in addition to their significant curricular gap in most areas 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: the *LOE* establishes this type of programmes for 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. According to Article 27 of the *LOE*, education authorities 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 31st of the year the programme begins) who do not hold the [Graduado en Educación Secundaria](#) 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 a qualification and set down in the *LOE*. Initial vocational qualification programmes include three types of [módulos](#): specific [módulos](#), general training [módulos](#) 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](#) certificate, which will be 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.

Orientación educativa: fundamentos teóricos, modelos institucionales y nuevas perspectivas

INSTITUTO SUPERIOR DE FORMACIÓN Y RECURSOS EN RED PARA EL PROFESORADO (ISFTIC)

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

ORGANIZACIÓN NACIONAL DE CIEGOS DE ESPAÑA (ONCE)

SECRETARÍA DE ESTADO DE EDUCACIÓN Y FORMACIÓN

Ley 13/1982, de 7 de abril, de Integración Social de los Minusválidos

Ley 51/2003, de 2 de diciembre, de igualdad de oportunidades, no discriminación y accesibilidad universal de las personas con discapacidad

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

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

ORDEN ECI/2755/2007, de 31 de julio, por la que se regulan los programas de cualificación profesional inicial que se desarrollen en el ámbito de gestión del Ministerio de Educación y Ciencia

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

Real Decreto 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria.

Real Decreto 299/1996, de 28 de febrero, de ordenación de las acciones dirigidas a la compensación de desigualdades en educación

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

10.5.3.2. Attention to diversity services

A series of actions and decisions that require specialised staff to support and complement the teacher's 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.

Apart from diagnosing, Sector Teams, known as Educational and Psychopedagogical Counselling Teams (EOEP), 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 to the education of these pupils, 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 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 the cooperation in school plans.

Counselling Departments are the most widespread counselling services in secondary education, although certain 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 educational needs, teacher counselling, the development of psychopedagogical assessments and the drawing up of the schooling report for the pupils who so require.

Ley 51/2003, de 2 de diciembre, de igualdad de oportunidades, no discriminación y accesibilidad universal de las personas con discapacidad

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

10.5.3.3. 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.

ORGANIZACIÓN NACIONAL DE CIEGOS DE ESPAÑA (ONCE)

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

ORDEN ECI/2755/2007, de 31 de julio, por la que se regulan los programas de cualificación profesional inicial que se desarrollen en el ámbito de gestión del Ministerio de Educación y Ciencia

Real Decreto 299/1996, de 28 de febrero, de ordenación de las acciones dirigidas a la compensación de desigualdades en educación

10.6. Separate special provision

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 where there is sound reason to believe 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 also provide programmes intended to facilitate transition to adult and working life (see section 10.6.7.).

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Resolución de 14 de marzo de 2007, del Director General de Centros Docentes, por la que se autoriza el funcionamiento de unidades escolares de Educación Infantil Especial (3-6 años) en centros públicos de Educación Especial y colegios públicos de Educación Infantil y Primaria

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 17th, 2004).
- April 25, 1996 Resolution of the State Secretariat for Education regulating the drawing up of the [proyectos curriculares](#) 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.

- 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.

Ley 53/2003, de 10 de diciembre, sobre empleo público de discapacitados

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

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

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

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

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

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

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

10.6.2. General objectives

The objectives set for pupils of specific special educational institutions are based on those 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 (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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

10.6.5. Age levels and grouping of pupils

In the case of specific special educational institutions that provide education for pupils who cannot enter a mainstream school, 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.

In addition, some Autonomous Communities have authorized the running of special pre-primary educational school units for students from 3 to 6 years of age.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Resolución de 14 de marzo de 2007, del Director General de Centros Docentes, por la que se autoriza el funcionamiento de unidades escolares de Educación Infantil Especial (3-6 años) en centros públicos de Educación Especial y colegios públicos de Educación Infantil y Primaria

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

El sistema educativo español 2000

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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). In order to achieve this, pupils with special educational needs must be provided with the necessary skills and procedures to 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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.

In specific special education schools, assessment of pupil's 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 Hearing and Speech (speech therapist), the physiotherapist, the psycho-pedagogue, the psychologist, the pedagogue, etc.

Teaching teams act independently to establish the most relevant criteria guiding decision-making as regards 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.

LEG ID="L0506"\$Ley Orgánica 2/2006, de 3 de mayo, de Educación.ación.

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 article 42 of the *Ley 13/1982 de Integración Social de los Minusválidos, LISMI* (Act 13/1982, 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 December 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.

La integración del sistema universitario español en el Espacio Europeo de Enseñanza Superior. Documento Marco.

ORGANIZACIÓN NACIONAL DE CIEGOS DE ESPAÑA (ONCE)

Ley 13/1982, de 7 de abril, de Integración Social de los Minusválidos

Ley 51/2003, de 2 de diciembre, de igualdad de oportunidades, no discriminación y accesibilidad universal de las personas con discapacidad

Ley 53/2003, de 10 de diciembre, sobre empleo público de discapacitados

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

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 article 27.6 of the Spanish Constitution of 1978, natural and legal people are free to create educational institutions. As a consequence, the Spanish Education System includes the presence of both 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, concerning this issue, 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 (the former social guarantee programmes), and special education. Similarly, it regulates the working conditions of people employed in this type of institution (see section 8.2.2.1).

Private institutions are regulated by the VII State Collective Bargaining Agreement which covers general or formal teaching private educational institutions which are not subsidised by public funds to any degree. This agreement applies to these institutions, regardless of the nature and nationality of the owner, and where any of the following educational levels are provided: pre-primary education, ESO, [Bachillerato](#), and intermediate and/or advanced [ciclos formativos](#).

The X Collective Bargaining Agreement for institutions of attendance, attention, diagnosis, rehabilitation and promotion for the disabled is also worth mentioning owing 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación

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

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

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

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 foreign children/pupils and those of ethnic minorities

a) Foreign students

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 2007/08, foreign pupils accounted for 9.3% of the total number of students enrolled in non-university mainstream education (advance data), which means an increase of nearly one percentage point per year: in the previous year foreign pupils accounted for 8.36% of the students and in 2005/06 for 7.42%. 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 primary education (11.25%) and mainly in initial vocational qualification programmes –secondary education– (15.2%). In pre-primary education the percentage of foreign pupils with regard to the total number of enrolled students is close to 7.2% and, at present, this percentage in compulsory secondary education is of 10.8%. These figures have clearly decreased at non-compulsory secondary education: the percentage of foreign pupils in vocational training being 5.93% and 4.38% 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 *LOE*, 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, responsible in Spain for the management of the education system, 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 Canary Islands, La Rioja and the Basque Country; Plan for Attention to Immigrant 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.

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 and includes two types of linguistic attention measures: linguistic classrooms and linguistic and curricular reinforcement actions (see section 10.5.).
- 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 (Art. 79). As stated above, 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. Beyond this and in accordance with State regulations, 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. A brief analysis of the most relevant actions can be found below.
- Several actions are carried out by the central government, which is responsible for immigration. An important territorial cooperation example regarding this issue is the Support Fund for the reception and integration of immigrants and their educational reinforcement, whose aim is to promote and develop public

policies related to these issues by means of cooperation agreements between the Ministry of Labour and Immigration and the Autonomous Communities, Ceuta and Melilla.

- On the other hand, the central and regional governments announce **subsidies** for intercultural education projects or educational activities with immigrant pupils, which are carried out at local level by public institutions, [centros concertados](#) and non-profit private organisations.
- **Aids and awards** have also been announced to encourage intercultural research and innovation. For instance, at State level, intercultural education has been included as a main topic in the National Awards for Educational Research and Innovation announced by the Ministry of Education, Social Policy and Sport.
- Over the last years, **resource centres** related to intercultural education have been set up. At regional level, the following can be mentioned: the *Centro de Recursos de Educación Intercultural, CREI* (Intercultural Education Resource Centre) in Castile and Leon, the *Centro Aragonés de Recursos para la Educación Intercultural, CAREI* (Aragonese Resource Centre for Intercultural Education) or the *Centro de Animación y Documentación Intercultural, CADI* (Intercultural Activity and Documentation Centre) in Murcia. The *Centro de Recursos para la Atención a la Diversidad Cultural en Educación, CREADE* (Resource Centre for Attention to Cultural Diversity in Education) has been established at State level.
- The **CREADE** is a project developed by the Ministry of Education, Social Policy and Sport through the *Centro de Investigación y Documentación Educativa, CIDE* (Centre for Educational Research and Documentation). Its aim is to provide information, resources, materials, advice and training for teachers, educational institutions and teams of professionals in the social and educational field to manage diversity from an intercultural approach. *CREADE* aims at becoming a local, national and international point of reference by gathering public authorities, institutions, associations, NGOs and the rest of educational players round the project for the construction of an intercultural citizenship. The *CREADE* is made known to the public through a portal which is not only the image and tool for the dissemination of its activities, but a virtual documentation and resource centre with direct access to systematised and specialised databases related to several types of resources: bibliographic and documentary, audiovisual, new technologies, directories, etc. *CREADE's* portal surfing route is translated into thirteen languages. The official national languages and the foreign languages with the highest number of speakers in Spain are among them.
- The *CREADE* has committed itself to the establishment of a publishing line, which includes six collections for the production and gathering of valid and varied intercultural resources, in an attempt to bring together and adequately meet the needs detected by the educational community in the field of intercultural education. On the other hand, one of *CREADE's* major challenges at present is to gain a deeper understanding and to disseminate the curricula included in the education systems of origin of those pupils who joined the Spanish education system late. Its aim is the translation of these countries' curricula and their dissemination through the *CREADE* portal. This material, together with the comparative reports drawn up on the basis of these sources, will provide interested teachers with tools to prepare from curricular adaptations to certainly more inclusive and intercultural classroom activities. In addition, this curricular investigation may be a primary source of information for further studies, educational innovations and teaching experiences that contribute to the construction of a more intercultural citizenship. In this respect, the *CREADE* has also opened a physical resource centre for teachers and researchers interested in intercultural education.
- Finally, in collaboration with the *Asociación para la Enseñanza de Español como Lengua Extranjera, ASELE* (Association for the Teaching of Spanish as a Foreign Language), the *ASELE-CREADE Awards* on Interculturality and Teaching of second languages have been established to promote research and practice in this field.
- The authorities and non-profit organisations also promote the **education of the immigrant adult population**. In this sense, the Ministry of Education, Social Policy and Sport has published materials suitable for immigrant adults and materials on intercultural education for professionals. Examples of these are:

Contrastes (Contrasts) a methodological proposal that combines literacy with Spanish learning, *Adelante* (Come in), materials on guidance and the education system; *Cuidate* (Take care), intercultural teaching materials on health maintenance; *Vivir-convivir* (Exist-coexist), includes activities to promote intercultural values, *Palágenes* ('Wordges'), a Spanish dictionary where the meaning of words is provided through images, and *Día Internacional contra el Racismo* (International Day against Racism), a teaching material to support intercultural education processes.

- In addition, authorities grant subsidies to local institutions and non-profit private organisations to teach, mainly, the language of the host society. The aids and awards, as well as the abovementioned resource centres, usually include the adult population.

b) Ethnic minorities

Romanies are an ethnic minority who has been present in Spain for over 600 years. In order to offer appropriate provision for the Romany population, the Commission on Education of the Programme for the Development of the Romany People, coordinated by the *MEPSyD*, exists. This Commission is made up of representatives from the Directorate-General for Education, Vocational Training and Educational Innovation of the *MEPSYD*, from the Directorate-General for Social Action, Infant and Families of the Ministry of Labour and Social Affairs, as well as including representatives from the educational area of the Autonomous Communities of Aragon, Asturias, the Canary Islands, Cantabria, Castile-La Mancha, Castile and Leon, Extremadura, Galicia, Madrid, Murcia, Navarre, the Basque Country, La Rioja and by experts and representatives of state organisations for Romany people. This Commission works in three main areas: creating and editing didactic materials on Romany culture, training on intercultural mediation with the Romany people, and on initial and in-service training of teachers and of those who intervene with the Romany population.

Educational measures regarding attention to Romany pupils are included in the school measures for attention to diversity (see section 10.5.). Above all, the main educational concerns are the schooling and the overcoming of the school failure of these pupils. Autonomous Communities have different action plans in relation to the educational response for the Romany population. Those which should be highlighted are the *Fundación del Secretariado General Gitano*, *FSGG* (Foundation of the General Romany Secretariat) and *Enseñantes con Gitanos* (Teachers with Romanies).

Inmigración y educación. La intervención de la comunidad Educativa.

La escolarización del alumnado de origen inmigrante en España: análisis descriptivo y estudio empírico

ASOCIACION PARA LA ENSEÑANZA DE ESPAÑOL COMO LENGUA EXTRANJERA. ASELE

ASOCIACIÓN DE ENSEÑANTES CON GITANOS

CENTRO DE INVESTIGACIÓN Y DOCUMENTACIÓN EDUCATIVA - CIDE

CENTRO DE RECURSOS PARA LA ATENCIÓN A LA DIVERSIDAD CULTURAL EN EDUCACIÓN (CREADE)

FUNDACIÓN DEL SECRETARIADO GENERAL GITANO (FSGG)

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

Convenio Cultural entre España y Portugal, firmado en Madrid el día 22 de mayo de 1970

Convenio de Cooperación Cultural entre el gobierno de España y el reino de Marruecos, hecho en Rabat el 14 de octubre de 1980

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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

Orden EDU/1159/2008, de 26 de junio, por la que se establecen las bases reguladoras de las subvenciones dirigidas a entidades privadas sin ánimo de lucro para la realización de actuaciones de compensación educativa e interculturalidad

Real Decreto 891/2005, de 22 de julio, por el que se crea y regula el Consejo Estatal del Pueblo Gitano

Resolución 208/2008, de 30 de abril, de la Directora General de Ordenación, Calidad e Innovación, por la que se aprueba la convocatoria de financiación para el curso 2008/2009 a proyectos educativos y experiencias de Educación Intercultural en centros públicos de enseñanza de la Comunidad Foral de Navarra

Resolución de 15 de abril de 2008, de la Dirección General de Ordenación y Centros Docentes, por la que se establecen los criterios y el procedimiento para la autorización del funcionamiento durante el curso académico 2008-2009, del Programa de Acogida al Sistema Educativo (PASE) en centros docentes sostenidos con fondos públicos, que impartan educación primaria o educación secundaria obligatoria

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

Statistics are available in the following subsections.

10.8.1.1. Special education pupils

Table 10.1: 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 2006/07.

	Number of pupils	% with respect to the total number of pupils ¹
Total of pupils with special educational needs	133,664	2.2
Specific special education pupils ²	28,871	0.5
Integration pupils ³	104,793	1.7

¹ Pre-primary, primary, compulsory secondary education (ESO) and special education are included in this total.

² This refers to both pupils in specific special educational institutions and special education classrooms in mainstream institutions.

³ 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 school year 2006/07. Office of Statistics, Ministry of Education, Social Policy and Sport.

Table 10.2: Schooling according to age in special educational institutions and classrooms net rate. Academic year 2006/07

	Schooling rate
3 years old	0.1
4 years old	0.2
5 years old	0.2
6 years old	0.3
7 years old	0.3
8 years old	0.3
9 years old	0.4
10 years old	0.4
11 years old	0.4
12 years old	0.5
13 years old	0.5
14 years old	0.6
15 years old	0.5
16 years old	0.6
17 years old	0.5
18 years old	0.4
19 years old	0.3
20 years old	0.2
21 years old	0.1

Source: *Estadística de las Enseñanzas no universitarias*. Office of Statistics, Ministry of Education, Social Policy and Sport. Estimates of current population of the National Statistics Institute.

Table 10.3: Average number of pupils per group in special education according to school ownership¹. Academic year 2006/07

	Average number of pupils per group
Total	5.6
Public institutions	5.2
Private institutions	6.0

¹ Including specific institutions and special education classrooms in mainstream schools.

Source: *Estadística de las Enseñanzas no universitarias*. Office of Statistics, Ministry of Education, Social Policy and Sport.

Table 10.4: Percentage of pupils with special educational needs attending specific institutions¹. Academic year 2005/06

Specific special education	22.1
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¹ Calculated on the total number of pupils enrolled in pre-primary education, primary education, *ESO* and special education.

Source: *Estadística de las Enseñanzas no universitarias*. Office of Statistics, Ministry of Education, Social Policy and Sport.

Estadísticas de las enseñanzas no universitarias. Resultados detallados. Curso 2006-07

OFICINA DE ESTADÍSTICA

10.8.1.2. Foreign pupils

Table 10.5: Evolution of foreign pupils per educational level

	1997-98	2002-03	2006-07	2007-08 ¹
Total	61,335	307,151	444,637	724,568
Non-university education (total)	61,335	307,151	415,001	692,430
Pre-primary education	1,260	60,042	104,207	118,007
Primary education	34,923	132,453	262,415	292,457
Special education	235	965	2,205	2,760
Compulsory secondary education	15,167	80,286	169,49	197,184
Bachillerato	6,711	12,099	25,120	27,181
Vocational training	2,855	10,467	29,549	34,616
Enseñanzas de régimen especial	..	6,656	16,625	18,397
No provision recorded	184	4,183	-	4,588
University education	29,636	32,138

¹ Advance data

Source: *Datos y cifras*. School year 2008/09. Office of Statistics, Ministry of Education, Social Policy and Sport. *Datos Básicos del Sistema Universitario Español*. School year 2008/09. University Coordination Council. Ministry of Science and Innovation.

Table 10.6: Total distribution and distribution in percentage terms of foreign and Spanish pupils per educational level. Academic year 2006/07

	Total pupils	Foreign pupils	% foreigners	Spanish pupils	% Spaniards
Total	9,186,653	640,338	7.0	8,546,315	93.0
Non-university education (total)	7,776,213	610,702	7.9	7,165,511	92.1
Pre-primary education	1,557,257	104,207	6.7	1,453,050	93.3
Primary education	2,538,033	262,415	10.3	2,275,618	89.7
Special education	28,871	2,205	7.6	26,666	92.4
Compulsory secondary education	1,834,685	169,490	9.2	1,665,195	90.8
Bachillerato	630,349	25,120	4.0	605,229	96.0
Vocational training	499,467	30,640	6.1	468,827	93.9
Enseñanzas de régimen especial	687,551	16,625	2.4	670,926	97.6
University education	1,410,440	29,636	2.1	1,380,804	97.9

Source: *Datos y cifras*. School year 2008/09. Office of Statistics, Ministry of Education, Social Policy and Sport. Spanish University System Basic Data.

Table 10.7: Number and percentage of foreign pupils according to school ownership. academic year 2006/07

	Number of pupils	% of pupils
Total	610,702	100.0
Public institutions	503,202	82.4
Private institutions	107,500	17.6

Source: *Datos y cifras*. School year 2008/09. Office of Statistics, Ministry of Education, Social Policy and Sport. Spanish University System Basic Data.

Table 10.8: Percentage of foreign pupils in mainstream non-university education per Autonomous Community. Academic year 2006/07

% foreign pupils	
Spain	7.9
Andalusia	4.8
Aragon	9.2
Asturias	3.5
Balearic Islands	13.2
Basque Country	4.3
Canary Islands	7.9
Cantabria	5.3
Castile and Leon	5.6
Castile-La Mancha	6.8
Catalonia	10.5
Ceuta	1.5
Extremadure	2.4
Galicia	2.8
La Rioja	11.3
Madrid	11.6
Melilla	5.4
Murcia	10.7
Navarre	8.0
Valencian Community	10.3

Source: *Datos y cifras*. School year 2008/09. Office of Statistics, Ministry of Education, Social Policy and Sport. Spanish University System Basic Data.

Table 10.9: Foreign pupils per geographic area of origin and changes regarding the academic year 1996/97. Academic year 2006/07

	Academic year 2006-07		Academic year 1996-97		Changes % 1996/97 2006/07
	Number of foreign pupils	% of foreign pupils	Number of foreign pupils	% of foreign pupils	
Total	695,190	100	72,335	100	961.1
Africa	135,086	19.4	21,379	29.6	631.9
Asia	33,064	4.8	6,332	8.8	522.2
Central America	6,609	1.0	2,134	3.0	309.7
Country not recorded	862	0.1	144	0.2	598.6

Europe (EU + rest of Europe)	202,658	29.2	25,824	35.7	784.8
North America	25,328	3.6	4,123	5.7	614.3
Oceania	325	0.0	107	0.1	303.7
South America	291,258	41.9	12,292	17.0	2369.5

Source: *Datos y cifras*. School year 2008/09. Office of Statistics, Ministry of Education, Social Policy and Sport. Spanish University System Basic Data.

Source: *Estadística de las Enseñanzas no universitarias*. Office of Statistics, Ministry of Education and Science (MEC)

Datos Básicos del Sistema Universitario Español. Curso 2008/2009

Datos y cifras. Curso escolar 2008-2009

Estadísticas de las enseñanzas no universitarias. Resultados detallados. Curso 2005-06.

OFICINA DE ESTADÍSTICA

SECRETERÍA GENERAL DEL CONSEJO DE COORDINACIÓN UNIVERSITARIA

10.8.2. Teachers

Table 10.10: Number of special education teachers¹ according to school ownership and percentage regarding the total number of teachers of non-university mainstream education. Academic year 2006/07

	Number of teachers	% regarding the total number of teachers
Total	12,889	2.1
Public institutions	9,353	2.1
Private institutions	3,536	2.2

¹ Teachers of specific special educational institutions and teachers of special education in mainstream institutions.

Source: *Estadística de las Enseñanzas no universitarias*. Detailed results for 2006/07. Office of Statistics, Ministry of Education, Social Policy and Sport.

Estadísticas de las enseñanzas no universitarias. Resultados detallados. Curso 2006-07

OFICINA DE ESTADÍSTICA

10.8.3. Institutions

Table 10.11: Number of institutions providing special education (both specific and mainstream with substitutive units) according to ownership. Academic year 2006/07

	Number of institutions
Total	1,225
Public institutions	871
Private institutions	354

Source: *Estadística de las Enseñanzas no universitarias*. Detailed results for 2006/07. Office of Statistics, Ministry of Education, Social Policy and Sport.

Table 10.12: Number of specific special educational institutions by ownership and percentage regarding the rest of mainstream educational institutions. Academic year 2006/07

	Number of institutions	% regarding the total number of institutions
Total	478	2.1
Public institutions	190	1.2
Private institutions	288	4.3

Source: *Estadística de las Enseñanzas no universitarias*. Detailed results for 2006/07. Office of Statistics, Ministry of Education, Social Policy and Sport.

Table 10.13: Number of mainstream institutions with classrooms for special education. Academic year 2006/07

	Number of institutions	% regarding the total number of institutions
Total	747	3.2
Public institutions	681	4.2
Private institutions	66	1.0.

Source: *Estadística de las Enseñanzas no universitarias*. Detailed results for 2006/07. Office of Statistics, Ministry of Education, Social Policy and Sport.

Table 10.14: Units in specific institutions and classrooms for special education in mainstream institutions. Academic year 2006/07

	Number of units and classrooms
Total	5,192
Public institutions	2,955
Private institutions	2,237

Source: *Estadística de las Enseñanzas no universitarias*. Detailed results for 2006/07. Office of Statistics, Ministry of Education, Social Policy and Sport.

Estadísticas de las enseñanzas no universitarias. Resultados detallados. Curso 2006-07

OFICINA DE ESTADÍSTICA

11. The European and International Dimension in Education

This chapter offers an account of Spanish educational activities aimed at developing the European and international dimension in education. It begins with a historical overview and goes on to present the main issues currently under debate. After outlining the specific legislative framework of the national guidelines, the particular programmes and initiatives in which Spain participates are discussed. The chapter continues by looking into aspects related to the European and international dimension in the Spanish curriculum. Finally, it concludes with a section analysing students and teachers' mobility, together with the most relevant statistical data.

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 20th 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.

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 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. Since then, this institution has experienced a considerable growth, opening new branches in all continents. 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).

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 broadened the role of the European Commission in educational matters. 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 1997, 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 (OEI), 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.

CENTRO PARA LA INVESTIGACIÓN E INNOVACIÓN EDUCATIVAS (CERI)

COMISIÓN EUROPEA. REPRESENTACIÓN EN ESPAÑA

INSTITUTO CERVANTES

ORGANIZACIÓN DE ESTADOS IBEROAMERICANOS PARA LA EDUCACIÓN, LA CIENCIA Y LA CULTURA (OEI)

ORGANIZACIÓN DE LAS NACIONES UNIDAS PARA LA EDUCACIÓN, LA CIENCIA Y LA CULTURA (UNESCO)

ORGANIZACIÓN PARA LA COOPERACIÓN Y DESARROLLO ECONÓMICOS (OCDE)

Ley 7/1991, de 21 de marzo, por la que se crea el Instituto Cervantes

Real Decreto 1027/1993, de 25 de junio, por el que se regula la acción educativa en el exterior

Real Decreto 564/1987, de 15 de abril, por el que se regula la acción educativa en el exterior

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, at the level of tertiary education, Spain is also introducing a series of changes, required in order to adapt the system to the European Higher Education Area. It could therefore be said that the European and international dimension in education is nowadays 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 specific objectives for education systems 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 European Union 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 the required abilities for the new knowledge society, guaranteeing access to information technologies for all, and increasing the number of students enrolled in technical, scientific and artistic 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 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.

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 guidelines for education and learning. Likewise, in higher education levels, the legislation passed in 2007 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 chapter 6, section 6.2.)

Finally, it is also necessary to mention that the new design for vocational studies proposed in 2002, and which has not been modified by the new law of 2006, was inspired in the coordinated strategies for employment developed by the European Union. The spirit underlying this reform is to create a highly qualified workforce, prepared for mobility and free circulation throughout Europe. In order to do so, policies have moved towards the homogenisation of training programmes, levels and degrees.

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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.

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, Social Policy and Sport (*MEPSyD*), the Ministry of Science and Innovation (*MICINN*), the Ministry of Foreign Affairs and Cooperation (*MAEC*) and The Cervantes Institute.

The Ministry of Education, through its Department of International Cooperation, is in charge of the organisation of non-university educational levels in all the countries where there is an official representation of Spain, as well as of international relationships with other countries and institutions regarding those levels. The Ministry of Science and Innovation, through its Office of International Cooperation, is responsible for international cooperation programmes in higher education, as well as for the development of the European Higher Education Area and for Spanish participation in the definition of the Latin American Common Knowledge Area. The Ministry of Foreign Affairs is responsible for relationships with the Departments of

Education of Spanish embassies abroad, and it also manages and supervises specific programmes, such as those derived from specific agreements, through its Office of Scientific and Cultural Programmes and Agreements. Furthermore, this Ministry manages a series of activities in the area of cooperation for development in different countries, through the Spanish Agency for Cooperation and Development (AECID). The Cervantes Institute is further 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. 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 fulfilment of the goals proposed by the European Union. Besides, the April 12 2007 Act on Universities 4/2007 which modifies December 21 2001 Act on Universities 6/2001 provides the basis for the future development of the international and European dimension in higher education.

MINISTERIO DE ASUNTOS EXTERIORES Y DE COOPERACIÓN

MINISTERIO DE CIENCIA E INNOVACIÓN (MICINN)

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

Constitución Española de 27 de diciembre de 1978

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

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

Real Decreto 1128/2008, de 4 de julio, por el que se desarrolla la estructura orgánica básica del Ministerio de Educación, Política Social y Deporte 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

Real Decreto 1183/2008, de 11 de julio, por el que se desarrolla la estructura orgánica básica del Ministerio de Ciencia e Innovación

11.4. National programmes and initiatives

The Ministry of Education, Social Policy and Sport (MEPSyD) establishes, through the Ministry of Foreign Affairs and Cooperation (MAEC), bilateral and multilateral cooperation agreements both within the European Union as well as with other countries. These agreements, which are generally devised as annual action plans, are aimed at reinforcing educational, scientific and cultural cooperation between participating countries.

Owing to 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.).

MINISTERIO DE ASUNTOS EXTERIORES Y DE COOPERACIÓN

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

11.4.1. Bilateral programmes and initiatives

Among the most relevant bilateral programmes in which the Ministry of Education, Social Policy and Sport (*MEPSyD*) participated during the 2008/09 academic year, special mention should be made of the following initiatives:

One-to-one Exchange Programme. This programme is the result of a series of bilateral educational cooperation agreements signed with Austria, France, and Switzerland for the academic year 2008/09. It is aimed at primary and secondary education teachers, as well as official language 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 assistants. There is an annual exchange of language assistants between Spain and Austria, Belgium, Canada, France, Germany, Italy, New Zealand, 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 undertaking their final year of studies, these posts may be applied for by Spanish university graduates, mainly those holding a degree in Philology, 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 who 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 housing and living expenses in Spain.

Visiting teachers. These exchange programmes are held, on the one hand with the United States and Canada, and, on the other hand, with Germany. 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 aimed at those who have a degree in Philology, regardless of their being teachers with civil servant status or not, and work in German public secondary and vocational schools.

Exchange of Spanish and foreign teachers and experts. Bilateral cultural and educational cooperation programmes organised by Spain and Bulgaria, Finland, Georgia, Italy, Mexico, Poland, Romania, Slovakia and Tunisia have allowed the exchange of teachers of different educational levels in recent years. The goal of these programmes is to provide financial assistance for teachers to attend academic meetings or congresses and to spend periods of time at universities and research institutions. Depending on the objectives of the visit or research programme, the length of the stay can vary between a week and a month.

In Spain, these programmes are funded by the *MEPSyD* and managed in collaboration with the Office of Programmes and Scientific and Cultural Agreements, a division of the Ministry of Foreign Affairs and Cooperation (*MAEC*). Both provide foreign teachers and researchers with assistance to cover travel, accommodation, health insurance and transport expenses.

Assistance for inter-university cooperation with Brazil. In accordance with the agreement reached between Spain and Brazil in 2001, the Ministries of Education of both countries provide assistance with the aim of supporting graduate and research programmes. 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, and, on the other hand, there is also funding for the organisation of workshops, seminars and other bilateral activities. In any case, the maximum length allowed for projects is one year.

Linguistic Campuses. These are the result of bilateral agreements between Spain, Poland and Bulgaria, 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.

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. In order to do so, educational activities are organised in Spain during the summer. The grants are awarded to outstanding students of Spanish and/or students in the bilingual sections of countries which have bilateral agreements with Spain. These agreements state that student selection must be carried out by the education authorities of the countries of destination. The *MEPSyD* finances travel, housing 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 both countries. 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

AGENCIA ESPAÑOLA DE COOPERACIÓN INTERNACIONAL PARA EL DESARROLLO (AECID)

COMISIÓN DE INTERCAMBIO CULTURAL, EDUCATIVO Y CIENTÍFICO ENTRE ESPAÑA Y LOS ESTADOS UNIDOS DE AMÉRICA, PROGRAMA FULBRIGHT

Acuerdo entre el Gobierno de España y el Gobierno de los Estados Unidos de América para financiar ciertos programas de Intercambio Cultural (Acuerdo Fulbright), firmado en Madrid el día 16 de octubre de 1958.

Orden ECI/3672/2007, de 10 de diciembre, por la que se convocan plazas para Profesores visitantes en centros escolares de los Estados Unidos de América y Canadá, para el curso académico 2008-2009

Orden ECI/4017/2007, de 21 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, Reino Unido, República de Irlanda y República Federal de Alemania, para el curso académico 2008-2009

Orden ECI/834/2008, de 29 de febrero, por la que se convocan plazas en el programa de intercambio puesto por puesto de profesores franceses, austriacos y suizos, con profesores españoles de Educación Primaria, Secundaria y Escuelas Oficiales de Idiomas para el curso 2008/2009

Orden ECI/844/2008, de 14 de marzo, por la que se convocan plazas para profesores visitantes en Institutos de Enseñanza Secundaria y Centros de Formación Profesional de diversos Estados de la República Federal de Alemania, para el curso académico 2008-2009

RESOLUCIÓN de 13 de marzo de 2008, de la Secretaría de Estado de Universidades e Investigación, por la que se convocan ayudas para la cooperación interuniversitaria con Brasil

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 Lifelong Learning Programme (Comenius, Erasmus, Grundtvig, Leonardo da Vinci, Jean Monet and the transversal programme) through the Spanish National Agency for Lifelong Learning Programmes (OAPEE), which depends on the Ministry of Science and Innovation (MICYT). (For further information on the structure and implementation of the actions of the Lifelong Learning Programme in Spain.

Apart from these activities, Spain is also involved in other initiatives, such as the EUROSCOLA award or the European Seal for Innovative Foreign Language Initiatives, developed by the European Union with the aim of encouraging foreign language learning as a means to facilitate European integration. (For more information about this award in Spain.

II) Other European organisations with initiatives in education

Spain 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 learning, and so on). Spain also takes part in the In-service Training Programme for Education Professionals. For further information on the programme, see the web page (<http://www.oapee/inicio/iniativas.html>)
- **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 Member States, among which Spain is included. Bulgaria and Slovenia participate as observers. The Agency is supported 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 special needs education. For further information, see the web page of the Agency.

COMISIÓN EUROPEA. REPRESENTACIÓN EN ESPAÑA

MINISTERIO DE CIENCIA E INNOVACIÓN (MICINN)

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

ORGANISMO AUTÓNOMO PROGRAMAS EDUCATIVOS EUROPEOS (OAPEE)

PARLAMENTO EUROPEO

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.

Decisión nº 2317/2003/CE del Parlamento Europeo y del Consejo de 5 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).

Orden ECI/1305/2005, de 20 de abril, de bases reguladoras de la concesión de subvenciones públicas en régimen de concurrencia competitiva.

Orden ECI/957/2008, de 24 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 2008

Real Decreto 903/2007, de 6 de julio, por el que se aprueba el Estatuto del Organismo Autónomo Programas Educativos Europeos

11.4.2.2. Latin American area

The numerous historical ties between Spain and Latin America, as well as their close cultural and linguistic links, 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 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 Ministries of Education. During the last assembly, held in El Salvador in 2008, the *OEI* set up the strategic aims for the year 2010, as well as the indicators and expected levels of achievement, the criteria for the evaluation of attainment of these goals and the programmes designed for joint action.

Spain is involved in the following projects developed by the *OEI*:

- Support to the management of educational reforms and the achievement of social and political agreements to improve education.
- Elaboration of indicators and models of evaluation of the education system and the schools.
- Support to pre-primary education, children's rights and family involvement in education.
- The Latin American Plan for Literacy and Basic Education of Young People and Adults (*PAEBA*).

- Development and modernization of technical-vocational training.
- Special attention to students' diversity, support to ethnic minorities and integration of pupils with special educational needs.
- Guidance and support to immigrant students and their families.
- Education in Ethics and strengthening of cultural values of democracy and solidarity.
- Support to raise awareness of 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.
- Strengthening of skills within the cultural field in favour of development.
- Art education, culture and citizenship.

In addition to the abovementioned projects, the Ministry of Education, Social Policy and Sport (*MEPSyD*) also contributes to educational cooperation with Latin America through the implementation of the following programmes:

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 Educational Cooperation Programme 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, Social Policy and Sport (*MEPSyD*) supports a further area in education, 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 in new geographical and social areas). There are two networks currently operating, namely, the Latin American Intergovernmental Technical Cooperation Network for the Education of People with Special Educational Needs (*RIINEE*) and the Latin American Network for the Education of Young People and Adults (*RIEJA*).

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 new information technologies for educational purposes.

Some of the most important educational projects in which Spain participates are: Literacy for Development and Training of Educators and other Social Agents. In the field of school efficiency, Spain has also been

involved in recent research projects, designed to provide useful information to assist in political decision-making in order to improve the quality of Latin American education systems.

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 three types of grants: postgraduate grants, doctoral grants and research and lifelong learning grants.

FUNDACIÓN CAROLINA

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

ORGANIZACIÓN DE ESTADOS IBEROAMERICANOS PARA LA EDUCACIÓN, LA CIENCIA Y LA CULTURA (OEI)

ORGANIZACIÓN DEL CONVENIO ANDRÉS BELLO (CAB)

11.4.2.3. Other areas: OECD and UNESCO

Spanish collaboration within the Directorate for Education of the Organisation for Economic Cooperation and Development (OECD) has been constant since 1961, when Spain joined this organisation. 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), etc.

In addition, Spain collaborates actively in several projects for cooperation in education, organised by the United Nations Educational, Scientific and Cultural Organization (UNESCO). The Spanish Department for International Cooperation, in collaboration with the Directorate of Education of UNESCO, coordinates the activities in this area. 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.

ORGANIZACIÓN DE LAS NACIONES UNIDAS PARA LA EDUCACIÓN, LA CIENCIA Y LA CULTURA (UNESCO)

ORGANIZACIÓN PARA LA COOPERACIÓN Y DESARROLLO ECONÓMICOS (OCDE)

11.4.3. Other national programmes and initiatives

The information included in this section refers to the framework for action and the educational programmes set up by Spain in order to provide for the educational needs of both Spanish population living abroad and of foreign students willing to learn Spanish language and culture.

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, Social Policy and Sport (*MEPSyD*), The Ministry of Foreign Affairs and Cooperation (*MAEC*) and The Cervantes Institute.

The Ministry of Education organises its activities through the Departments and Offices of Education established abroad, whose main function is to promote, manage and support the various educational and technological 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.). Finally, 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.).

INSTITUTO CERVANTES

MINISTERIO DE ASUNTOS EXTERIORES Y DE COOPERACIÓN

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

11.4.3.1.1. Structure of the Ministry of Education abroad

Spain has got a network of Departments of Education in countries with which it cooperates in diplomatic missions and in countries where its presence is required as a result of educational and scientific needs. Besides these Departments, there are also Offices of Education which report to the Departments, in cities other than those where the Spanish embassies are located or which have no Department of Education. Furthermore, in those countries where there are no Departments or Offices of education, the Ministry of Education, Social Policy and Sport (*MEPSyD*) sends experts to manage resource centres or to direct education divisions.

The aim of the Departments of Education is to promote and supervise educational activities abroad. They have the following 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. The number of offices of the Ministry of Education, Social Policy and Sport (*MEPSyD*) has increased during recent years. At present, there are offices in Andorra, Argentina, Australia, Belgium, Brazil, Bulgaria, Canada, China, Colombia, Costa Rica, the Czech Republic, Denmark, Equatorial Guinea, France, Germany, Greece, Hungary, Ireland, Italy, Morocco, Mexico, the Netherlands, New Zealand, Poland, Portugal, Romania, Russia, Slovakia, Sweden, Turkey, the United Kingdom and the United States.

An Education Counsellor, appointed by the Ministry of Education and the Ministry of Foreign Affairs and Cooperation, is the head of each Department of Education. In addition, there is a team of technical advisors, responsible for providing technical, linguistic and pedagogical advice regarding initiatives to foster the learning of Spanish as a foreign language and the promotion of Spanish culture. Among them we may mention: the adaptation of the curriculum to the specific characteristics of the host country; the elaboration of reports on the situation of the teaching of Spanish within the host education system; the design and preparation of advanced education courses intended for teachers of Spanish as a foreign language, whether these teachers are Spanish natives or not, who are appointed in those countries and to whom information and advice about the Spanish education system and culture is provided; and cooperation in drawing-up Spanish programmes, providing advice to those responsible for education in the host country and modifying resources for teaching Spanish as a foreign language.

In addition, Counsellors, always within their scope of competence, may assign other duties to technical advisors, such as the creation of teaching resource centres and management of publications (bulletins, magazines, etc).

When educational priorities abroad demand so, technical advisors may be appointed by the *MEPSyD* in countries where there is no Department of Education. These advisors are mainly responsible for the promotion of Spanish language and culture in the education systems of the host country and for the organisation of studies to obtain a certificate in Spanish as a foreign language. In recent years, the area of responsibility for technical advisors has expanded so as to cover a greater number of countries, as a result of a growing interest in Spanish culture and language abroad.

Apart from the departments and offices previously mentioned, the *MEPSyD* has got two other departments in international organisations. The first one is located in Brussels, representing the *MEPSyD* in the European Union, while the other one is in Paris, on behalf of the *MEPSyD* in the Organisation for Economic Cooperation and Development (OECD), the Council of Europe and the United Nations Educational, Scientific and Cultural Organization (UNESCO). These departments have a different organisational structure from that of bilateral departments.

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

ORGANIZACIÓN DE LAS NACIONES UNIDAS PARA LA EDUCACIÓN, LA CIENCIA Y LA CULTURA (UNESCO)

ORGANIZACIÓN PARA LA COOPERACIÓN Y DESARROLLO ECONÓMICOS (OCDE)

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

11.4.3.1.2. Network of educational institutions abroad

Educational institutions in other countries are one of the main resources through which the Ministry of Education, Social Policy and Sport (*MEPSyD*) organises educational action abroad. Among these wide-ranging institutions, we could mention the following ones:

1) Educational institutions financed by Spain

The educational institutions financed and managed by Spain abroad offer non-university provision within the framework of the Spanish education system. Nevertheless, such provision may be adapted to the education system of the country where the institution is located. In these schools, the learning of Spanish has a special status, as regards both timetable distribution and group organisation. Furthermore, the teaching of social science subjects is also adapted to meet the requirements of the geographical and historical background of the school surroundings.

The organisation and management of these schools, their governing bodies and teaching coordination is subject to the general regulations established for public educational institutions in Spain. During the 2008/09 academic year, 23 educational institutions financed and managed by Spain have been operating in Andorra, Colombia, France, Italy, Morocco, Portugal, the United Kingdom and Western Sahara.

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 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; one is in Brazil and the other one in Argentina.

3) Special Agreement Schools

In order to increase educational offer abroad, the *MEPSyD* offers the possibility of signing agreements with schools in other countries. The result of such collaboration is the so-called special agreement schools. According to the law, there are a number of prerequisites that an institution needs to fulfil in order to be eligible for one of these agreements, namely: educational programmes must be oriented towards excellence; the participation of all the members of the school community must be guaranteed; the teachers employed must have the required qualifications according to the standards set by the *MEPSyD*; evaluation procedures will be carried out following Spanish regulations and will be supervised by the educational inspection; the institution must offer provision for all educational levels from pre-primary to higher secondary education; the length of the agreement cannot be inferior to eleven years of schooling in pre-university education; and, finally, the institution must have adequate educational facilities as well as an appropriate teacher-student ratio in order to guarantee quality in education. Furthermore, the committee who 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 (and there are no other institutions with the same type of agreement in the country) or has got a demonstrated 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 *MEPSyD* or other Spanish institutions.

There are ten special agreement schools operating nowadays, located in 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 *MEPSyD* 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 *MEPSyD*.

There are 28 Spanish sections functioning during the present academic year. They are located in Germany, The United States, France, Italy, the Netherlands and The United Kingdom.

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 total of 55 bilingual sections in the aforementioned countries.

6) European Schools

European Schools are educational institutions whose main aim is to provide students with a multilingual, multicultural and multiprofessional education. Spain began to participate in these schools in 1986, after becoming a member of the European Union.

In European Schools where there is a Spanish section, both pre-primary and primary levels of education are taught in Spanish. On the other hand, in secondary levels, 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.

Spain has a representation in the European Schools of the following countries: Germany (Frankfurt, Karlsruhe and Munich), Belgium (Brussels I, II and III, 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 *MEPSyD* assigns teachers to teach 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.

7) Spanish language and culture associations and classrooms

Spanish language and culture associations and classrooms were created so that the children of Spanish residents abroad could have the possibility to maintain and strengthen linguistic and cultural ties with Spain. Nowadays, 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. The decision to open or close one of these classrooms is a responsibility of the *MEPSyD*, 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. 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 *MEPSYD*.

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.

MINISTERIO DE ASUNTOS EXTERIORES Y DE COOPERACIÓN

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

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

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.

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..

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.

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.

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.

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.

Orden ESD/1196/2008, 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 2008-2009

Real Decreto 1137/2002, de 31 de octubre, por el que se regulan los "diplomas de español como lengua extranjera (DELE)".

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

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. The Institute has two central offices, both in the Autonomous Community of Madrid (Madrid and Alcalá de Henares), and carries out its activity through the 70 Cervantes centres located in more than 40 different countries.

Among the objectives and duties of the Cervantes Institute, the following should be highlighted:

- Organisation of general and specific 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 Cervantes Institute is in charge of the academic, administrative and economic management of these language certificates. The *MEPSyD* and the Director of the Institute on its behalf, is responsible for issuing them. The corresponding official exams can be taken in the different centres of the Cervantes Institute, in authorised Spanish or foreign universities or in official language schools, in official educational institutions offering Spanish provision abroad, as well as in any other institution with which there is an agreement.

In addition, the Cervantes Institute has a number of resource centres for self-study of Spanish, the so-called Cervantes Classrooms. 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.

The Institute also has a 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.

INSTITUTO CERVANTES

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

Ley 7/1991, de 21 de marzo, por la que se crea el Instituto Cervantes

Real Decreto 1137/2002, de 31 de octubre, por el que se regulan los "diplomas de español como lengua extranjera (DELE)".

Real Decreto 1526/1999, de 1 de octubre, por el que se aprueba el Reglamento del Instituto Cervantes.

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.

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)"

11.5. European and international dimension in the national curriculum

The 2006 *Ley Orgánica de Educación, LOE* (Act on Education) states the three main objectives established by the European Union for the education systems of its Member States. In line with objective number three, the law specifically mentions the need to open the Spanish education system up to the world. This new

dimension requires learning foreign languages, increasing mobility and exchanges and strengthening European cooperation.

The national core curriculum developed after the law was passed has taken this principle into account, and has therefore established for all educational levels a set of basic competences, objectives, contents and evaluation criteria related to the European and international dimension in education (see sections 11.5.1., 11.5.2., 11.5.3., 11.5.4., 11.5.5. and 11.5.6.).

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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

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.

11.5.1. Pre-primary 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, the 2006 Ley Orgánica de Educación, LOE (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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1630/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas del segundo ciclo de Educación Infantil.

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.

This area includes contents that must be acquired by all students, such as 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 of 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 new legislation enacted in 2006 includes the area of Education for Citizenship and Human Rights in the curriculum 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)¹² 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.

Together with the two areas mentioned above, 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1513/2006, de 7 de diciembre, por el que se establecen las enseñanzas mínimas de la Educación Primaria.

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, [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. From the point of view of the curricular areas, the ones 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 the area of 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 students 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 was incorporated into the compulsory curriculum in one of the first three years of this stage after the 2006 reform. The reason for adding this new subject is based on the need to foster democratic citizenship, as one of 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)12 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, through this subject, 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 the meaning of those principles, 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 Compulsory Secondary Education (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 Compulsory Secondary Education 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 may decide to include two foreign languages as a compulsory part of the curriculum.

Together with the abovementioned subjects, the international and European dimension of education is also included in other areas such as Spanish Language and Literature or Latin. Thus, among the curricular contents of the first one 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria.

11.5.3.2. Bachillerato

Among the common subjects included in the common core curriculum for [Bachillerato](#) /G(see section LINK\$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 for the learner 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 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 19th and 20th centuries. This area also includes the recent process of construction of the European Union, 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 European Union and the functioning of the European financial system and the European Central Bank.

Finally, as far as the branches of Humanities and Arts in higher secondary education 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.

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1467/2007, de 2 de noviembre, por el que se establece la estructura del bachillerato y se fijan sus enseñanzas mínimas

11.5.4. The European and international dimension in the curriculum of Vocational Training

One of the basic organising principles of Vocational Training in Spain (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 programmes 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.

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

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo.

Real Decreto 777/1998, de 30 de abril por el que se desarrollan determinados aspectos de la ordenación de la Formación Profesional en el ámbito del sistema educativo

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 credits 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.

[Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.](#)

[Ley Orgánica 6/2001, de 21 de diciembre, de Universidades](#)

11.5.6. Continuing education and training for adults

Adult Education 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 adult education is to develop people's 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 also refer to Europe and the rest of the world. In particular, the module called 'Today's society' begins with 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.

LEG ID="L0069"\$Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo

[Resolución del 19 de julio de 1994, de la Secretaría de Estado de Educación, por la que se establecen orientaciones para la distribución de objetivos, contenidos y criterios de evaluación para cada uno de los módulos](#)

[ón para cada uno de los módulos](#)

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 European Higher Education Area. 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 European Higher Education Area concerning its structure and organization. Furthermore, as regards the specific contents of training programmes, the legislation states that teachers belonging to non-university levels will 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 17th October 2000.

In the case of pre-primary education teachers, the competences that future teachers must acquire specifically include the capacity to place pre-primary schools in the Spanish education system within an international and European context, as well as the knowledge of international experiences and innovative teaching practices in pre-primary education.

As for in-service teacher training, the Ministry of Education, Social Policy and Sport (*MEPSyD*) 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.)

MINISTERIO DE CIENCIA E INNOVACIÓN (MICINN)

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades.

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades

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

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

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

Real Decreto 1693/1995, de 20 de octubre, por el que se regula la creación y el funcionamiento de los centros de profesores y de recursos

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 in these different Autonomous Communities. However, in order to provide a general overview on this issue, this section includes only national programmes arranged by the Ministry of Education, Social Policy and Sport (*MEPSyD*), the Ministry of Science and Innovation (*MICINN*) or the Ministry of Foreign Affairs and Cooperation (*MAEC*).

A) MAEC-AECI grants for Spanish and foreign students

The 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 2008/09 can be divided into five different categories:

- Grants for foreign students to study Hispanic culture and language in Spain.
- Grants for foreign students to follow postgraduate, doctoral and research studies in Spain.
- Grants for Spanish students to follow language, postgraduate, doctoral and research studies abroad.
- Grants for Spanish and Latin American students to follow 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)

B) Additional assistance to Erasmus mobility grants, awarded by the Ministry of Science and Innovation

As it has been previously mentioned in section 11.4.2.1., Spain participates in the Erasmus European mobility programme. Since 1998, additional assistance to these grants has been offered with the aim of helping students with the cost of mobility. All students are given an additional sum to the Erasmus grant awarded by the European Commission. The amount established for these additional grants is EUR 190 per month in 2009. Those students who are eligible for a university grant provided by the Ministry of Education, Social Policy and Sport (MEPSyD) receive an additional amount of EUR 420 per month.

C) Additional assistance to the Leonardo da Vinci II mobility grants (FARO and ARGO projects), awarded by the Ministry of Science and Innovation

In Spain, the Ministry of Science and Innovation offers additional grants to universities which can prove to have obtained funds from the Leonardo da Vinci programme for the FARO and ARGO programmes (see section 11.4.2.1.). The aim of this assistance is to provide training to students enrolled in the last year of their studies by offering them training positions in foreign companies. These placements qualify students to successfully complete their studies as well as to be better prepared to join the labour market.

D) Assistance within the national programme for university teacher training

PhD students receiving assistance from the national programme for university teacher training (grants for PhD students who wish to devote themselves to teaching and research) are given the option to receive additional assistance in order to spend short periods abroad. The amount provided for these stays, which must be between two and four months long, is up to EUR 50 per day, depending on the country of destination (in addition to the monthly sum the student receives from the university teacher training programme), plus a grant to cover travel expenses of 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 650 per month depending on the country of destination and a maximum of EUR 2,500 to cover accommodation and travel expenses.

E) Assistance to promote the mobility of students enrolled in official Master's Degree programmes

With the aim of contributing to the strengthening of the European Higher Education Area (EHEA), the Ministry of Science and Innovation offers assistance for the academic year 2008/09 to finance the mobility of students enrolled on official Master's Degree courses at universities (belonging to the EHEA) other than the one where they are studying. The stays must last between one and twelve weeks and students receive EUR 230 per week providing they are in a country of the EHEA.

F) Assistance to facilitate the mobility of students enrolled on PhD programmes which have obtained quality recognition

The aim of this type of assistance is to facilitate the access of Spanish or foreign students to doctoral programmes that have achieved or renewed a recognition for quality for the year 2008/09. Stays may last between one and 30 weeks and students receive EUR 200-215 per week depending on the location of the Spanish university.

AGENCIA ESPAÑOLA DE COOPERACIÓN INTERNACIONAL PARA EL DESARROLLO (AECID)

MINISTERIO DE ASUNTOS EXTERIORES Y DE COOPERACIÓN

MINISTERIO DE CIENCIA E INNOVACIÓN (MICINN)

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

ORGANISMO AUTÓNOMO PROGRAMAS EDUCATIVOS EUROPEOS (OAPEE)

SUBDIRECCIÓN GENERAL DE BECAS Y PROMOCIÓN EDUCATIVA

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.

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

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 para prácticas en el curso académico 2008/2009

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.

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".

Orden ECI/1305/2005, de 20 de abril, de bases reguladoras de la concesión de subvenciones públicas en régimen de concurrencia competitiva.

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".

Resolución de 20 de diciembre de 2007, de la Secretaría de Estado de Universidades e Investigación, por la que se adjudica una subvención para el fomento de la movilidad de estudiantes de universidades españolas mediante un programa de prácticas formativas en empresas de Europa, Estados Unidos, Canadá y Asia (India, China, Japón, Singapur, Corea del Sur, entre otros) (Programa Faro Global)

Resolución de 20 de octubre de 2008, de la Secretaría de Estado de Universidades, por la que se conceden las aportaciones complementarias a las universidades e instituciones de enseñanza superior para el desarrollo del Programa «Erasmus»

Resolución de 23 de noviembre de 2007, de la Presidencia de la Agencia Española de Cooperación Internacional, para la LXI convocatoria general de los programas de "Becas MAEC-AECI", para ciudadanos extranjeros y españoles, para el verano 2008 y el curso académico 2008-2009

Resolución de 25 de octubre de 2007, de la Secretaría de Estado de Universidades e Investigación, por la que se convocan ayudas para becas y contratos en el marco del estatuto del personal investigador en formación, del programa de Formación de Profesorado Universitario

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, Social Policy and Sport (*MEPSyD*), and the Ministry of Science and Innovation (*MICINN*).

A) France Assistantships

The General Technical Office of the *MEPSyD* annually awards the so-called *France Assistantships* -grants offered by the French Embassy in Spain -. These grants are aimed at Spanish lecturers teaching French in public universities and to PhD students of French doing research, preparing a doctoral dissertation or following a high-level training programme in areas such as 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. In 2008, the French Embassy in Spain awarded five one-month research grants.

B) European Classrooms: linguistic and cultural immersion programmes in France and the United Kingdom

The Higher Institute for Teacher Training and On-Line Resources for Teachers, dependent on the *MEPSyD*, annually organises this programme in cooperation with the French embassy in Spain and with The British Council. The programme is aimed at primary and secondary school teachers. Its main objectives are, first, to raise teachers' awareness of 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.

This programme offered a total of 200 places during the summer of 2008, 100 in France and 100 in the United Kingdom.

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

In order to develop Spanish educational activities abroad in connection with the promotion and organisation of non-university formal teaching programmes within the Spanish education system, the implementation of mixed curricula in foreign educational institutions in which Spain participates, Spanish language support programmes, as well as specific programmes for the children of Spanish residents abroad, the *MEPSyD* annually offers positions to state teachers with civil servant status in primary and secondary education, official language schools and vocational training institutions (see section 11.4.3.1.2.). In order to be eligible for these positions, applicants must have been at least three years as teachers in the civil service, must hold a teaching position when applying for the assignment and speak the language of the country of destination. 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) National programme of assistance for the mobility of university teachers

There is an annual provision of financial assistance intended to facilitate mobility among Spanish university lecturers and researchers. The main goal of these initiatives is to promote cooperation between the Spanish scientific community and foreign teachers and researchers.

There are two types of assistance: financial help awarded to Spanish university teachers and researchers to work in foreign institutions, and grants for foreign teachers and researchers to work in Spanish public universities and research centres.

F) 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 *MEPSyD* annually provides assistance to finance the mobility of visiting lecturers to participate in teaching activities in 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).

G) 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) through encouraging the mobility of lecturers and professors who participate in teaching activities in PhD programmes which have obtained a certification of quality during the 2008/2009 academic year. The assistance covers the expenses resulting from their teaching activities, as well as travel, accommodation and health insurance costs. Stays may last between one and four weeks, with a minimum of 20 working hours, of which 10 must be teaching hours.

H) José Castillejo Programme to promote the mobility of teaching staff and researchers of higher education institutions and research institutes

In order to update knowledge and to learn new methods for teaching and research, as well as to establish academic ties with foreign institutions, the Ministry of Science and Innovation offers financial assistance abroad to teaching staff and researchers working at public universities and research institutes.

For the academic year 2008/09, a total of 385 grants for mobility have been awarded to teachers and researchers, intended to cover travel and accommodation expenses in the host country. Besides, the beneficiary receives a monthly extra sum for temporary transfer abroad. In addition, the Spanish university or research institute also receives compensation for the recruiting of substitute teachers. As a necessary requirement to receive this assistance, stays must last a minimum of four months and a maximum of ten.

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MINISTERIO DE CIENCIA E INNOVACIÓN (MICINN)

MINISTERIO DE EDUCACIÓN, POLÍTICA SOCIAL Y DEPORTE

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

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

Orden ECI/1305/2005, de 20 de abril, de bases reguladoras de la concesión de subvenciones públicas en régimen de concurrencia competitiva.

Orden ECI/3452/2007, de 23 de noviembre, por la que se convoca concurso público de méritos para la provisión de puestos de funcionarios docentes en el exterior

Orden ECI/3566/2007, de 26 de noviembre, por la que se convoca concurso de méritos para la provisión de puestos de asesores técnicos en el exterior (BOE 7-12-2007)

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

Orden ECI/497/2008, de 15 de febrero, 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"

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

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 investigación)

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

Resolución de 8 de febrero de 2008, de la Secretaría General Técnica, por la que se publica el ofrecimiento de la Embajada de Francia de becas de investigación durante el año 2008

11.7. Statistics

Please see sections 11.7.1. and 11.7.2. for further information.

11.7.1. Spanish educational activity abroad

Table 11.1: Pupils and teachers involved in Spanish educational activity abroad¹ per country. 2007/08

	Pupils	Teachers
Total	38,795	1,298
Andorra	1,199	107
Argentina ²	321	4
Australia ²	526	12
Belgium	3,585	54
Brazil ²	1,949	160
Colombia	824	55
France	6,224	132
Germany	3,902	47
Italy	1,911	61
Luxembourg ³	696	18
Morocco	4,723	353
Portugal	1,039	79
Spain	525	19
Switzerland	5,296	65
The Netherlands ³	824	9
UK	2,356	71
USA	2,895	47
Advisors in Bulgaria, China, Costa Rica and Poland	0	5

¹ Includes educational activity in: institutions financed and managed by Spain, shared-management institutions, Spanish sections in foreign institutions, Spanish presence in European Schools, Spanish language and culture associations and classrooms, and technical advisors.

² Data corresponding to 2007.

³ Under the Belgian Education Department.

Source: Subdirectorato General for International Cooperation. Ministry of Education, Social Policy and Sport.

SUBDIRECCIÓN GENERAL DE COOPERACIÓN INTERNACIONAL

11.7.2. European programmes

Statistics are available in the sections 11.7.2.1., 11.7.2.2. and 11.7.2.3.

11.7.2.1. Socrates Programme

Table 11.2: Teachers and student mobility in the different Spanish Socrates programmes. 2005

	Applications	Approved
Comenius 1 (School associations)	1,397	1,094
Comenius 1.1 (School projects)	1,011	829
Comenius 1.2 (Linguistic projects)	173	83
Comenius 1.3 (School development projects)	213	182
Comenius 2.2.B (Language assistants)	476	77
Comenius 2.2.C (Teacher training)	1,316	710
Arion	270	171
Grundtvig	615	445
Grundtvig 2 (Learning associations)	296	196
Grundtvig 3	263	209
VP Grundtvig 2	56	40

Source: Ministry of Science and Innovation.

Table 11.3: Spanish teachers and students participating in the Comenius I Programme. 2005

	Total	Women	Men
Teachers	14,922	9,972	4,950
Pupils	179,616	92,325	87,291

Drawn up by the Spanish Eurydice Unit.

Source: Ministry of Science and Innovation.

Table 11.4: Spanish teachers and students participating in the Grundtvig II Programme. 2005

	Total	Women	Men
Teachers	1,680	988	692
Pupils	19,601	11,856	7,745

Drawn up by the Spanish Eurydice Unit.

Source: Ministry of Science and Innovation.

MINISTERIO DE CIENCIA E INNOVACIÓN (MICINN)

ORGANISMO AUTÓNOMO PROGRAMAS EDUCATIVOS EUROPEOS (OAPEE)

11.7.2.2. Socrates Programme (Erasmus)

Table 11.5: Number of Erasmus students per country of destination. 2006/07

	Spanish students abroad	Foreign students in Spain
Total	22,322	26,625
Austria	365	712
Belgium	1,250	1,359
Bulgaria	34	65
Cyprus	34	13
Czech Republic	377	378
Denmark	663	280
Estonia	24	38
Finland	686	488
France	3,230	5,481
Germany	2,411	5,063
Greece	238	411
Hungary	124	150
Iceland	24	17
Ireland	613	274
Italy	5,124	6,080
Latvia	27	27
Liechtenstein	4	3
Lithuania	64	97
Luxemburg	2	24
Malta	27	5
Norway	350	234
Poland	471	968
Portugal	1,214	1,076
Rumania	98	345
Slovak Republic	55	107
Slovenia	79	114
Sweden	860	307
The Netherlands	1,119	822
Turkey	24	109
UK	2,775	1,578

Source: Spanish University System Basic Data. 2008/09. University Coordination Council. Ministry of Science and Innovation.

Table 11.6: Number of Spanish Erasmus students and percentage per level of studies. 2005/06

	Number of pupils	3-year Degree (Diplomatura) (%)	Degree (Licenciatura)(%)	Doctorate (%)
Total	22.891	20.1	78.8	1.1

Source: Subdirectorate General for International Cooperation, Ministry of Education, Social Policy and Sport.

Table 11.7: Number of Erasmus teachers per country of destination. 2005/06

	Spanish teachers abroad	Foreign teachers in Spain
Total	2,351	2,030
Austria	65	55
Belgium	90	108
Bulgaria	14	20
Cyprus	3	3
Czech Republic	61	81
Denmark	38	28
Estonia	6	6
Finland	72	78
France	344	301
Germany	234	261
Greece	24	34
Hungary	26	24
Iceland	2	1
Ireland	23	19
Italy	639	288
Latvia	2	7
Liechtenstein	0	1
Lithuania	12	33
Luxembourg	0	0
Malta	4	0
Norway	28	33
Poland	79	136
Portugal	277	162
Romania	43	62
Slovak Republic	7	17
Slovenia	11	10
Sweden	44	49
The Netherlands	46	49
Turkey	12	17
UK	145	147

Source: Subdirectorate General for International Cooperation, Ministry of Education, Social Policy and Sport.

Datos Básicos del Sistema Universitario Español. Curso 2008/2009

SECRETERÍA GENERAL DEL CONSEJO DE COORDINACIÓN UNIVERSITARIA

SUBDIRECCIÓN GENERAL DE COOPERACIÓN INTERNACIONAL

11.7.2.3. Other programmes

Table 11.8: People awarded a Leonardo da Vinci mobility grant according to target group. 2006

	Number of Spanish people awarded a grant
Total	6,843
University students	917
Students of initial vocational training	2,878
People responsible for human resources, people responsible for planning and managing vocational training programmes, and vocational counselling trainers and specialists	628
Young people in the labour market and recent graduates	2,385
Vocational counselling specialists, trainers and tutors in the field of linguistic competences	35

Source: Ministry of Science and Innovation.

MINISTERIO DE CIENCIA E INNOVACIÓN (MICINN)

ORGANISMO AUTÓNOMO PROGRAMAS EDUCATIVOS EUROPEOS (OAPEE)

GLOSSARY

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 “enseñanzas de régimen especial”.

Bachillerato (*Bachilleratos*) : El “Bachillerato” constituye la rama general -o académica- de la enseñanza secundaria postobligatoria, a la que acceden los alumnos que, a partir de los 16 años de edad, han superado todas las enseñanzas que constituyen la Educación Secundaria Obligatoria (ESO). El “Bachillerato” comprende dos cursos académicos. Los alumnos pueden permanecer cursando el “Bachillerato” en régimen ordinario durante cuatro años. El “Bachillerato” consta actualmente de las siguientes modalidades: Artes; Ciencias de la Naturaleza y de la Salud; Humanidades y Ciencias Sociales; y Tecnología. La Ley Orgánica de Educación (LOE), de 2006, establece las modalidades de Artes; Ciencias y Tecnología; y Humanidades y Ciencias Sociales. Estas modalidades han comenzado a implantarse en el curso 2008/09 para el 1er curso, y en el curso 2009/10 se implantarán para el 2º.

Bachillerato Unificado y Polivalente (*BUP, BACHILLERATO UNIFICADO Y POLIVALENTE*) : Post-compulsory secondary education level 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 no longer been offered since the academic year 2000/01.

Catedrático (*Catedráticos*) : Body of teachers who have acquired the maximum professional qualification in: Secondary education; Music education; Dramatic Arts education; Plastic Arts and Design studies; and provision in Official Schools of Languages. 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 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 2006 Education Bill which modifies the 2001 Act on Universities (LOU) gathering several proposals to change current legislation regarding higher education.

Catedrático de Universidad (*Catedráticos de Universidad*) : University lecturer body, in which each member has the status of civil servant. A 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 “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. This type of school is regulated by the 1985 Act on the Right to Education (LODE).

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 regarding the (“EGB”). Currently, it is awarded to those students who have not obtained the relevant certificate on completion of compulsory secondary education.

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 Artistic 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. It holds maximum authority and focuses on the coordination of teaching activity and representation.

Diplomado (*Diplomados*) : Qualification awarded on successful completion of the first cycle of university studies.

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 Artistic education, Language education and studies leading to the “Técnico Deportivo” certificates. Artistic education includes Music, Dance, Dramatic Art, 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 which provides the first, the second and the third cycle of technical education (Engineering and Architecture).

Escuela Universitaria (*Escuelas Universitarias, escuela universitaria, escuelas universitarias*) : University School which only provides first cycle studies (any branch).

Escuela Universitaria Politécnica (*Escuelas Universitarias Politécnicas, escuela universitaria politécnica, escuelas universitarias politécnicas*) : University School which provides first cycle technical education.

Graduado en Educación Secundaria : Certificate established by the 1990 Act on the General Organisation of the Education System (LOGSE), currently repealed. It was obtained on successful completion of compulsory secondary education. This certificate granted access to “Bachillerato” and intermediate vocational training. Students who do not obtain the “Graduado en Educación Secundaria” certificate are awarded a “Certificado de Escolaridad” in which the years followed are explicitly mentioned.

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. This certificate replaces the “Graduado en Educación Secundaria” certificate established in the 1990 Act on the General Organisation of the Education System (LOGSE). Until the end of the academic year 2006/07, students obtain the “Graduado en Educación Secundaria Obligatoria” certificate in accordance with the legislation in force prior to the LOE on successful completion of ESO. The requirements to obtain this certificate, which have been established by the LOE, will

come into force from the 2007/08 academic year onwards. Students who do not obtain the “Graduado en Educación Secundaria Obligatoria” certificate are awarded a “Certificado de Escolaridad” in which the years followed are explicitly mentioned.

Graduado Escolar : Certificate established by the 1970 General Act on Education and Financing of Educational Reform (LGE), currently repealed. It was obtained on successful completion of “Educación General Básica” (“EGB”) or on the passing of the specific tests for adults. This certificate allowed access to “Bachillerato Unificado y Polivalente” (“BUP”). This certificate was replaced by the “Graduado en Educación Secundaria” certificate as established by the 1990 Act on the General Organisation of the Education System (LOGSE).

Licenciado (*Licenciados*) : Degree obtained on successful completion of the second cycle of university studies.

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 or the relevant graduate degree. It entitles to teach in pre-primary and primary education. The 1970 General Act on Education and Financing of Educational Reform (LGE), currently repealed, stated as Workshop “Maestros” those who taught practical subjects within the first level of vocational training. The 1990 Act on the General Organisation of the Education System (LOGSE), also repealed, integrated the previously mentioned Workshop “Maestros” within the body of technical teachers of vocational training .

módulo profesional (*módulos profesionales, módulo, modulo, módulos, Módulo Profesional, Módulos Profesionales, MÓDULO PROFESIONAL, MÓDULOS PROFESIONALES, módulo formativo, módulos formativos, Módulo formativo, Módulos formativos*) : 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 certificates.

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 is gained by competitive examination, for which it is necessary to hold the “Licenciado”, Architect or Engineer degree. Their main tasks are teaching and research. This body is due to disappear as stated in the 2006 Education Bill which modifies the 2001 Act on Universities (LOU) gathering several proposals to change current legislation regarding higher education.

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 curricular (*proyectos curriculares*) : Document of non-university educational institutions in which objectives, contents, and assessment criteria established for the official curriculum are set out according to the particular characteristics of each school. It is drawn up by the teaching staff. The 2006 Act on Education (LOE), which will be implemented from the 2006/07 academic year to the 2009/10, does not envisage the drawing up of this document as such, rather, it states that the “proyecto educativo” will include the curriculum established by education authorities which have to be determined and approved by the teaching staff.

proyecto educativo (*proyectos educativos*) : This document is drawn up, approved and implemented by the non-university educational institution. 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 teaching staff. In addition, values on education are included in cross-curricular knowledge areas, subjects and

modules. The “proyecto educativo” should 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 institution which groups rules and proceedings that lay out the internal running of the institution. 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 access to employment.

Técnico Auxiliar (*Técnicos Auxiliares*) : Certificate and qualification which was obtained on successful completion of first level of vocational training (two-year duration) stated by the 1970 General Act on Education and Financing of Educational Reform (LGE). The certificate stated the specialisation. It currently allows access to “Bachillerato”, advanced vocational training, various intermediate “enseñanzas de régimen especial” as well as access 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 nation wide. 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 their holders to work. It also allowed access to certain first cycle university studies and to some advanced “enseñanzas de régimen especial”. It has no longer been offered since the academic year 2002/03.

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 access to certain first cycle university studies and to some advanced “enseñanzas de régimen especial”.

Unidad de competencia (*unidades de competencia*) : Minimum element of professional competence that can be partially recognised and accredited.

LEGISLATION

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 entre el Gobierno de España y el Gobierno de los Estados Unidos de América para financiar ciertos programas de Intercambio Cultural (Acuerdo Fulbright), firmado en Madrid el día 16 de octubre de 1958. (*Agreement*) : 16-10-1958, BOE 3-12-1958

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 establece el complemento de especial dedicación al centro : 14-11-2006

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

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 (*Convention*) : 22-05-70, 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 (*Convention*) : 14-10-80, BOE 10-10-1985

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

Decisión nº 2317/2003/CE del Parlamento Europeo y del Consejo de 5 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*) : 27-06-03, 2317, DOCE 31-12-2003

Decreto 10/2000, de 25 de enero, del Gobierno Valenciano, por el que se crea el Instituto Valenciano de Evaluación y Calidad Educativa (*Decree*) : 25-01-00, 10, DOGV 3677/2000 de 31-1-2000

Decreto 101/1995, de 26 de abril, por el que se establece el currículo de Bachillerato en Canarias (*Decree*) : 26-04-95, 101, BOC 25-5-1995

Decreto 102/2008, de 11 de julio, del Consell, por el que se establece el currículo 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 105/1992, de 9 de junio, por el que se establecen las enseñanzas correspondientes a la Educación Primaria en Andalucía (Decree) : 09-06-92, 105, BOJA 20-6-1992

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 108/2005, de 26 de abril, por el que se aprueba la estructura básica de la Consejería de Educación (Decree) : 26-4-05, 108, DOE 28-04-2005

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 111/2002, de 13 de septiembre, por el que se establece el currículo de la Educación Primaria en la Comunidad Autónoma de la Región de Murcia (Decree) : 13-09-02, 111, BORM 14-9-2002

Decreto 111/2002, de 2 de agosto, por el cual se establece la estructura y ordenación de las enseñanzas del Bachillerato en las Islas Baleares (Decree) : 02-08-02, 111, BOIB 29-8-2002

Decreto 111/2007, de 20 de julio, del consell, por el que se establece el currículo de la educación primaria en la comunidad valenciana (Decree) : 20-07-2007, DOGV 24-7-2007

Decreto 115/2008, de 6 de junio, por el que se establece el currículo 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 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 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 currículo 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 127/2001, de 15 de mayo, por el que se modifican determinados aspectos de la ordenación curricular de la Educación Secundaria Obligatoria, del Bachillerato y del Bachillerato nocturno (Decree) : 15-05-01, 127, DOGC 29-5-2001

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 133/2000, de 12 de septiembre, de ordenación de la Inspección de Educación en la CC.AA. de Castilla La Mancha (Decree) : 12-09-2000, 133, DOCM 15-9-2000

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 135/2002, de 23 de septiembre, por el que se aprueba el Reglamento de Ordenación de la Inspección de Educación en la CC.AA. de canarias (Decree) : 23-09-2002, 13, BOIC 14-10-2002

Decreto 14/2001, de 6 de febrero, por el que se regula la creación del Instituto Vasco de Evaluación e Investigación Educativa no universitaria (Decree) : 06-02-01, 14, BOPV 31/2001 de 13-2-2001

Decreto 142/2007, de 26 de Junio, por el que se establece la ordenación de las enseñanzas de la Educación Primaria (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 (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 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 151/2004, de 8 de junio, del Gobierno de Aragón, de modificación del Decreto 29/2004, de 10 de febrero de 2004, por el que se aprueba la estructura orgánica del Departamento de Educación, Cultura y Deporte (Decree) : 8-6-04, 151, BOA 18-6-2004

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 165/1986, de 21 de noviembre, por el que se crean los Institutos de Bachillerato a Distancia en la Comunidad Autónoma de Canarias (Decree) : 21-11-86, 165, BOC 22-12-1986

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 170/2002, de 9 de julio, de tercera modificación del Decreto por el que se establece la regulación del Bachillerato, las enseñanzas de Formación Profesional y las directrices sobre sus títulos y se dispone su implantación (Decree) : 09-07-02, 170, BOPV 24-7-2002

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 179/2002, de 25 de junio, por el que se modifican el Decreto 75/1992, de 9 de marzo, por el que se establece la ordenación general de las enseñanzas de la Educación Infantil, la Educación Primaria y la Educación Secundaria Obligatoria (Decree) : 25-06-02, 179, DOGC 4-7-2002

Decreto 181/2008, de 9 de septiembre, por el que se establece la ordenación de las enseñanzas del segundo ciclo de la educación infantil (Decree) : 09-09-2008, DOGC 16-09-2008

Decreto 182/2002, de 25 de junio, por el que se modifica el Decreto 82/1996, de 5 de marzo, por el que se establece la ordenación de las enseñanzas de Bachillerato, y el Decreto 22/1999, de 9 de febrero por el que se adecua la organización (Decree) : 25-06-02, 182, DOGC 10-7-2002

Decreto 183/2004, de 1 de octubre, del Consejero de la Generalidad, por el que se aprueba el reglamento orgánico y funcional de la Consejería de Cultura, Educación y Deporte (Decree) : 1-10-04, 183, DOGV 6-10-2004

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 195/1987, de 7 de diciembre, de creación del Centro Valenciano de Educación de Adultos a Distancia de la Comunidad Valenciana (Decree) : 07-12-87, 195, DOGV 28-12-1987

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 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 206/1985, de 23 de diciembre, del Consejero de la Generalidad Valenciana, por el que se crea el Instituto de Bachillerato a Distancia de la Comunidad Valenciana (Royal Decree) : 23-12-85, 206, DOGV 17-2-1986

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, <http://>

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 23/2007, 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 245/1992, de 30 de julio, por el que se establece el currículo de la Educación Primaria en Galicia (Decree) : 30-07-92, 245, DOG 14-8-1992

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 275/1994, de 29 de junio, por el que se establece el currículo de Bachillerato en Galicia (Decree) : 29-06-94, 275, DOG 31-8-1994

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 Oinarritzko Heziketarako 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 305/1993, de 9 de diciembre, de creación del Consejo Superior de Evaluación del Sistema Educativo del Gobierno de Cataluña (Decree) : 09-12-93, 305, DOGC 1837/1993 de 27-12-1993

Decreto 31/1995, de 24 de febrero, por el que se crea y regula el Instituto Canario de Evaluación y Calidad Educativa (Decree) : 24-02-95, 31, Modificado por el decreto 218/1999, de 30 de julio (BOC 8-3-1995)

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 34/2002 de 5 de febrero, por el que se modifica el Decreto 246/2000, de 31 de mayo, de Estructura Orgánica de la Consejería de Educación y Ciencia (Decree) : 5-2-02, 34, BOJA 9-2-2002

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 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 36/2001, de 9 de marzo, por el cual se regula la Inspección Educativa en el ámbito de la enseñanza no universitaria (Decree) : 09-03-2001, 36, BOIB 17-3-2001

Decreto 37/2003, de 15 de julio, por el que se atribuyen las funciones administrativas en desarrollo de la Ley 1/2003 de organización del Sector Público de la Comunidad Autónoma de La Rioja (Decree) : 15-7-03, 37, BOR 16-7-2003

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 38/2008, 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 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 41/2008, de 29 de mayo, por el que se aprueban los precios públicos por las enseñanzas de régimen especial y se establece su régimen de exenciones y bonificaciones para el curso 2008/2009 (Decree) : 29-05-2008, BOCyL 4-6-2008

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 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 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 46/1993, de 26 de marzo, por el que se establece el currículo de la Educación Primaria (Decree) : 26-03-93, 46, BOC 9-4-1993

Decreto 48/2008, de 26 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 2008/2009 (Decree) : 26-06-2008, BOCyL 2-7-2008

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 53/2002, de 22 de abril, por el que se establece el currículo de Bachillerato en el ámbito de la Comunidad Autónoma de Canarias (Decree) : 22-04-02, 53, BOC 8-5-2002

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 6/2004, de 29 de enero, por el que se modifica la estructura básica de la Consejería de Educación (Decree) : 29-1-04, 6, BOC 9-2-2004

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 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 la 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 70/2002, de 23 de mayo, por el que se establece la ordenación y definición del currículo del Bachillerato en el Principado de Asturias (Decree) : 23-05-02, 70, BOPA 28-6-2002

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 73/2003, del Consejo de Gobierno, por el que se crea el centro integrado de enseñanzas artísticas de música y de Educación Primaria y Secundaria, en San Lorenzo de El Escorial. (Decree) : BOCM 5-6-2003

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 75/2008, 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 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 82/2007, 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 89/1992, de 5 de junio, por el que se establece el currículo de la Educación Infantil en Canarias (Decree) : 05-06-92, 89, BOC 26-6-1992

Decreto 97/1996, de 7 de mayo, de modificación del Decreto por el que se establece el currículo de la Educación Primaria para el País Vasco (Decree) : 07-05-96, 97, BOPV 20-5-1996

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 99/2008, de 17 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 2008-2009 (Decree) : 14-07-2008, BOCM 22-7-2008

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 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

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 12/1983, de 14 de octubre, del Proceso Autonómico (*Law*) : 14-10-83, 12, BOE 15-10-1983

Ley 13/1982, de 7 de abril, de Integración Social de los Minusválidos (*Law*) : 07-04-82, 13, BOE 30-4-1982

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 2/2003, de 20 de marzo, de Organización Institucional del Sistema Universitario de las Illes Balears (*Law*) : 20-03-03, 2, BOIB 42, 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 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 25/1992, 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 29/1981, de 24 de junio, de clasificación de las Escuelas Oficiales de Idiomas y ampliación de las plantillas de su profesorado (Law) : 24-06-81, 29, BOE 16-7-1981

Ley 3/2004, de 25 de febrero, del Sistema Universitario Vasco (Law) : 25-02-2004, 3, BOPV 12-03-2004

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 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 5/2005, de 14 de junio, de Ordenación del Sistema Universitario de Aragón (Law) : 14-6-2005, 5, BOA 24-6-2005, <http://>

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 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 6/2004, 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 de 20 de julio de 1957 sobre ordenación de las enseñanzas técnicas. (Law) : 20-07-57, BOE 22-7-1957

Ley de 29 de julio de 1943 sobre ordenación de la Universidad española. (Law) : 29-07-43, BOE 31-7-1943

Ley de Instrucción Pública. (Law) : GAZETA 10-9-1857

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 4/2000, de 11 de enero, sobre derechos y libertades de los extranjeros en España y su integración social (Act) : 11-01-2000, BOE 12-1-2000

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 5/2002, de 19 de junio de las Cualificaciones y de la Formación Profesional (Organic law) : 19-06-02, 5, 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 7/80, 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

Orden 1140/2001, de 26 de marzo, del Consejero de Educación, por la que se establece el horario semanal del primer ciclo de Educación Secundaria Obligatoria en la Comunidad de Madrid (Order) : 26-03-01, 1140, BOCM 16-4-2001

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 1802/2002, de 23 de abril, del Consejero de Educación, por la que se regula la organización académica de las enseñanzas del Bachillerato a partir del año académico 2002/2003 (Order) : 23-04-02, 1802, BOCM 30-4-2002

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 2199/2004, de 15 de junio, del Consejero de Educación por la que se regulan el horario semanal de las enseñanzas de la Educación Primaria y las enseñanzas de la Lengua Extranjera en el Primer Ciclo de la misma (Order) : 15-06-04, 2199, BOCM 16-06-2004

Orden 2250/2008, de 24 de abril, de la Consejería de Educación y de la Consejería de Familia y Asuntos Sociales, por la que se aprueban las bases reguladoras para la concesión de becas para la escolarización en centros privados en el primer ciclo de Educación Infantil y se aprueba la convocatoria correspondiente al curso 2008-2009 (Order) : 24-04-2008, BOCM 05-05-2008

Orden 3116/2008, de 19 de junio, por la que se aprueban las bases reguladoras de los "Premios Aurelio Blanco" para los alumnos de Escuelas de Arte, cuya titularidad corresponde a la Comunidad de Madrid y se aprueba la convocatoria para 2008 (Order) : 19-06-2008, 2805, BOCM 27-6-2008

Orden 3422/2000, de 30 de junio, del Consejero de Educación, por la que se dictan instrucciones par la implantación del Bachillerato establecido por la Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo (Order) : 30-06-00, 3422, BOCM 7-7-2000

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 4917/2006, de 4 de septiembre, del Consejero de Educación, por la que se regulan las enseñanzas y la organización y el funcionamiento de los Centros Integrados de Enseñanzas Artísticas de Música y de Educación Primaria, Educación Secundaria Obligatoria y Bachillerato en la Comunidad de Madrid. (Order) : 04-09-06, 4917, BOCM 19-9-2006

Orden 50/2002, de 6 de junio, de la Consejería de Educación, Cultura, Juventud y Deportes, 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 (Order) : 06-06-02, 50, BOR 15-6-2002

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 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 (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 para prácticas en el curso académico 2008/2009 (Order) : 24-09-2009, BOE 3-1-2009

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 CTE/3185/2003, de 12 de noviembre, por la que se regulan las bases, el régimen de ayudas y la gestión del Plan Nacional de Investigación Científica, Desarrollo e Innovación Tecnológica (2004-2007) en la parte dedicada al Fomento (Order) : 12-11-03, 3185, BOE 15-11-2003

Orden de 04 de julio 2001, de la Consejería de Educación y Cultura por la que se establece el horario escolar en el primer ciclo de la Educación Secundaria Obligatoria (Order) : 04-07-01, DOCM 17-7-2001

Orden de 08 de julio de 2002, de la Consejería de Educación y Cultura, por la que se modifica parcialmente la Orden de 10 de abril de 2002 por la que se establece el horaio escolar y la distribución de las áreas en el segundo ciclo (Order) : 08-11-96, DOCM 17-7-2002

Orden de 09 de octubre de 2008, 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 Superiores de España durante el curso 2008-2009 (Order) : 9-10-08, DOCM 23-10-2008

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 abril 2002, de la Consejería de Educación y Cultura, por la que se establece el horario escolar y la distribución de las áreas en el segundo ciclo de la Educación Secundaria Obligatoria (Order) : 10-04-02, DOCM 19-4-2002

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, <http://>

Orden de 10 de mayo de 2002, del Departamento de Educación y Ciencia por la que se establece el horario y la distribución de materias en el Bachillerato (Order) : 10-05-02, BOA 27-5-2002

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 de abril de 2002, de la Consejería de Educación y Cultura, por la que se establece el horario y la distribución de materias en el Bachillerato (Order) : 10-04-02, DOCM 19-4-2002

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 Infantil (Order) : 12-11-92, BOE 21-11-1992

Orden de 12 de noviembre de 1992, sobre evaluación en Educación Primaria (Order) : 12-11-92, BOE 21-11-1992

Orden de 12 de septiembre de 2001, del Departamento de Educación y Ciencia, por la que se establece la distribución horaria en la etapa de Educación Secundaria Obligatoria, en la Comunidad de Aragón (Order) : 12-09-01, BOA 3-10-2001

Orden de 12 de septiembre de 2008, de la Consejera de Educación, Cultura y Deporte, por la que se convocan subvenciones a comarcas y municipios, para la realización de determinadas actuaciones de intervención educativa con personas inmigrantes durante el año 2008 (Order) : 12-09-2008, BOA 25-09-2008

Orden de 13 de diciembre de 2005 por la que se convocan ayudas para financiar actividades de las confederaciones y federaciones de padres de alumnos y de las asociaciones de padres de alumnos de centros de educación especial para el año 2006. (Order) : 13-12-05, DOG 19-12-2005

Orden de 13 de julio de 2007, por la que se desarrolla la organización y el funcionamiento de la inspección educativa de Andalucía (Order) : 13-7-2007, BOJA 2-8-2007

Orden de 13 de junio de 2008 por la que se convocan, para el curso escolar 2008/2009, ayudas destinadas a alumnos y alumnas con necesidades educativas específicas de apoyo educativo matriculados en centros de Educación Infantil, Primaria, Secundaria y de Educación de Personas Adultas de la Comunidad Autónoma de Extremadura, sostenidos con fondos públicos (Order) : 13-06-2008, DOE 19-06-2008

Orden de 14 de mayo de 2001 por la que se actualiza la Orden de 25 de noviembre de 1999, por la que se determinan los estudios conducentes a la obtención de títulos universitarios oficiales que se relacionan con cada una de las vías de acceso (Order) : 14-05-01, BOE 22-5-2001

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 16 de febrero de 1995, sobre la implantación anticipada del Bachillerato en la Comunidad Autónoma de Galicia (Order) : 16-02-95, DOG 27-3-1995

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 1996, por la que se regulan las Enseñanzas Iniciales de la Educación Básica para las Personas Adultas (Order) : 16-02-96, BOE 23-2-1996

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 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 16 de septiembre de 2002, de la Consejería de Educación y Cultura, por la que se desarrolla la estructura y organización de las enseñanzas del Bachillerato en la Comunidad Autónoma de la Región de Murcia (Order) : 16-09-02, BORM 4-10-2002

Orden de 17 de junio de 1999 que crea el Consejo Estatal de las Personas con discapacidad (Order) : 17-06-99, BOE 19-6-1999

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 17 de mayo de 2002, por la que se dictan instrucciones para la anticipación del Decreto 41/2002, de 28 de marzo, por el que se establece el currículo del Bachillerato (Order) : 17-05-02, BOC 23-5-2002

Orden de 17 de noviembre de 1993, por la que se establecen las líneas básicas para el desarrollo del currículo de las enseñanzas para la obtención del título de Graduado en Educación Secundaria para las Personas Adultas (Order) : 17-11-93, BOE 25-11-1993

Orden de 17 de noviembre de 1997 por la que se establecen los elementos básicos de los informes de evaluación del grado medio de las Enseñanzas de Danza, así como los requisitos formales derivados de dicho proceso para garantizar la movilidad (Order) : 17-11-97, BOE 28-11-1997

Orden de 18 de junio de 2002 de la Consejería de Cultura y Educación, por la cual se modifican parcialmente las Ordenes de 17 de enero de 1995 (DOGV de 1 de marzo); la de 10 de mayo de 1995 (DOGV de 19 de junio); la de 7 de octubre de 1998 (Order) : 18-06-02, DOGV 22-7-2002

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 20 de julio de 1998, por la que se ordenan y organizan las enseñanzas de Bachillerato a distancia en el ámbito de gestión del MEC (Order) : 20-07-98, BOE 24-7-1998

Orden de 20 de julio de 1998, por la que se ordenan y organizan las enseñanzas de Bachillerato en régimen nocturno en el ámbito de gestión del MEC (Order) : 20-07-98, BOE 24-7-1998

Orden de 20 de julio de 2001, de la Consejería de Educación y Cultura, por la que se publican instrucciones para la implantación progresiva del programa de gratuidad en materiales curriculares, así como las normas de organización y funcionamiento (Order) : 20-06-01, DOCM 31-7-2002

Orden de 20 de marzo de 1996, por la que se establece el acceso directo a la especialidad de Documento Gráfico de las Enseñanzas de Conservación y Restauración de Bienes Culturales y se regulan determinadas convalidaciones (Order) : 20-03-96, BOE 29-3-1996

Orden de 20 de mayo de 1993, por la que se amplía el anexo a la de 31 de julio de 1992, sobre acceso directo a enseñanzas conducentes a la obtención de títulos oficiales de primer ciclo universitario o equivalentes, desde la Formación Profesional (Order) : 20-05-93, BOE 25-5-1993

Orden de 20 de mayo de 2002, por la que se anticipa la generalización de una segunda lengua extranjera en el tercer ciclo de Educación Primaria y se establece el horario semanal en esta etapa educativa (Order) : 20-05-02, BOC 28-6-2002

Orden de 20 de octubre de 1997, por la que se regula la evaluación de los centros docentes sostenidos con fondos públicos (Order) : 20-10-97, DOGC 5-11-1997

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 1992, por la que se regula la elaboración del proyecto curricular y el horario de la Educación Primaria en la Comunidad Valenciana (Order) : 21-07-92, DOGV 31-8-1992

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 21 de mayo de 2002 de la Consejería de Educación y Cultura, por la que se regula la jornada y el horario escolar a los centros públicos y a los centros privados sostenidos con fondos públicos de Educación Infantil, de Educación Primaria (Order) : 21-05-02, BOIB 25-6-2002

Orden de 21 de mayo de 2008, de la Conselleria de Educación, por la que se convoca concurso público de ayudas para la realización de actividades complementarias para el alumnado escolarizado en centros específicos de educación especial sostenidos con fondos públicos (Order) : 21-05-08, DOGV 17-06-2008

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 22 de noviembre de 2004 por la convoca la concesión de la Mención de Calidad a Programas de Doctorado de las universidades españolas para el curso académico 2005-2006 (Order) : 22-11-04, BOE 10-12-2004

Orden de 23 de abril de 2002, de la Consejería de Educación y Cultura por la que se establece la implantación generalizada de la enseñanza de las lenguas extranjeras en el segundo ciclo de la Educación Infantil y en el primer ciclo de Educación (Order) : 23-04-02, DOCM 1-5-2002

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 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 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 julio de 2001, por la que se establece y regula el horario semanal del primer ciclo de Educación Secundaria Obligatoria en la Comunidad Autónoma de Extremadura (Order) : 24-07-01, DOE 7-8-2001

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 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, <http://>

Orden de 25 de julio de 2006, Consejería de Educación y Ciencia, por la que se establecen las bases reguladoras del programa de becas de carácter general para estudios universitarios, destinadas a estudiantes que deseen cursar sus enseñanzas en universidades de Castilla-La Mancha. (Order) : 25-07-06, DOCM 3-8-2006

Orden de 25 de noviembre de 1999 por la que se determinan los estudios conducentes a la obtención de títulos universitarios oficiales que se relacionan con cada una de las vías de acceso a dichos estudios (Order) : 25-11-99, BOE 30-11-1999

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 marzo de 2008, del Departamento de Educación, Cultura y Deporte, por la que se establecen las cuantías de los precios públicos a satisfacer por la prestación de servicios académicos no universitarios para el curso 2008/2009 (Decree) : 26-03-2009, BOA 9-4-2008

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 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 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 febrero de 1996, por la que se dictan instrucciones para la implantación de las enseñanzas de Educación Secundaria Obligatoria (Order) : 28-02-96, BOE 5-3-1996

Orden de 28 de julio de 2008 de regulación de las enseñanzas deportivas de régimen especial establecidas al amparo del Real Decreto 1913/1997, de 19 de diciembre, y de la extinción de determinadas formaciones deportivas (Order) : 28-07-2008, BOIB 14-08-2008

Orden de 28 de junio de 2006, por la que se regulan las pruebas de la evaluación de diagnóstico y el procedimiento de aplicación en los centros docentes de Andalucía sostenidos con fondos públicos (Order) : 28-6-2006, BOJA 4-8-2006, <http://>

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 julio de 2008 por la que se fijan los precios públicos a satisfacer por la prestación de servicios académicos universitarios para el curso 2008/2009 (Order) : 29-07-2008, BORM 2-9-2008

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 junio de 2001, por la que se establece el horario semanal del primer ciclo de la Educación Secundaria Obligatoria en los centros educativos de la Comunidad Autónoma de Cantabria (Order) : 29-06-01, BOC 9-7-2001

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 3 de agosto de 2001 por la que se establecen las modalidades, condiciones y requisitos para la concurrencia al II Plan de la Calidad de las Universidades (Order) : 03-08-01, BOE 15-8-2001

Orden de 3 de junio de 2002, de la Consejería de Educación y Cultura, por la que se regula la impartición del Bachillerato establecido por la Ley Orgánico 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo (Order) : 03-06-02, BOCyL 10-6-2002

Orden de 30 de Abril de 2007 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 2007/08 (Order) : 30-04-2007, DOG 17-09-07

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 2005 de la Consejería de Educación y Cultura, por la que se regula la impartición, con carácter experimental, de la segunda Lengua extranjera- Francés en el tercer ciclo de Educación Primaria (Order) : 30-7-05, BORM 10-8-2005

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 junio de 1998, de la Conselleria de Cultura, Educación y Ciencia, por la que se establecen los requisitos básicos, criterios y procedimientos para aplicar en los centros educativos un programa de educación bilingüe (Order) : 30-06-98, DOGV 14-7-1998

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 30 de septiembre de 1993, por la que se regula el nombramiento de profesores interinos a tiempo parcial (Order) : 30-09-93, BOE 12-10-1993

Orden de 31 de julio de 1992, sobre acceso directo a enseñanzas conducentes a títulos oficiales de primer ciclo universitario o equivalentes desde la Formación Profesional (Order) : 31-07-92, BOE 25-8-1992

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 junio de 2001, por la que se generaliza el inglés como primera lengua extranjera a partir del primer ciclo de la Educación Primaria y se establece el horario semanal en esta etapa educativa (Order) : 04-06-01, BOC 20-6-2001

Orden de 4 de junio de 2001, por la que se modifica la Orden de 13 de junio de 1996, que dicta instrucciones para la implantación y coordinación de la Educación Secundaria Obligatoria (Order) : 04-06-01, BOC 20-6-2001

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, 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 junio de 2001, por la que se establece la distribución horaria en la etapa de Educación Secundaria Obligatoria (Order) : 05-06-01, BOJA 3-7-2001

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 Marzo 2003, de la Consejería de Educación y Cultura, por la que se regula la evaluación de los centros docentes sostenidos con fondos públicos que imparten las enseñanzas de régimen general... (Order) : 06-03-03, DOCM 17-3-20

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 julio de 1994 por la que se regula la implantación anticipada de las enseñanzas de Educación Secundaria para las Personas Adultas (Order) : 07-07-94, BOE 13-7-1994

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 2006, por la que se convocan y regulan ayudas para la realización de actividades extraescolares, durante el curso 2005-06, organizadas por las federaciones y confederaciones de asociaciones de padres y madres del alumnado de educación obligatoria con necesidades educativas especiales por razón de discapacidad o sobredotación intelectual. (Order) : 08-05-06, BOJA 29-5-2006

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 1993, sobre pruebas de aptitud para el acceso a las Facultades, Escuelas Técnicas Superiores y Colegios Universitarios (Order) : 09-06-93, BOE 10-6-1993 y CE del 23-6-1993

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 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 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 agosto de 1996, por la que se modifica la Orden de 29 de febrero de 1996 y se adapta la organización y funcionamiento de la Inspección de la Educación a la estructura del Ministerio de Educación y Cultura (Order) : 03-08-96, BOE 191/96 8-8-1996

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, <http://>

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/2974/2002, de 25 de noviembre, por la que se modifica el Reglamento aprobado por Orden ECD/235/2002, de 7 de febrero, por la que se constituye el Foro para la Atención Educativa a Personas con Discapacidad y se establecen sus competencias, estructura y régimen de funcionamiento (Order) : 25-11-02, 235, BOE 27-11-2002

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/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/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 ECD/531/2003, de 10 de marzo, por la que se establece el procedimiento para la provisión por funcionarios docentes de las vacantes en centros, programas y asesorías técnicas en el exterior (Order) : 10-03-03, 531, BOE 13-3-2003

Orden ECI/1091/2007, de 2 de abril, por la que se convoca la concesión de la Mención de Calidad a estudios de doctorado de las universidades españolas 2007-2008 (Order) : 2-4-2007, BOE de 25-04-07

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, <http://>

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, <http://>

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, <http://>

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/2211/2007, de 12 de julio, por la que se establece el currículo y se regula la ordenación de la educación primaria (Order) : 12-07-2007, BOE 20-7-2007

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, <http://>

Orden ECI/2231/2006, de 27 de junio, por la que se crea el Premio Marta Mata a la calidad de los centros educativos y se convoca para el año 2006 (Order) : 27-06-06, ECI/2231, BOE 11-7-2006

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, <http://>

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/2571/2007, de 4 de septiembre, de evaluación en educación primaria (Order) : 4-09-2007, BOE 6-9-2007

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, [http://](#)

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/2755/2007, de 31 de julio, por la que se regulan los programas de cualificación profesional inicial que se desarrollen en el ámbito de gestión del Ministerio de Educación y Ciencia (Order) : 31-07-2007, BOE 26-09-2007

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, [http://](#)

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/3211/2005, de 29 de septiembre, por la que se establecen las bases y se hace público el concurso para otorgar becas de formación en investigación e innovación educativa, documentación e informática en el Centro de Investigación y Documentación Educativa (Order) : 29-9-2005, 3211, BOE 17-11-2005, [http://](#)

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, [http://](#)

Orden ECI/3452/2007, de 23 de noviembre, por la que se convoca concurso público de méritos para la provisión de puestos de funcionarios docentes en el exterior (Order) : 23-11-2007, BOE 29-11-2007

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, [http://](#)

Orden ECI/3516/2007, de 16 de noviembre, por la que se convocan los Premios Nacionales de Fin de Carrera de Educación Universitaria, destinados a quienes hayan concluido los estudios en el curso académico 2006-2007 (Order) : 16-11-2007, ECI/3516/2007, BOE 4-12-2007

Orden ECI/3566/2007, de 26 de noviembre, por la que se convoca concurso de méritos para la provisión de puestos de asesores técnicos en el exterior (BOE 7-12-2007) (Order) : 26-11-2007, BOE 7-12-2007

Orden ECI/3672/2007, de 10 de diciembre, por la que se convocan plazas para Profesores visitantes en centros escolares de los Estados Unidos de América y Canadá, para el curso académico 2008-2009 (Order) : 10-12-2007, 3672, BOE 17-12-2007, [http://](#)

Orden ECI/3686/2004, de 3 de noviembre, por la que se dictan normas para la aplicación del Real Decreto 285/2004, de 20 de febrero, por el que se regulan las condiciones de homologación y convalidación de títulos extranjeros de Educación Superior (Order) : 03-11-2004, 3686, BOE 15-11-2004 curso: "Aulas Europeas: Programa de Inmersión Lingüística y Cultural con Francia"

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, <http://>

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, <http://>

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, <http://>

Orden ECI/3960/2007, de 19 de diciembre, por la que se establece el currículo y se regula la ordenación de la educación infantil (Order) : 05/01/2008, 1330, BOE 5-1-2008

Orden ECI/4017/2007, de 21 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, Reino Unido, República de Irlanda y República Federal de Alemania, para el curso académico 2008-2009 (Order) : 21-12-2007, 4017, BOE 12-1-2008, <http://>

Orden ECI/497/2008, de 15 de febrero, 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) : 15-02-2008, BOE 28-2-2008

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, <http://>

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, <http://>

Orden ECI/834/2008, de 29 de febrero, por la que se convocan plazas en el programa de intercambio puesto por puesto de profesores franceses, austriacos y suizos, con profesores españoles de Educación Primaria, Secundaria y Escuelas Oficiales de Idiomas para el curso 2008/2009 (Order) : 29-02-2008, BOE 28-03-2008

Orden ECI/844/2008, de 14 de marzo, por la que se convocan plazas para profesores visitantes en Institutos de Enseñanza Secundaria y Centros de Formación Profesional de diversos Estados de la República Federal de Alemania, para el curso académico 2008-2009 (Order) : 14-03-2008, BOE 29-03-2008

Orden ECI/87/2005, de 14 de enero, de delegación de competencias del Ministerio de Educación y Ciencia. (Order) : 14-01-05, ECI/87, BOE 28-1-2005

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 ECI/957/2008, de 24 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 2008 (Order) : 24-03-2008, BOE 8-4-2008

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/1159/2008, de 26 de junio, por la que se establecen las bases reguladoras de las subvenciones dirigidas a entidades privadas sin ánimo de lucro para la realización de actuaciones de compensación educativa e interculturalidad (Order) : 26-06-2008, BOCyL 03-07-2008

Orden EDU/1343/2004, de 13 de agosto, que desarrolla el Decreto 92/2004, de 29 de julio, por el que se regula la Inspección Educativa en Castilla y León (Order) : 13-08-2004, 1343, BOCL 1-9-2004

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/935/2008, de 5 de junio, por la que se establecen las bases reguladoras de las ayudas cofinanciadas por el Ministerio de Trabajo e Inmigración, dirigidas a municipios mayores de 10.000 habitantes para la realización de actuaciones de interés educativo con el alumnado inmigrante (Order) : 05-06-2008, BOCyL 11-06-2008

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, <http://>

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 ENS/385/2002, de 13 de noviembre, por la que se modifica la Orden ENS/289/2002, de 31 de julio, por la que se desarrolla la organización y el funcionamiento de la Inspección de Enseñanza en Cataluña (Order) : 13-11-2002, 385, DOGC 21-11-2002

Orden ESD/1196/2008, 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 2008-2009 (Order) : 17-04-2008, BOE 29-04-2008

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/1577/2008, de 26 de mayo, por la que se convoca el concurso nacional de buenas prácticas para la dinamización e innovación de las bibliotecas de los centros escolares para el año 2008 (Order) : 26-5-08, ESD/1577/2008, BOE 3-6-2008

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 Foral 230/1992, de 12 de junio, por la que se regula la implantación de las enseñanzas correspondientes a la Educación Primaria y se dan instrucciones sobre desarrollo curricular, aspectos organizativos de centro públicos y horario para la Educación Primaria en la Comunidad Foral de Navarra (*<I>Foral</I> Order*) : 12-06-92, 230, BON 22-7-1992

Orden Foral 366/2002, de 5 de julio, del Consejero de Educación y Cultura, por la que se modifica el horario correspondiente al segundo ciclo de la Educación Infantil y a la Educación Primaria para los Colegios Públicos de Educación Infantil (*<I>Foral</I> Order*) : 05-07-02, 366, BON 30-8-2002

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 Ministerial de 13 de abril de 1994, por la que se dictan normas de desarrollo del Real Decreto 631/93 de 3 de mayo por el que se regula el Plan Nacional de Formación e Inserción Profesional (*Order Ministerial*) : 13-4-94, BOE 28-4-1994

Orden TAS/3868/2006, de 20 de diciembre, por la que se modifica la Orden del Ministerio de Trabajo y Seguridad Social de 13 de abril de 1994, por la que se dictan normas de desarrollo del Real Decreto 631/1993, de 3 de mayo, por el que se regula el Plan Nacional de Formación e Inserción Profesional, en lo relativo al cómputo de alumnos que finalizan el curso, y a la actualización de las cuantías económicas de las subvenciones y ayudas recogidas en la misma (*Order*) : 20-12-1996, BOE 21-12-1996

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 1006/1991, de 14 de junio, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Primaria (*Royal Decree*) : 14-06-91, 1006, BOE 26-6-1991 y CE de 1-8-1991

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 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 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, <http://>

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 1128/2008, de 4 de julio, por el que se desarrolla la estructura orgánica básica del Ministerio de Educación, Política Social y Deporte 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 *(Royal Decree)* : 04-07-2008, BOE 10-7-2008

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 1178/1992, de 2 de octubre, por el que se establecen las enseñanzas mínimas del Bachillerato *(Royal Decree)* : 2-10-92, 1178, BOE 21-10-1992

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 1183/2008, de 11 de julio, por el que se desarrolla la estructura orgánica básica del Ministerio de Ciencia e Innovación (*Royal Decree*) : 11-06-2008, BOE 16-7-2008, [http://](#)

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 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, [http://](#)

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, [http://](#)

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 1344/1991, de 6 de septiembre, por el que se establece el currículo de Educación Primaria (*Royal Decree*) : 06-09-91, 1344, BOE 13-9-1991

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, [http://](#)

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, [http://](#)

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, <http://>

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, <http://>

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, <http://>

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, <http://>

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, <http://>

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 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 1463/2001, de 27 de diciembre, por el que se establecen los aspectos básicos del currículo de los grados elemental y medio de las especialidades de Gaita, Guitarra Flamenca y Txistu, y el grado medio de las especialidades de Flabiol (Royal Decree) : 27-12-01, 1463, BOE 12-2-2002

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, <http://>

Real Decreto 1468/2007, de 2 de noviembre, por el que se modifica el Real Decreto 1865/2004, de 6 de septiembre, por el que se regula el Consejo Nacional de la Discapacidad (Royal Decree) : 02-11-2007, BOE 26-11-2007

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 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 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, <http://>

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, <http://>

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, <http://>

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, <http://>

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, <http://>

Real Decreto 1693/1995, de 20 de octubre, por el que se regula la creación y el funcionamiento de los centros de profesores y de recursos (Resolution) : 20-10-95, 1693, BOE 9-11-1995

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 1741/2003, de 19 de diciembre, por el que se regula la prueba general de Bachillerato (Royal Decree) : 19-12-03, 1741, BOE 22-1-2004

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 189/2007, de 9 de febrero, por el que se modifican determinadas disposiciones del Real Decreto 56/2005, de 21 de enero, por el que se regulan los estudios universitarios oficiales de Posgrado. (Royal Decree) : 09-02-07, 189, 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 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 (Directive) : 29-04-2004, 38, BOE 28-2-2007

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 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, <http://>

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 285/2004, de 20 de febrero, por el que se regulan las condiciones de homologación y convalidación de títulos y estudios extranjeros de educación superior (Real Decree) : 20-02-2004, 285, BOE 4-3-2004

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 309/2005, de 18 de marzo, por el que se modifica el Real Decreto 285/2004, de 20 de febrero, por el que se regulan las condiciones de homologación y convalidación de títulos y estudios extranjeros de educación superior (Royal Decree) : 18-03-2005, 309, BOE 19-3-2005

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 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.
(Royal Decree) : 05-03-04, 361, BOE 23-3-2004

Real Decreto 362/2004, de 5 de marzo, por el que se establece la ordenación general de la Formación Profesional Específica (Royal Decree) : 05-03-04, 362, BOE 26-3-2004

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, <http://>

Real Decreto 371/2001, de 6 de abril, por el que se modifican parcialmente diversos Reales Decretos por los que se establecen títulos universitarios oficiales y las directrices generales propias de los planes de estudios conducentes a la obtención de aquéllos (Real Decree) : 06-04-2001, BOE 27-4-2001

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, <http://>

Real Decreto 406/1988, de 29 de abril, sobre organización de las pruebas de aptitud para el acceso a las Facultades, Escuelas Técnicas Superiores y Colegios Universitarios y composición de los Tribunales
(Royal Decree) : 29-04-88, 406, BOE 30-4-1988

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 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 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) : 4-5-2007, 596, BOE 25-05-2007, <http://>

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 675/2008, de 28 de abril, 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, Política Social y Deporte para el curso 2008-2009 (Royal Decree) : 28-04-2008, 468, BOE 29-4-2008

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 (Royal Decree) : 1-6-2007, 694, 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 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 25-12-1992

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 777/1998, de 30 de abril por el que se desarrollan determinados aspectos de la ordenación de la Formación Profesional en el ámbito del sistema educativo (*Royal Decree*) : 30-04-98, 777, BOE 8-5-1998

Real Decreto 778/1998, de 30 de abril, por el que se regula el tercer ciclo de estudios universitarios, la obtención y expedición del título de Doctor y otros estudios de postgrado (*Royal Decree*) : 30-04-98, 778, BOE 1-5-1998

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*) : 02-02-05, 806, BOE 14-7-2006 y Corrección de errores de 14-9-2006

Real Decreto 807/1993, de 28 de mayo, por el que se modifica el Real Decreto 406/1988, de 29 de abril, sobre organización de las pruebas de aptitud para el acceso a las Facultades, Escuelas Técnicas Superiores y Colegios Universitarios (*Royal Decree*) : 28-05-93, 807, BOE 8-6-1993

Real decreto 827/2003, de 27 de junio, por el que se establece el calendario de aplicación de la nueva ordenación del sistema educativo, establecida por la Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación (*Royal Decree*) : 27-06-03, 827, BOE 28-6-2003

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 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 891/2005, de 22 de julio, por el que se crea y regula el Consejo Estatal del Pueblo Gitano (Royal Decree) : 29-06-2005, BOE 26-08-2005

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 900/2007, de 6 de julio, por el que se crea el Comité para la definición del Marco Español de las Cualificaciones para la Educación Superior (Royal Decree) : 6-7-2007, 900, BOE 19-07-2007, <http://>

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, <http://>

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 967/1988, de 2 de septiembre, sobre ordenación de las enseñanzas correspondientes al primer nivel de las Enseñanzas Especializadas de Idiomas (Royal Decree) : 02-09-88, 967, BOE 10-9-1988

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 989/2000, de 2 de junio, por el que se establecen las especialidades del Cuerpo de Profesores de Música y Artes Escénicas, se adscribe a ellos los profesores de dicho Cuerpo y se determinan las materias que deberán impartir (Royal Decree) : 02-06-00, 989, BOE 22-6-2000

Real Decreto 990/2000, de 2 de junio, por el que se modifica y completa el Real Decreto 1640/1999, de 22 de octubre, por el que se regula la prueba de acceso a estudios universitarios (*Royal Decree*) : 02-06-00, 990, BOE 3-6-2000

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 Legislativo 2/2000, de 16 de junio, por el que se aprueba el Texto Refundido de la Ley de Contratos de las Administraciones Públicas (*Royal Decree*) : 16-6-2000, 2, BOE 21-6-2000

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 (CE) n° 561/98 del Consejo, de 24 de septiembre de 1998, sobre la cooperación europea para la garantía de la calidad en la enseñanza superior (*Recommendation*) : 24-9-98, 561, *Diario Oficial de la Unión Europea*, L 270 de 7-10-1998

Recomendación del Parlamento Europeo y del Consejo, de 12 de febrero de 2001, relativa a la cooperación europea en materia de evaluación de la calidad de la educación escolar (*Recommendation*) : 12-2-2001, *Diario Oficial de la Unión Europea*, L 60 de 1-3-2001

Resolución 208/2008, de 30 de abril, de la Directora General de Ordenación, Calidad e Innovación, por la que se aprueba la convocatoria de financiación para el curso 2008/2009 a proyectos educativos y experiencias de Educación Intercultural en centros públicos de enseñanza de la Comunidad Foral de Navarra (*Resolution*) : 30-04-2008, BON 04-06-2008

Resolución 299/2005, de 12 de abril, del Director General de Enseñanzas Escolares y Profesionales, por la que se aprueba la convocatoria de los Proyectos del "Programa de Nuevas Tecnologías y Educación" (PNTE) (*Resolution*) : 12-4-05, 299, BON 18-5-2005

Resolución 77/2008, de 4 de marzo, de la Directora General de Ordenación, Calidad e Innovación, por la que se convocan Ayudas individuales de enseñanza para alumnado con discapacidad sensorial, motora o con permanencia prolongada en su domicilio por prescripción facultativa, que curse enseñanzas de régimen general en niveles de Secundaria Postobligatoria en Centros Educativos de Navarra el curso 2007/08 (*Resolution*) : 04-03-07, BON 28-3-2008

Resolución de 1 de agosto de 2003, de la Secretaría de Estado de Educación y Universidades, por la que se convoca concurso público para otorgar becas de formación en evaluación educativa en el Instituto Nacional de evaluación (*Resolution*) : 01-08-03, BOE 16-11-2003

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, <http://>

Resolución de 10 de junio de 2002, de la Dirección General de Coordinación y Política Educativa, por la que se establece el horario de la enseñanza de la lengua extranjera en el primer ciclo de Educación Primaria en los centros educativos (*Resolution*) : 10-06-02, DOCM 24-7-2002

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 12 de junio de 2007, de la Secretaría General del Consejo de Coordinación universitaria, por la que se publica el acuerdo de 4 de junio de 2007, de la Conferencia General de Política

Universitaria, por el que se fijan los límites de precios públicos por estudios conducentes a la obtención de títulos universitarios oficiales para el curso 2007-2008 (Resolution) : 12-6-2007, BOE 15-6-2007, <http://>

Resolución de 12 de septiembre de 2003, de la Secretaría de Estado de Educación y Universidades, por la que se convoca concurso público para otorgar becas de formación en investigación e innovación educativa, documentación e informática en el Centro (Resolution) : 12-09-03, BOE 6-10-1003

Resolución de 13 de junio de 2008, de la Secretaría de Estado de Educación y Formación, por la que se convocan becas-colaboración para el curso académico 2008-2009 (Resolution) : 13-6-2008, BOE 30-6-2008

Resolución de 13 de marzo de 2008, de la Secretaría de Estado de Universidades e Investigación, por la que se convocan ayudas para la cooperación interuniversitaria con Brasil (Resolution) : 13-03-2008, BOE 11-4-2008

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, <http://>

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 marzo de 2007, del Director General de Centros Docentes, por la que se autoriza el funcionamiento de unidades escolares de Educación Infantil Especial (3-6 años) en centros públicos de Educación Especial y colegios públicos de Educación Infantil y Primaria (Resolution) : 14-3-2007, BOCM 4-4-2007, <http://>

Resolución de 14 de marzo de 2008, de la Secretaría de Estado de Universidades e Investigación, por la que se dictan instrucciones para el acceso a la universidad española en el próximo curso 2008-2009, 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) : 14-03-2008, BOE 21-3-2008

Resolución de 15 de abril de 2008, de la Dirección General de Ordenación y Centros Docentes, por la que se establecen los criterios y el procedimiento para la autorización del funcionamiento durante el curso académico 2008-2009, del Programa de Acogida al Sistema Educativo (PASE) en centros docentes sostenidos con fondos públicos, que impartan educación primaria o educación secundaria obligatoria (Resolution) : 15-04-2008, DOCV 28-04-2008

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 diciembre de 2004, de la Dirección General de Educación, Formación Profesional e Innovación Educativa, por la que se da publicidad al Convenio de colaboración entre el Ministerio de Educación y Ciencia y... (Resolution) : 16-12-04, BOE 30-12-2004

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, <http://>

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 abril de 2001, de la Delegación del Gobierno para la Extranjería y la Inmigración, por la que se dispone la publicación del Acuerdo del Consejo de Ministros del día 30 de marzo de 2001, por el que se aprueba el Programa Global de Regulación y Coordinación de la Extranjería y la Inmigración (Resolution) : 17-04-2001, BOE 27-04-2001

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, <http://>

Resolución de 18 de agosto de 2008, de la Secretaría de Estado de Universidades, por la que se convocan ayudas dirigidas a facilitar la movilidad de profesores visitantes y de estudiantes en programas de doctorado que hayan obtenido la Mención de Calidad y para la Mención Europea en el título de doctor (Resolution) : 18-08-08, BOE 9-9-2008

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, <http://>

Resolución de 19 de julio de 2002, de la Dirección General de Ordenación e innovación educativa, por la que se establece la concreción curricular de una segunda lengua extranjera, alemán y francés, para el tercer ciclo de la educación primaria (Resolution) : 19-07-2002, BOCAC 16-08-2002

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 octubre de 2007, de la Dirección General de Trabajo, por la que se registra y publica el Acuerdo de constitución de la Comisión Mixta Estatal de Formación, y su reglamento de funcionamiento (Resolution) : 19-10-2007, BOE 06-11-2007, <http://>

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 enero de 2004, de la Secretaría de Estado de Educación y Universidades, por la que se convocan ayudas para participar en colonias de vacaciones destinadas al aprendizaje de lengua inglesa... (Resolution) : 02-01-04, BOE 30-01-2004

Resolución de 2 de enero de 2009, 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 2009 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) : 02-01-2009, BOE 3-1-2009

Resolución de 2 de febrero de 2001, de la Dirección General de Trabajo, por la que se dispone la inscripción en el registro y publicación del III Acuerdo Nacional de Formación Continua suscrito el día 19 de diciembre de 2000 (Resolution) : 2-2-01, BOE 23-2-2001

Resolución de 2 de junio de 2008, de la Secretaría de Estado de Educación y Formación, por la que se convocan becas de carácter general y de movilidad, para el curso académico 2008-2009, para alumnado universitario y de otros estudios superiores (Resolution) : 02-06-08, 3259, BOE 24-6-2008

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, <http://>

Resolución de 20 de diciembre de 2007, de la Secretaría de Estado de Universidades e Investigación, por la que se adjudica una subvención para el fomento de la movilidad de estudiantes de universidades españolas mediante un programa de prácticas formativas en empresas de Europa, Estados Unidos, Canadá y Asia (India, China, Japón, Singapur, Corea del Sur, entre otros) (Programa Faro Global) (Resolution) : 20-12-2007, BOE 10-1-2008, <http://>

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 2008, de la Secretaría de Estado 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) : 20-10-2008, BOE 31-10-2008

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, <http://>

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 junio de 2007, de la Secretaría de Estado de Universidades e Investigación, por la que se convocan ayudas en relación con los préstamos previstos en la Resolución de 21 de marzo de 2007 (Resolution) : 22-6-2007, BOE 17-7-2007

Resolución de 23 de noviembre de 2007, de la Presidencia de la Agencia Española de Cooperación Internacional, para la LXI convocatoria general de los programas de "Becas MAEC-AECI", para ciudadanos extranjeros y españoles, para el verano 2008 y el curso académico 2008-2009 (Resolution) : 23-11-2007, BOE 7-12-2007, <http://>

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, <http://>

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 octubre de 2007, de la Secretaría de Estado de Universidades e Investigación, por la que se convocan ayudas para becas y contratos en el marco del estatuto del personal investigador en formación, del programa de Formación de Profesorado Universitario (Resolution) : 25-10-2007, BOE 17-11-2007

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 febrero de 2003, de la Secretaría de Estado de Educación y Universidades, por la que se convocan los Premios Nacionales a la Investigación Educativa para el 2003 (Resolution) : 27-02-03, BOE 21-3-2003

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, <http://>

Resolución de 28 de febrero de 2008, de la Dirección General de Trabajo, por la que se registra y publica las tablas salariales para el 2008, del V Convenio colectivo nacional de universidades privadas, centros universitarios privados y centros de formación de postgraduados (Resolution) : 28-02-2008, BOE 13-3-2008

Resolución de 28 de julio de 1998, de la Secretaría General de Educación y Formación Profesional, por la que se dictan instrucciones para la aplicación de la Orden de 20 de julio de 1998 (Resolution) : 28-7-98, BOE 11-8-1998

Resolución de 29 de abril de 2008, de la Consejería de Educación, por la que se convoca a los centros públicos que imparten Educación primaria para el desarrollo del Programa de Refuerzo Educativo en Educación primaria (Resolution) : 29-04-2008, BOC 27-05-2008

Resolución de 29 de abril de 2008, de la Consejería de Educación, por la que se convoca a los centros públicos que imparten Educación Secundaria para el desarrollo del Programa de Refuerzo Educativo en la Educación Secundaria Obligatoria (Resolution) : 29-04-2008, BOC 27-05-2008

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 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 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 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 4 de agosto de 2005, de la Consejería de Educación y Ciencia, por la que se convocan proyectos experimentales de autoevaluación y mejora en centros docentes sostenidos con fondos públicos en el Principado de Asturias (Resolution) : 04-08-05, BOPA 1-9-2005

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, <http://>

Resolución de 4 de junio de 2001, de la Dirección General de Universidades, por la que se establecen normas para el cálculo de la nota en el expediente académico de los alumnos que acceden a enseñanzas universitarias conducentes a la obtención de títulos oficiales desde la Formación Profesional (Resolution) : 04-06-01, BOE 12-6-2001

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 investigación (*Resolution*) : 5-03-2008, BOE 13-3-2008

Resolución de 6 de mayo de 2008, de la Secretaría de Estado de Educación y Formación, por la que se convocan ayudas para alumnado con necesidad específica de apoyo educativo para el curso académico 2008-2009 (*Resolution*) : 6-5-2008, BOE 13-05-2008

Resolución de 6 de mayo de 2008, de la Secretaría de Estado de Educación y Formación, por la que se convocan becas para los alumnos que vayan a iniciar estudios universitarios en el curso 2008-2009 (*Resolution*) : 6-5-2008, BOE 13-5-2008

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, <http://>

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 7 de mayo de 2008, de la Secretaría de Estado de Educación y Formación, por la que se convocan ayudas para adquisición de libros de texto y material didáctico complementario, para el curso académico 2008-2009 (*Resolution*) : 07-05-2008, BOE 13-5-2008

Resolución de 8 de febrero de 2008, de la Secretaría General Técnica, por la que se publica el ofrecimiento de la Embajada de Francia de becas de investigación durante el año 2008 (*Resolution*) : 08-02-2008, BOE 26-2-2008

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 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, <http://>

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 consejera de Educación y Cultura de convocatoria pública de ayudas para actuaciones de dinamización lingüística, integración de inmigrantes i mediación : BOIB 23-09-2008

Resolución del 19 de julio de 1994, de la Secretaría de Estado de Educación, por la que se establecen orientaciones para la distribución de objetivos, contenidos y criterios de evaluación para cada uno de los módulos (*Resolution*) : 19-07-94, BOE 11-8-1994

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COMUNIDAD AUTÓNOMA DE CASTILLA Y LEÓN: AGENCIA PARA LA CALIDAD DEL SISTEMA UNIVERSITARIO DE CASTILLA Y LEÓN

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Website: <http://www.acsucyl.es/>

COMUNIDAD AUTÓNOMA DE CASTILLA Y LEÓN: CONSEJERÍA DE EDUCACIÓN

Monasterio Nuestra Señora del Prado Avda. Puente Colgante s/n 47014 Valladolid
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Website: <http://www.educa.jcyl.es/>

COMUNIDAD AUTÓNOMA DE CASTILLA Y LEÓN: SERVICIO DE SUPERVISIÓN DE PROGRAMAS, CALIDAD, EVALUACIÓN

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Website:

http://www.educa.jcyl.es/educacyl/cm/educacyl/tkContent?pgseed=1236238064931&idContent=5563&locale=es_ES&textOnly=false

COMUNIDAD AUTÓNOMA DE CASTILLA-LA MANCHA: CONSEJERÍA DE EDUCACIÓN Y CIENCIA

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Website: http://www.educa.jccm.es/educa-jccm/cm/educa_jccm/tkContent?pgseed=1236241591793&idContent=33753&locale=es_ES&textOnly=false

COMUNIDAD AUTÓNOMA DE CATALUÑA: CONSEJO SUPERIOR DE EVALUACIÓN DEL SISTEMA EDUCATIVO (CSDA)

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COMUNIDAD AUTÓNOMA DE EXTREMADURA: CONSEJERÍA DE EDUCACIÓN

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COMUNIDAD AUTÓNOMA DE EXTREMADURA: DIRECCIÓN GENERAL DE CALIDAD Y EQUIDAD EDUCATIVA

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Website: <http://www.juntaex.es/consejerias/educacion/dg-calidad-equidad-educativa/index-ides-idweb.html>

COMUNIDAD AUTÓNOMA DE GALICIA: AGENCIA PARA LA CALIDAD DEL SISTEMA UNIVERSITARIO DE GALICIA (ACSUG)

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COMUNIDAD AUTÓNOMA DE GALICIA: CENTRO GALLEGO DE EDUCACIÓN BÁSICA A DISTANCIA

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COMUNIDAD AUTÓNOMA DE GALICIA: SUBDIRECCIÓN GENERAL DE INSPECCIÓN, EVALUACIÓN Y CALIDAD DEL SISTEMA EDUCATIVO

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COMUNIDAD AUTÓNOMA DE LA REGIÓN DE MURCIA: CONSEJERÍA DE EDUCACIÓN, FORMACIÓN Y EMPLEO

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http://www.madrid.org/cs/Satellite?c=CM_Agrupador_FP&cid=1109266187254&idConsejeria=11092661872

54&idListConsj=1109265444710&idOrganismo=1109266227448&language=es&pagename=ComunidadMadrid/Estructura

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Website:

http://www.madrid.org/cs/Satellite?language=es&pagename=PortalEducacion%2FPage%2FEDUC_home

COMUNIDAD AUTÓNOMA DE MADRID: SUBDIRECCIÓN GENERAL DE EVALUACIÓN Y ANÁLISIS.

D. G. de Mejora de la Calidad de la Enseñanza de la Conserjería de Educación.

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Website:

http://www.madrid.org/cs/Satellite?cid=1142378550280&idConsejeria=1109266187254&language=es&pagename=ComunidadMadrid%2FCM_Presentacion_FA%2FfichaConsjeria_Organismo&sm=1109265844018

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Website:

http://www.madrid.org/cs/Satellite?c=CM_Agrupador_FP&cid=1142292480322&idConsejeria=1109266187254&idListConsj=1109265444710&idOrganismo=1142292480322&language=es&pagename=ComunidadMadrid%2FEstructura&pid=1109265444699

COMUNIDAD AUTÓNOMA DE VALENCIA: CENTRO ESPECÍFICO DE EDUCACIÓN A DISTANCIA DE LA COMUNIDAD VALENCIANA (CEEDCV)

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Website: <http://www.ceedcv.es/>

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E-mail: informacio@cult.gva.es

Website: <http://www.gva.es/jsp/portalgv.jsp?deliberate=true>

COMUNIDAD AUTÓNOMA DE VALENCIA: DIRECCIÓN GENERAL DE EVALUACIÓN, INNOVACIÓN Y CALIDAD EDUCATIVA Y DE LA FORMACIÓN PROFESIONAL

Consejería De Educación

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E-mail: ivece@edu.gva.es

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COMUNIDAD AUTÓNOMA DE VALENCIA: INSTITUTO VALENCIANO DE EVALUACIÓN Y CALIDAD EDUCATIVA (IVECE)

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COMUNIDAD AUTÓNOMA DEL PAÍS VASCO: AGENCIA DE EVALUACIÓN Y ACREDITACIÓN DE LA CALIDAD DEL SISTEMA UNIVERSITARIO DEL PAÍS VASCO

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Website: [http://www.hezkuntza.ejgv.euskadi.net/r43-](http://www.hezkuntza.ejgv.euskadi.net/r43-2493/es/contenidos/informacion/dib10/es_16157/uniqueal_presentacion.html)

[2493/es/contenidos/informacion/dib10/es_16157/uniqueal_presentacion.html](http://www.hezkuntza.ejgv.euskadi.net/r43-2493/es/contenidos/informacion/dib10/es_16157/uniqueal_presentacion.html)

COMUNIDAD AUTÓNOMA DEL PAÍS VASCO: AGENCIA VASCA PARA LA EVALUACIÓN DE LA COMPETENCIA Y LA CALIDAD DE LA FORMACIÓN PROFESIONAL

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Website: [http://www.hezkuntza.ejgv.euskadi.net/r43-](http://www.hezkuntza.ejgv.euskadi.net/r43-573/es/contenidos/informacion/agencia/es_1967/agencia_indice_c.html)

[573/es/contenidos/informacion/agencia/es_1967/agencia_indice_c.html](http://www.hezkuntza.ejgv.euskadi.net/r43-573/es/contenidos/informacion/agencia/es_1967/agencia_indice_c.html)

COMUNIDAD AUTÓNOMA DEL PAÍS VASCO: CENTRO DE EDUCACIÓN BÁSICA A DISTANCIA (CEBAD)

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COMUNIDAD AUTÓNOMA DEL PAÍS VASCO: INSTITUTO VASCO DE BACHILLERATO A DISTANCIA (UBEI - IVBAD)

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