

**National summary sheets on
education system in Europe
and ongoing reforms**

2009 Edition

SPAIN

DECEMBER 2009

1. Education population and language of instruction

The total population registered in Spain on January 1st 2009 was 45 929 476 ⁽¹⁾, 33.72 % of which was between 0 and 29 years of age ⁽²⁾. Compulsory education is taken when pupils are between 6 and 16 years of age, although they can stay in school until they are 18 (or 21 in the case of pupils with special educational needs). The number of students enrolled in non-university education during the school year 2008/09 was 7 456 806 ⁽³⁾, while 1 389 394 ⁽⁴⁾ pupils were enrolled in university education.

Spanish, also known as Castilian, is the official language in the Spanish State. Apart from Castilian, there are other official languages in six Autonomous Communities. In those Communities, both Castilian and the co-official language are taught compulsorily at non-university levels of education. The use of the co-official language as a language of instruction varies in the different Communities, depending on their respective linguistic policies.

2. Administrative control and extent of public-sector funded education

Educational institutions may be owned by an education administration or by a private party, either a person or a legal entity. Private non-university schools may be financially independent or government dependent (*centros concertados*) and may offer any level of education.

⁽¹⁾ Spanish population estimates, July 1st 2009 (National Statistics Institute) (<http://www.ine.es>).

⁽²⁾ Data of the National Statistics Institute (<http://www.ine.es>).

⁽³⁾ Advanced data. Non-university Education Statistics. Office of Statistics, Ministry of Education (<http://www.educacion.es/mecd/jsp/plantilla.jsp?id=310&area=estadisticas>).

⁽⁴⁾ Provisional data. Basic Data on the Spanish University System. School year 2008/09. (<http://www.educacion.es/dctm/mepsyd/educacion/universidades/estadisticas-informes/datos-generales/datos-generales-2008-09.pdf?documentId=0901e72b80048a78>).

Publicly funded private schools are funded via educational agreements, which are established with the education administration of the corresponding Autonomous Community. Schools may sign these agreements provided that the requirements laid down in the educational legislation are met.

In the school year 2008/09, 67.3 % of students enrolled in mainstream non-university education, as well as 91.3 % of students enrolled in *enseñanzas de régimen especial* (specialised education) ⁽⁵⁾ ⁽⁶⁾ and 89.7 % of university students ⁽⁷⁾, attended public schools.

In Spain, the education administration decentralized model distributes the education responsibilities among the State, the Autonomous Communities, local administrations and schools. The responsibilities corresponding to each of these levels are set out below:

DISTRIBUTION OF RESPONSIBILITIES IN EDUCATION (NON-UNIVERSITY EDUCATION)	
Central government	General organisation of the education system, minimum requirements for schools, minimum core curriculum, international cooperation in education, policies to encourage and coordinate research. Also it organises the general planning of education and regulation of academic and professional qualifications, core curricula guaranteeing the right and duty to know the Spanish language (notwithstanding the Autonomous Communities' competence regarding the establishment of regulations to guarantee citizens' rights to use and know their own languages), High Inspectorate (whose duty is to monitor the observance of minimum requirements for education set by the State for the entirety of the national territory), state-wide general diagnostic evaluations, policies on financial aids for studies, ownership and administration of public schools abroad, establishment of the legal basis for foreign schools in Spain, education statistics for State purposes, etc.
Autonomous Communities	Administrative responsibility within their territories; schools creation, authorization and management; development of State regulations regarding syllabuses and regulation of levels, branches, grades and specialisations; guidance and support for pupils; staff management; educational inspection; supervision of textbooks and other materials; diagnostic assessment in schools within their territory; facilitating information exchange and the promotion of good educational or management practices; providing the necessary data to the State to elaborate national and international educational statistics; publishing data and indicators contributing to facilitate transparency, good educational management and educational research; negotiation and awarding of subsidies to private schools; administration of scholarships and aids; regulation of the relevant Autonomous Community's School Council composition and functions, etc.
Local Administrations	Provision of sites for building public schools; maintenance and refurbishment of pre-primary, primary and special education schools; planning extra-curricular and supplementary activities, monitoring compulsory schooling; creation of School Councils within their municipality, representation at the Autonomous Communities' School Councils and at the schools' School Councils, etc.

⁽⁵⁾ This is the name given to Artistic education, Language education and studies leading to the Sports specialisation certificates. Artistic education includes Music, Dance, Dramatic Art, Plastic Arts and Design.

⁽⁶⁾ Data of the Ministry of Education. Data and Figures. School Year 2009/2010. Office of Statistics (http://www.educacion.es/mecd/estadisticas/educativas/dcce/Datos_Cifras_web.pdf).

⁽⁷⁾ Provisional data. Basic Data on the Spanish University System. School year 2008/09. (<http://www.educacion.es/dctm/mepsyd/educacion/universidades/estadisticas-informes/datos-generales/datos-generales-2008-09.pdf?documentId=0901e72b80048a78>).

Schools	Schools are autonomous in organisational, educational and financial matters, within the framework of current regulations, with the aim of achieving a better adequacy and use of the assigned resources, as well as the adjustment of the pedagogic action to pupils' specific needs and to the characteristics of the school environment.
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Source: IFIE on the basis of legislation, 2009.

Universities are autonomous as regards their general management, as well as in academic, financial and staff matters, including teaching staff's selection, recruitment and promotion. Likewise, they have competences regarding the creation of educational institutions and distance learning structures, setting student admission procedures, the creation of foundations and other corporate bodies for achieving their aims, collaborating with other entities for staff mobility and designing and submitting the syllabuses which they consider most attractive and suitable for their resources and interests.

3. Pre-primary education

Pre-primary education is conceived as a single education-oriented level within the education system, with a structural and curricular development similar to the rest of educational levels. It caters for children from 0 to 6 years and it is divided into two three-year stages. The first stage is provided in Pre-primary Education schools (*centros de educación infantil*) and the second stage can be provided in both Pre-primary Education schools or pre-primary and primary schools (*centros de educación infantil y primaria*).

Although this level is not compulsory, it is free of charge during the second stage (children aged 3 to 6) both in public and publicly funded private schools. The government is putting into practice the 'Educa3' Plan, the first comprehensive programme to promote the creation of new education places for children from 0 to 3, which will mean a total investment of EUR 1 087 million between 2008 and 2012. Both the Ministry of Education and the Autonomous Communities will contribute 50 % each.

In 2007/08, the net enrolment rates in Pre-primary Education were 19.1 % for children under 3 and 98.3 % for children aged from 3 to 5 years. In the school year 2008/09 ⁽⁸⁾ these rates were 26.2 % for children aged 0-2 and 98.7 % for children from 3 to 5 years of age.

4. Compulsory education

(i) Phases

Education is compulsory from age 6 to 16, and it is divided into two educational levels: Primary Education and Lower Secondary Education.

Level	Organisation	Ages
<i>Educación Primaria</i> (Primary Education)	3 two-year cycles	Ages 6-12
<i>Educación Secundaria Obligatoria</i> , ESO (Lower Secondary Education)	4 years	Ages 12-16

⁽⁸⁾ Advanced data. Non-university Education Statistics. Office of Statistics, Ministry of Education (<http://www.educacion.es/mecd/estadisticas/educativas/eenu/avances/Curso08-09/1%20Rdos%20TOTAL%2008val.pdf>).

Although not being part of compulsory education, there is an offer of specialised education courses on music and dance (*Enseñanzas elementales y profesionales de Música y Danza*) for children with the ages of compulsory education. This offer is organised in an elementary 4-years course for 8-12 years old pupils and an intermediate 6-years course for 12-18 years old students.

(ii) Admissions criteria

Parents or legal guardians may choose any school they wish for their children, either public or private. If there are insufficient places in the public or publicly funded private school chosen by the parents, the following criteria are applied to establish admission priorities: annual family income, proximity of home or workplace of one of the parents, enrolment of siblings in the same school or parents/legal guardians working in it, and a disability of the pupil or of either parent or sibling. The Autonomous Communities and schools may establish yet other supplementary criteria. Non-publicly funded private schools are free to establish their own pupils' admission criteria.

Publicly funded schools provide compulsory education free of charge.

(iii) Length of school day/week/year

Each Autonomous Community establishes the school calendar every year, following general guidelines set up by the central government to ensure homogeneity in the national territory. The school year for compulsory education comprises a minimum of 175 days between the first fortnight of September and late June. Schools operate five days a week on an average of 25 periods a week at primary level and 30 periods at secondary level (each period corresponds to 55 minutes). The minimum number of annual teaching hours is 875 at primary level and 1 050 at lower secondary level.

(iv) Class size/student grouping

At primary level classes are limited to 25 pupils and to 30 at secondary level. Classes including pupils with special educational needs are further limited at a rate of two pupils less for each pupil with special needs. Students are grouped according to age. Mixed age groups exist in some rural areas where classes are very small. In Primary Education, a class teacher teaches most areas of knowledge, except for Music, Physical Education and Foreign Languages, which are taught by specialist teachers. Secondary education students have different specialist teachers for the different subjects.

(v) Curriculum control and content

Curriculum development occurs at three levels. The central government fixes the national core curriculum, which amounts to 55 % of the timetable in the Autonomous Communities with a second official language and to 65 % in the rest. Each Autonomous Community develops this core curriculum in order to establish its own curriculum (first level of curricular development). In addition, each school adapts this basic curriculum to its socio-economic and cultural background and expands it upon in the second level of curricular development. The third level corresponds to classroom programming drawn up by the teacher for each group of pupils.

In Primary Education the following content areas are compulsory: Natural, Social and Cultural Environment; Artistic Education; Physical Education; Spanish Language and Literature; the co-official Language and the Literature of the Autonomous Community (if applicable); Foreign Language, and Mathematics. Reading comprehension, oral and written expression, audiovisual communication, ICTs and values education are dealt with in all the areas. Moreover, the area 'Citizenship and Human Rights Education' is taught in one of the grades of the third cycle of Primary Education.

The Lower Secondary Education curriculum includes the following areas for its first three years: Natural Science, Social Sciences, Geography and History, Physical Education, Plastic and Visual Education, Spanish Language and Literature, the co-official Language and Literature of the Autonomous Community (if applicable), Foreign Language, Mathematics, Music and Technologies. During these three years pupils can take an optional subject, and the optional subjects offer has to include a second foreign language and Classical Culture. Likewise, in one of the first three years of *ESO*, all pupils are to take 'Citizenship and Human Rights Education'. In the fourth year, all pupils have to take the following subjects: Physical Education, Ethical and Civic Education, Social Sciences, Geography and History, Spanish Language and Literature, the co-official Language and Literature of the Autonomous Community (if applicable), Mathematics and a First Foreign Language. Apart from these, pupils must choose three of the following subjects: Biology and Geology, Plastic and Visual Education, Physics and Chemistry, Computer Science, Latin, Music, a Second Foreign Language and Technologies. Also, pupils can take one or more optional subjects in accordance with what is stated by the corresponding educational administration.

Religion is compulsorily offered by schools in both Primary and Lower Secondary Education, but it is voluntary for pupils.

The methodology is developed by each school and group of teachers, although there are some general directives. In Primary Education it is global and interdisciplinary, its purpose is to integrate pupils' experiences and learning processes and it must be adapted to their personal characteristics. In lower secondary education, methodology must also be adapted to each pupil's needs, foster both independent learning and teamwork, as well as promote creativity and dynamism. It must also integrate ICT resources into the learning process.

Schools are free to choose their own textbooks and other teaching materials.

(vi) Assessment, progression and qualifications

The Ministry of Education establishes the state-wide general assessment guidelines. The Autonomous Communities develop these guidelines in order to apply national regulations to their own territories.

In Primary Education, teachers assess pupils' progress in all areas with a global and continuous approach. Teachers are responsible for the decisions on their promotion, taking special account of the information and criteria of the class teacher. Promotion is automatic within the same cycle of Primary Education but progression from one cycle to the next is contingent upon meeting the curricular aims for that particular cycle. A pupil may repeat a year, but only once throughout the primary level. Pupils who promote to the next cycle, but who are negatively assessed in one or more areas, must receive appropriate support to help them catch up. Likewise, special attention is paid to the early detection of learning difficulties and to the prevention of school failure at an early age. An official academic certificate is not awarded at the end of Primary Education, but it is awarded at the end of basic education, which includes Primary and Lower Secondary Education.

In Lower Secondary Education, assessment is continuous and separate for each subject. At the end of each year, all of a group's teachers jointly decide on each pupil's promotion after considering the attainment of the objectives of the year. Pupils may take a special examination in subjects they have not passed at the end of the school year. Those who have not passed three or more subjects after the special examinations cannot promote and have to repeat the whole year, taking all the subjects again. Each year can only be repeated once, taking into account that students can only repeat twice through compulsory education. If, after repetition, a pupil does not meet the requirements for promotion to the next year, the assessment team will decide on their promotion and on individual reinforcement measures to be adopted.

Pupils who complete lower secondary education having passed all subjects in this level are awarded the *Graduado en Educación Secundaria Obligatoria* (Certificate of Compulsory Secondary Education). This gives access to *Bachillerato* (General Upper Secondary Education) or intermediate vocational training. This certificate may also be awarded to those pupils who finish the year with one, two and exceptionally three subjects negatively assessed, as long as the teaching team considers that their nature and weight in the stage has not prevented from the acquisition of the basic competences and its objectives. Pupils who are not awarded this certificate receive a *Certificado de Escolaridad* (Certificate of School Attendance), which shows the years and the subjects they have completed.

5. Post-compulsory education/upper secondary and post-secondary level

(i) Types of education

Post-compulsory secondary education comprises two branches: an academic one, *Bachillerato*, and a vocational one, Intermediate Vocational Training. Moreover, the *enseñanzas de régimen especial*, *enseñanzas profesionales de Artes Plásticas y Diseño de Grado Medio* and the *enseñanzas deportivas de grado medio* can also be followed.

Type of Education		Institution	Organization	Ages
<i>Bachillerato</i> (General Upper Secondary Education)		<i>Instituto de Educación Secundaria</i> (Secondary Education School)	2 years	16-18
<i>Ciclos formativos de grado medio</i> (Intermediate Vocational Training)		<i>Instituto de Educación Secundaria</i> (Secondary Education School) <i>Centro de Referencia Nacional</i> (National Reference School) <i>Centro Integrado de Formación Profesional</i> (Vocational Training Integrated School)	1½ to 2 years	16-18
<i>Enseñanzas de régimen especial</i>	Enseñanzas profesionales de Artes Plásticas y Diseño de Grado Medio	<i>Escuela de Arte</i> (Arts School)	2 years	16-18
	Enseñanzas Deportivas de Grado Medio	<i>Centro de Referencia Nacional</i> (National Reference School) <i>Centro Integrado de Formación Profesional</i> (Vocational Training Integrated School) <i>Centro de enseñanza militar</i> (Military school)		

(ii) Admissions criteria

Students must hold a *Graduado en Educación Secundaria Obligatoria* certificate or an equivalent certificate to access to *Bachillerato*.

In order to access to intermediate vocational training candidates must hold the *Graduado en Educación Secundaria Obligatoria*. Students without this certificate may be admitted if they are 17 or older and they pass an entrance examination.

To enrol in intermediate *enseñanzas profesionales de Artes Plásticas y Diseño* 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.

To gain access to the initial cycle of intermediate Sports Education, candidates must hold the *Graduado en Educación Secundaria Obligatoria* certificate or the *Técnico* certificate. Moreover, passing a specific examination is required to evidence sufficient competence in the sports modality or specialty chosen or proving a sports merit. To gain access through this system, candidates must be at least 17.

(iii) Curriculum control and content

Curriculum contents are established just as in compulsory education. The two years of the new *Bachillerato* as regulated by the 2006 Act on Education are already been implemented in the school year 2009/10. It is organised in three branches: Arts; Sciences and Technology; Humanities and Social Sciences. The *Bachillerato* curriculum comprises common subjects, specific subjects of each branch and optional subjects. The subjects that are common to all three modalities are: Sciences for the Contemporary World, Physical Education, Philosophy and Citizenship, History of Philosophy, Spanish History, Spanish Language and Literature, the co-official Language and Literature of the Autonomous Community (if applicable) and Foreign Language.

Intermediate Vocational Training is organised in 67 *ciclos formativos* (modular studies of variable duration) classified into 22 trade sectors. These *ciclos formativos* consist of modules with both theoretical and practical content, and can be of two types: associated with a skill unit (the most specific modules) or cross-curricular basic ones (aimed to develop basic cross-curricular skills for professional competence in the corresponding course). Furthermore, all *ciclos formativos* include a module on Vocational Training and Guidance (offering guidance on the labour market, understanding relevant legislation, compliance with basic health precautions and identifying the most common hazards) and an On-the-Job Training module.

The *enseñanzas profesionales de Artes Plásticas y Diseño de Grado Medio* are organised into *ciclos formativos* consisting of *módulos profesionales*. All *ciclos formativos* include a *módulo de obra final* and a practical training in companies, studios and workshops. At present, the new structure and basic general guidelines of these programmes are established at national level, although the curriculum and professional families previous to the LOE are still been implemented. The professional families for these studies are: Arts Applied to Sculpture, Arts Applied to Attire, Arts Applied to Books, Arts Applied to the Wall, Floral Arts, Artistic Ceramics, Graphic Design, Industrial Design, Interiors Design, Artistic Enamels, Art Jewelry, Artistic Textiles and Artistic Glass.

The intermediate Sports Education is structured according to the different sports modalities and its specialties, and in two cycles, which are organised in *módulos* of varying duration.

(iv) Assessment, progression and qualifications

In *Bachillerato*, assessment is continuous and is carried out separately for each subject. Those who fail a subject at the end of the year can take a special examination. First-year students who pass all the subjects or fail up to two subjects promote to the second year. If they fail more than four subjects they have to repeat the whole year. Moreover, those who do not promote to second grade having three or four subjects negatively assessed may either choose to retake the entire year or to enrol in those subjects negatively assessed in the first year along with two or three subjects of the second year as stated by education authorities. These subjects of the second year are, however, conditioned to being able to promote to the second grade in that same school year; only in this case those subjects may be assessed. Second year students failing more than three

subjects must repeat this year, whereas those who fail up to three subjects only have to take those subjects. Students may spend no more than four years in this level. Successful students receive the *Bachiller* diploma.

Assessment is also continuous in vocational training and, after passing all the modules in a course, students receive the *Técnico* (Technician) certificate in the relevant area of specialisation. Students who have failed modules with a timetable allocation equivalent to up to 25 % of the duration of all first-year modules at the end of the first year may progress to the following year following a programme of remedial activities. If the total is higher than 25 %, students have to complete again all curricular activities corresponding to the failed modules. Students attending on-site classes may follow curricular activities in the same module no more than three times. Likewise they can take examinations for final assessment and qualification for a given module no more than four times.

Assessment in intermediate *enseñanzas profesionales de Artes Plásticas y Diseño* is continuous and differentiated according to each *módulo*. To promote to the next year, students must obtain a positive assessment in *módulos* whose teaching load amounts for, at least, 75 % of the first year. The assessment of the on-the-job training phase is expressed in terms of 'passed/failed'. Positive assessment of all the *módulos* comprising a *ciclo formativo* and of the on-the-job training in companies are required in order to pass a *ciclo formativo*. Students passing intermediate Plastic Arts and Design will receive the Plastic Arts and Design *Técnico* certificate, in the relevant specialisation, which is equivalent to the *Técnico* of vocational training and grants direct access to the Arts branch of the *Bachillerato*.

6. Higher education

(i) Structure

In the Spanish education system, higher education comprises the following provisions: university education (*enseñanzas universitarias*), Advanced Vocational Training (*Ciclos Formativos de grado superior*), advanced arts education (*Enseñanzas Artísticas Superiores*), Advanced Plastic Arts and Design Education (*Enseñanzas Profesionales de Artes Plásticas y Diseño de grado superior*) and Advanced Sports Education (*Enseñanzas Deportivas de grado superior*).

University education is structured in different cycles. Studies may fall into the following categories: first or short cycle (lasting three years), first and second cycle – long cycle – (lasting four, five or six years), only second cycle (lasting two years), and third-cycle studies (lasting at least two years). The integration of Spanish universities into the European Higher Education Area (EHEA) has brought about the creation of a new legislative framework, which establishes a new structure for university education organised in three cycles, namely Bachelor, Master and Doctorate. This new regulation is already in force, though it might not be fully implemented until 2010 (for further information see section 9).

University education (ISCED 5A) is provided in university faculties, *escuelas técnicas superiores* (higher technical schools), *escuelas politécnicas superiores* (higher polytechnic schools) and *escuelas universitarias* (colleges providing only first-cycle studies). Advanced vocational training (ISCED 5B) is offered in the same schools as *ESO* and *Bachillerato*, in *centros de referencia nacional* (national reference schools) or in *centros integrados de formación profesional* (integrated vocational training schools).

Advanced Arts Education (ISCED 5A) is provided in public institutions called *conservatorios superiores* (higher music conservatories) and *escuelas superiores de arte* (higher schools of art).

Advanced Plastic Arts and Design Education (ISCED 5B) is taught in public arts schools.

Finally, Advanced Sports Education (ISCED 5B) is offered in public or private training schools, authorised by the corresponding education authority, and in educational institutions within the military education system, in accordance with the agreements signed by the Ministry of Education and the Ministry of Defence.

(ii) Access

The following may access university education: pupils with the *Bachiller* certificate who have passed the *Prueba de Acceso a la Universidad, PAU* (university entrance examination); pupils holding a *Técnico Superior* certificate in any Advanced Vocational Training specialisation (only for those university studies relating to their certificate); and adults over 25 and over 45 years of age, who may access university without holding a degree as long as they pass an entrance examination specially designed for this purpose. Adults over 40 years may access university without having to pass any entrance examination if they prove work-related or professional experience. Likewise, in order to access certain university studies (Fine Arts, Translation and Interpreting, Physical Activity and Sports Sciences and certain second cycle studies) an additional personal aptitude test must be passed.

Students who are going to take Plastic Arts or Sports Education must hold the *Bachiller* certificate and also pass a specific examination. Pupils who do not hold the required qualifications can also access Advanced Plastic Arts and Design studies if they are at least 18 years old, hold a *Técnico* certificate related to the studies they want to enrol in and pass an entrance examination. Also, candidates over 19 can access as well if they pass a test where they prove that they have both the maturity regarding the *Bachillerato* objectives and the necessary aptitudes to successfully take these studies.

In order to access Advanced Sports studies it is necessary to hold the *Bachiller* certificate, the *Técnico Deportivo* certificate of the relevant sports specialisation or branch and to pass a specific test or accredit some sports merit. Nevertheless, it is possible to access to these studies without meeting the qualification requirements, provided the candidate passes a maturity test. Thus, the candidate must be at least 19 years old (or 18 if he/she holds the *Técnico* certificate related to the studies he/she wishes to enrol in) and pass a maturity test regarding the *Bachillerato* objectives.

There are two ways of enrolling in Advanced Vocational Training: direct access, for holders of the *Bachiller* certificate, and access through a test for students not meeting academic requirements, on condition that they are 19 years old, or 18 years old and holders of the *Técnico* certificate in the same professional area.

(iii) Qualifications

Within the university system which is still in force, the *Diplomado*, *Arquitecto Técnico* and *Ingeniero Técnico* degrees are earned after completing first cycle university studies, and *Licenciado*, *Arquitecto* and *Ingeniero* degrees after first and second cycle university studies. The degree of *Doctor* is awarded following completion of third cycle university studies and successfully defending a thesis. Spanish universities may award the Diploma Supplement (DS) to official university degrees established by the EHEA to provide information about the level and the contents of the provision the degree certifies. Likewise, the requirements and procedures to award the official Graduate, Master and Doctorate degrees have been regulated.

Students successfully completing Advanced Vocational Training and Advanced Plastic Arts and Design studies are awarded the *Técnico Superior* of the relevant field.

Students completing advanced Music and Dance Studies and Dramatic Arts are awarded a *Título Superior*, equivalent to a university *Licenciado*. Students successfully completing Advanced

Studies in Conservation and Restoration of Artistic Objects, in Ceramics, in Design and in Glasswork are awarded the *Técnico Superior* certificate in the corresponding speciality. All these diplomas are equivalent for all intents and purposes to a university *Diplomado*.

Upon satisfactorily completing Advanced Sports Education, the *Técnico Deportivo Superior* certificate is obtained. This certificate is equivalent to the vocational training *Técnico Superior* certificate.

7. Special needs

Pupils with special educational needs are those who need, at a certain point in their education or permanently, special support and specific educational attention as a result of disabilities or severe behavioural disorders. The specific criteria to be recognised as a pupil with special educational needs and the professionals in charge of this appraisal are determined by each Autonomous Community. It is a widespread policy to educate these pupils alongside their peers in mainstream schools. Only when their needs cannot be reasonably met in mainstream schools they do attend special education schools or classes. In the 2008/09 school year, only 0.41 % of all pupils enrolled in mainstream education (30 767 pupils out of 7 456 806) attended special schools ⁽⁹⁾.

8. Teachers

Three teaching bodies can be distinguished: Pre-Primary and Primary Education teachers, secondary education teachers and higher education teachers (university and non-university education).

In the first cycle of Pre-primary Education (0-3), teachers must hold a *Maestro* certificate with the specialisation of Pre-primary Education, lasting three years, or the Bachelor degree in Pre-primary education, lasting four years. There is also some staff holding the *Técnico Superior* certificate with the specialisation in Pre-primary Education. In any case, the Pre-primary Education *Maestro* or Bachelor is responsible for drawing up and monitoring the pedagogical proposal.

In the second cycle of Pre-primary Education, teachers must hold a *Maestro* certificate with the Pre-primary specialisation or the Bachelor degree in Pre-primary education. They can also have the support of *maestros* from other specialisations when it is so required.

In Primary Education, teachers must hold a *Maestro* certificate with the Primary Education specialisation, lasting three years, or the Bachelor degree in Primary Education, lasting four years. These teachers are generalists, as they have teaching competence in all knowledge areas of this educational level, except for Music, Physical Education and Foreign Languages, which are taught by specialist teachers. Qualifications required for teachers at the levels of *enseñanzas elementales de Música y Danza* are the degrees of *Licenciado*, Engineer or Architect, or the equivalent Bachelor degree, that is obtained after four, five or six years of university studies.

Teaching secondary education requires a university degree, *Licenciado*, *Architect* or *Engineer* degree or the corresponding Bachelor degree, which are obtained after taking university studies for four, five or six years. Also, from October 1st 2009 and in accordance with the Bologna structure, it is necessary for all future secondary education teachers to have the pedagogic and didactic training provided by universities by doing a 60 ECTS credits Master's degree lasting one year. Vocational training can be taught by *Licenciados*, *Architects* and *Engineers*, but also by

⁽⁹⁾ Advanced data. Non-university Education Statistics. Office of Statistics, Ministry of Education (<http://www.educacion.es/mecd/estadisticas/educativas/eenu/avances/Curso08-09/1%20Rdos%20TOTAL%2008val.pdf>).

Diplomados, Ingenieros Técnicos and *Arquitectos Técnicos* who, in certain cases, can also teach some subjects in *ESO* and *Bachillerato*. Likewise, for certain *módulos*, professionals from the labour world can be incorporated as specialist teachers, although they might not hold a qualification. As regards *enseñanzas de régimen especial*, the qualifications and professional status requirements for teachers are very similar to those for secondary education teachers. Secondary education teachers only teach subjects of their field of specialisation or those considered closely related to it.

In the case of university teaching staff, different requirements do exist depending on the category they belong to. Thus, *Catedráticos de Universidad* or *Catedráticos de Escuela Universitaria* and *Profesores Titulares de Universidad* must hold a Doctorate. *Profesores Titulares de Escuela Universitaria* as well as other university teaching staff are required to hold a *Licenciado, Architect or Engineer* degree or, in the case of certain specific fields, *Diplomado, Arquitecto Técnico* or *Ingeniero Técnico* degree.

In publicly funded institutions, teaching staff both in higher education and at lower levels, usually have permanent civil servant status. Candidates to teaching posts are generally selected by means of a selection process which also involves competitive examinations, established specifically for each teaching level. In the private sector, candidates to teaching posts sign a labour contract with the management of the teaching institution.

9. Current reforms and priorities

The ongoing process for the general reform of the non-university education system started with the 2006 Act on Education, LOE. In accordance with this Act, the main aspects reformed are the following:

- The inclusion of basic skills in the basic education curriculum, and the establishment of a diagnosis assessment of the basic skills on completion of the second stage of Primary Education and the second year of ESO.
- The core curricula for the second cycle of Pre-primary Education, Primary Education, ESO and *Bachillerato*.
- The general organisation of vocational training in the education system, Sports Education and professional Plastic Arts and Design education.
- The organisation of basic aspects of the curriculum for specialised Language Education and professional Music and Dance Education.

The implementation of the LOE and the regulations developing it is gradually taking place from the academic year 2006/07 to 2009/2010. The main measures being implemented in the school year 2009/10 are the core curriculum for 5th and 6th years of Primary Education and 2nd year of *Bachillerato*, the new university entrance examinations and the Advanced Professional Plastic Arts and Design Education.

Regarding the adaptation of university education to the EHEA, both the April 2007 Act which modifies the *Ley Orgánica de Universidades*, LOU (Act on Universities) ⁽¹⁰⁾, and the October 2007 Royal Decree on the organisation of official university provision establish the new legislative

⁽¹⁰⁾ LEY ORGÁNICA 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades (<http://www.boe.es/boe/dias/2007/04/13/pdfs/A16241-16260.pdf>).

framework for university education (¹¹). In the academic year 2010/11 the new university structure must be fully implemented (that is, that academic year students enrolling for the first time in any university programme will not be able to enrol in studies which do not correspond to the Bologna structures). The main new features are the following:

- a new structure of this provision organised in three cycles (Graduate, Master and Doctorate) and of the official university degrees;
- the universities' responsibility to design and submit the study plans they consider more attractive and in keeping with their resources and interests;
- the creation of the General Assembly of University Policy and the setting-up of the University Council (which replace the current University Coordination Council) 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;
- the proposal to draw up a Students' Statute and to set up the Council of University Students to organise students' participation and representation as a major part of the university system

Regarding teaching staff, the Ministry of Education and the unions have started a process of negotiations to draw up the first Statute of Non-university Teaching Staff in the Civil Service. The objective of this Statute is to clarify existing regulations by the provision of a career-based professional model. Likewise, the statute concerning university teaching and research staff is under debate.

Lastly, it bears mentioning that one of the Government's priorities is to launch a new vocational training model. Some of the purposes of this task, which is being carried out jointly by the Ministry of Education and the Ministry of Work and Immigration, are promoting lifelong learning and the recognition of professional skills acquired during work experience or via non-formal education. Besides that, vocational training is intended to adequately prepare students for the requirements of the information and knowledge-based society, also facilitating and encouraging international mobility for students and workers. The year 2008 has been characterised by the launching of different initiatives that constitute the vocational training for employment subsystem, which has continued to be implemented in 2009. The activities aimed at promoting the links between vocational training for employment and the National Qualifications and Vocational Training System are worth mentioning: the elaboration of Professionalism Certificates, the active participation in the project for establishing regulations on assessment and accreditation of professional skills acquired by work experience or by non-formal training pathways, as well as the boost to create a network of National Reference Schools. Also, it is worth pointing out the drawing up of the 'Road Map' (¹²) to promote and improve vocational training.

For more detailed information on education systems in Europe, you may consult the EURYDICE data base, EURYBASE (http://eacea.ec.europa.eu/education/eurydice/index_en.php)

¹¹) REAL DECRETO 1393/2007, de 29 de octubre por el que se establece la ordenación de las enseñanzas universitarias oficiales (<http://www.boe.es/boe/dias/2007/10/30/pdfs/A44037-44048.pdf>).

¹²) <http://www.educacion.es/educacion/que-estudiar/formacion-profesional/hoja-ruta-fp.html>