



MINISTERIO  
DE EDUCACIÓN  
Y CIENCIA

Instituto de  
Evaluación

# Migrant Education in Spain

Brief overview of a new phenomenon

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# 1. Spanish political multi-level system

- ‡ The Spanish State is divided into Autonomous Communities (AC)
- ‡ AC are not States nor Regions
- ‡ The Spanish Constitution recognizes the possibility that the AC may assume executive powers in education
- ‡ All AC have assumed them except





## 2. Spanish education system

- ‡ It is a decentralized system
- ‡ The national government takes charge of:
  - ‡ Defining minimum common curricular contents
  - ‡ Scholarship policies
  - ‡ Degree recognition and standardization
  - ‡ Coordination of AC education administrations
  - ‡ Supporting AC to keep a territorial equilibrium
- ‡ Immigrants under 18 enjoy the same rights and responsibilities as Spaniards
- ‡ Foreigners have rights and freedoms recognized by law involving education



### 3. Approach to migrant education

- ‡ There is no formal discrimination between immigrant and native students
- ‡ Immigrants are incorporated into general courses depending on their age
- ‡ If needed, they take part in programs planned for students with special education necessities
- ‡ Some AC have developed plans to deal with immigrant students' needs



## 4. Some data on migrant students

### Migratory phenomenon evolution

- ‡ Migration, a new phenomenon in Spain
- ‡ It is increasingly important
- ‡ It involves all levels of education
- ‡ It focuses mainly in Primary School

### Evolución del alumnado extranjero

|                                   | Cursos        |                |                |                        |
|-----------------------------------|---------------|----------------|----------------|------------------------|
|                                   | 1996-97       | 2001-02        | 2005-06        | 2006-07 <sup>(1)</sup> |
| <b>Total</b>                      | <b>73.510</b> | <b>223.701</b> | <b>555.575</b> | <b>637.676</b>         |
| <b>Educación no universitaria</b> | <b>63.044</b> | <b>207.112</b> | <b>530.954</b> | <b>608.040</b>         |
| E. Infantil / Preescolar          | 10.471        | 39.048         | 94.162         | 104.014                |
| E. Primaria                       | 35.650        | 87.685         | 228.842        | 261.583                |
| Educación Especial                | 159           | 560            | 1.863          | 2.393                  |
| E.S.O.                            | 7.672         | 55.246         | 146.966        | 168.824                |
| Bachilleratos                     | 5.490         | 8.605          | 21.936         | 25.382                 |
| Formación Profesional             | 2.580         | 6.728          | 24.398         | 29.364                 |
| Enseñanzas de Régimen Especial    | ..            | 5.824          | 12.787         | 16.480                 |



## 4. Some data on migrant students

### Migratory phenomenon evolution

Distribución del alumnado extranjero no universitario por procedencia. Curso 2006-07

|                   | %            |
|-------------------|--------------|
| <b>Total</b>      | <b>100,0</b> |
| Europa            | 28,3         |
| África            | 19,5         |
| América del Norte | 1,0          |
| América Central   | 3,5          |
| América del Sur   | 42,9         |
| Asia y Oceanía    | 4,8          |

Porcentaje de alumnado extranjero en EE. de Régimen General no universitarias por enseñanza y titularidad. Curso 2006-07

|                       | Total      | Centros Públicos | Centros Privados |
|-----------------------|------------|------------------|------------------|
| <b>Total</b>          | <b>8,4</b> | <b>10,2</b>      | <b>4,6</b>       |
| E. Infantil           | 6,8        | 8,6              | 3,5              |
| E. Primaria           | 10,3       | 12,9             | 5,1              |
| Educación Especial    | 8,4        | 10,2             | 6,3              |
| E.S.O.                | 9,2        | 11,2             | 5,3              |
| Bachillerato          | 4,0        | 4,5              | 2,6              |
| Formación Profesional | 5,9        | 6,0              | 5,5              |

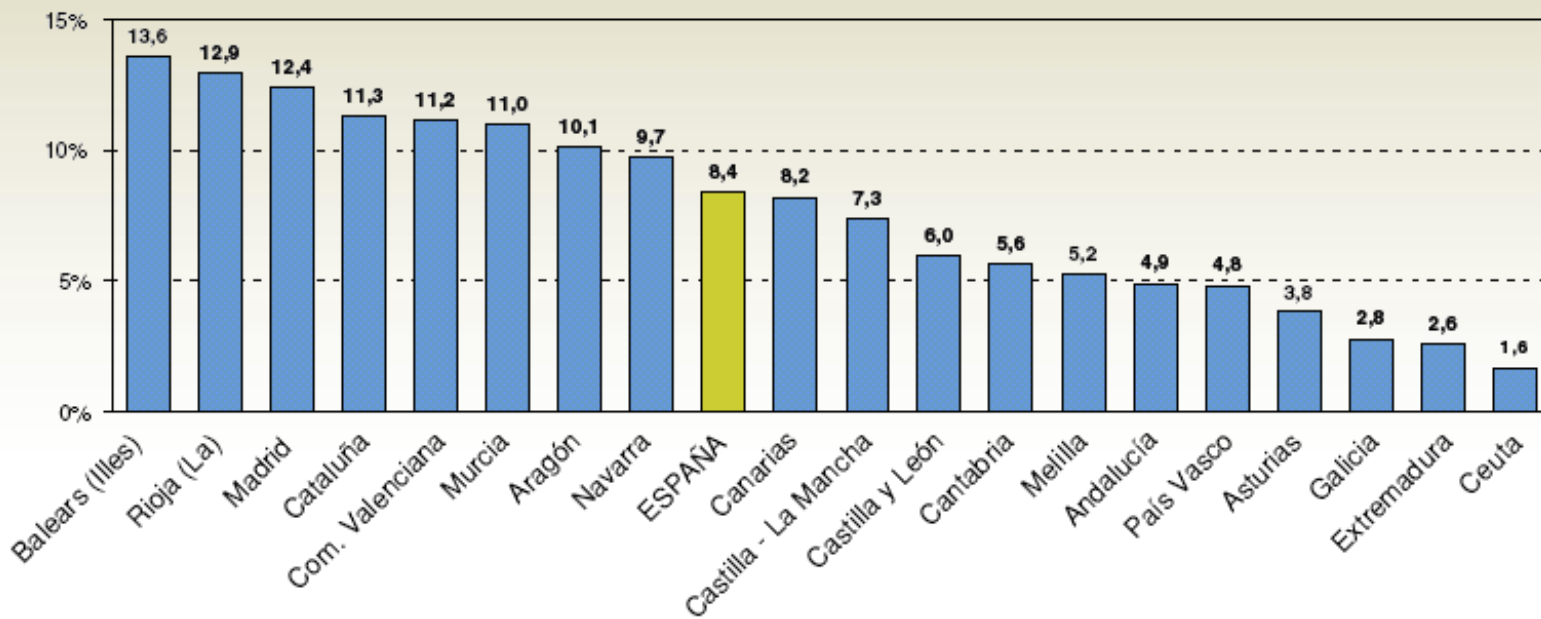


# 4. Some data on migrant students

## Data on Autonomous Communities

- ‡ The amount of immigrants varies from one AC to another
- ‡ The percentage is strongly influenced by the number of students of each AC

Porcentaje de alumnado extranjero en EE. Régimen General no universitarias por comunidad autónoma. Curso 2006-07





## 5. Types of policies

- ‡ Central government provides financial support for the integration of groups with risk of personal or social exclusion to guarantee equity
- ‡ Every AC develops its own approach
- ‡ There are several types of public policies:
  - ‡ Multicultural approach
  - ‡ Student reception
  - ‡ Organization and curricular adaptations
  - ‡ Language and cultural diversity
  - ‡ Attention to families
  - ‡ Teacher training
  - ‡ Other resources



## 5. Types of policies

### ‡ Multicultural approach

- ‡ Intercultural education is intended for the whole student population
- ‡ Special attention is given to students diversity
- ‡ AC have developed their own plans to face diversity:
  - ‡ Some AC concentrate in immigrant students' integration
  - ‡ Some AC are concerned by social exclusion



## 5. Types of policies

### ‡ Student reception

- ‡ Schools are entitled and encouraged to elaborate specific programs to receive newly arrived students
- ‡ Some of those programs are integrated in AC general plans of attention to diversity
- ‡ Most of the AC have staff whose mission is to receive immigrant students as well as any others



## 5. Types of policies

- ‡ Organization and curricular adaptations
  - ‡ Schools have plans to pay attention either to diversity or to educational needs
  - ‡ Those plans include:
    - ‡ Curricular adaptations
    - ‡ Didactic adaptations
    - ‡ Intercultural workshops
    - ‡ Other actions
  - ‡ Some AC have schools where they gather students with special needs involving large number of immigrants



## 5. Types of policies

- ‡ Language and cultural diversity
  - ‡ Learning of Spanish language and getting used to school practices is crucial for migrant students' integration
  - ‡ So, some AC have articulated periods of students adaptations to school
  - ‡ The adaptation procedures focus on learning Spanish and the AC official language



## 5. Types of policies

### ‡ Attention to families

- ‡ In order to facilitate the integration of students and families, AC provide interpreters to communicate with foreign students
- ‡ Some AC have agreements with migrant associations to improve the integration process



## 5. Types of policies

### ‡ Teacher training

- ‡ AC have developed training programs intended for teachers.
- ‡ Teacher training programs include:
  - ‡ Strategies to manage schools with an important number of migrant students
  - ‡ Strategies to deal with migrant students in classrooms
  - ‡ Intercultural education courses



## 5. Types of policies

### ‡ Other resources

- ‡ Some AC have created centers to support intercultural education.
- ‡ Some AC have established subsidies for the elaboration of didactic instruments and materials to improve intercultural education
- ‡ Some AC have centers to fight against discrimination and racism which also deal with education affairs



Thank you very much!

Merci beaucoup!

¡Muchas gracias!