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OVERCOMING SCHOOL FAILURE: POLICIES THAT WORK

SPANISH NATIONAL REPORT

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EXECUTIVE SUMMARY

The goal of this Report is to describe the progress, during the last five years, of the Spanish Education System in policies aimed at promoting equity and inclusion, as well as reducing school failure. For this purpose we will refer to the Report prepared by the OECD (2007). *No more failures: Ten steps to Equity in Education*.

The enactment of the Law on Education 2/2006 (LOE) constitutes a clear commitment on equity for the Spanish Education System. Among the most important aspects in the equity policy reflected in this education law it is worth mentioning the following ones:

- **Comprehensiveness.** The Spanish Education System establishes two different branches when students are 16 years old: an academic branch and a professional one.
- **Cost-free.** Compulsory education (6-16 year old) and the second cycle of Pre-Primary Education are cost-free, in spite of the fact that the last education phase has a voluntary nature.
- **Regulations relating to cost-free and common students access to public and publicly financed private schools.** These regulations are aimed at assuring the right to education, the access on equal terms and the freedom of choice of school by parents or tutors.
- **Study grants and assistance system.** It is an essential instrument to guarantee, mainly, the access and stay of students with few economic resources.

Apart from the previously mentioned aspects, the LOE arbitrates other kind of key mechanisms for combining quality and equity in the education offer, considering them as two inseparable principles:

- **Evaluation of the education system in non-university levels.** This evaluation is carried out by the Ministry of Education in collaboration with the Autonomous Communities, with the aim of knowing the situation of the Education System for promoting innovation and improvement processes,
- **Attention to diversity.** It constitutes a major principle in the basic education, which makes possible the implementation of a set of education actions, aimed at preventing and answering all the students' temporary or permanent needs
- **Second chance measures.** They are aimed at the students having left their studies without an official certificate. On this manner, they will have a chance to access the teachings and certificates provided by the education system. Among these measures, we can find adults education, entrance examinations to the different studies without fulfilling the established academic requirements and free tests to obtain academic certificates.
- **Guidance and advisement practices and policies.** They are aimed at offering a students' personalized training. These actions become really important in Secondary Education, both compulsory and post-compulsory education, where it is indispensable to strengthen education and professional guidance due to the system configuration and the school dropout, because of which part of the students do not have a certificate.

On the other hand, the LOE has a firm commitment with the education goals established by the European Union for favoring the education and training systems convergence with an academic

outcomes improvement and a decrease of the rates of students finishing basic education without any certificate and early school dropout. Also, among other aspects, the flexibility of the school provision is expected to be improved, as well as the access to Pre-Primary Education from 0-3 years old, the number students in post-compulsory studies and professional studies quality and social acknowledgement.

Due to these new and complex challenges of the education system, the Ministry of Education has presented the *Action Plan 2010-2011*, whose goals coincide with the specific goals established in Spain for the decade 2010-2020. On this manner, the Ministry of Education tries to carry out a process of policies in collaboration with the rest of the education Authorities, guaranteeing the education system balance, cooperation and coherence. They always try to reach agreement for developing the respective competences through co-responsibility. This Action Plan is made up by approximately 150 measures, fixed in the *Territorial Cooperation Programs 2010-2011*. These programs have been supported in the Sectoral Conference on Education, held in May 2010, is funded with 510 million Euros.

In addition, the *Sustainable Economy Act* has been enacted. It is aimed at promoting important reforms in Vocational Training, with the purpose of making easier the constant adaptation between the education provision and the vocational competences required by the productive system. On this manner, the integrated provision of Vocational Training of the education system and for employment is increased. Some progress have been done for integrating these studies in the education system, making easier the students movement between these studies and other ones, and the cooperation of the education Authorities with the economic and social agents is reinforced for training actions design and implementation.

The results of the mentioned policies, measures and actions and of those to be regulated and soon in force by the Ministry of Education and the Autonomous Communities will not be short-term visible. Meanwhile, for these actions to reach the expected goals it will be necessary to keep on strengthening the constant co-responsibility between the education Authorities through collaboration agreements, guaranteeing on this way the education system cooperation and coherence. Likewise, it is essential to carry on promoting evaluation mechanism with the purpose of assuring the effectiveness and efficiency of the actions planned by the education Authorities and favoring a higher level of pedagogic, organisational and management autonomy to schools.

Lastly, it is worth highlighting that, during the last three decades, Spain has reached important achievements in equal **access** to the education system. The new challenge for the next years is to favor and assure equity in the **stay** in the education system, which implies a continuous reflection on the new and complex challenges to be posed by the Spanish Education System in XXI century.

1. INTRODUCTION¹

The objective of this report is to describe the progress of the Spanish education system as regards policies towards equity and inclusion and towards reducing school failure in the past five years, taking as a reference the OECD's Report (2007): *No more failures: Ten steps to Equity in Education*.

The present report is divided into two sections. **Section I** includes seven chapters which deal with the following issues: a brief description of the Spanish education system; the approach to equity in the Spanish education system; policies, actions and measures to promote equity and inclusion and to reduce school failure; orientation and guidance policies linked to the insertion of young people into the labour market; institutional assessment of equity achievement in the education system and challenges in Spanish society related to equity in education. **Section II** offers a description of a number of policies, measures and educational actions, using the ten challenges for improvement proposed by the abovementioned OECD report as a framework for reference. Furthermore, it is important to clarify that, due to the decentralisation of competences in education in Spain, the initiatives presented in this Section are supported both by the national education administration, as sole responsible or in collaboration with other ministries, by the education authorities in the Regional Governments or by municipalities.

The methodological approach of this report has three different stages: 1) the search, analysis, selection and classification of bibliography from national and regional regulations and from official statistics; 2) a comparative analysis and a summary of the findings, accompanied by a graphic representation of the data obtained, and 3) the identification of tendencies, convergences and divergences in the Spanish education system with regard to equity.

The information connected to national and regional regulations and from official statistics has been gathered at:

- The legislation database of the Ministry of Education (*LEDA*), and *Magislex* and *Iberlex* tools.
- The Statistics Office of the Ministry of Education, and, occasionally, the National Statistics Institute (*INE*). As a general rule, the statistics analysed are the latest official consolidated figures referred to academic year 2007/2008, and the data on development trends focus on two periods: 1997/98 and 2007/2008.
- The official websites of the education authorities and of a wide range of bodies and institutions related to education.

In order to inform about the social and institutional appraisal of the initiatives presented in this report we have also added the opinion of the social agents on these measures. This information has been provided by the National Education Board², one of the units of the National Consulting Commission.

Finally, we must point out that both the structure and the information included in this report has been supervised by the National Consulting Commission, integrated by the following units in the

¹ One of the main tasks of the Institute for Teacher Training and Educational Research and Innovation (IFIIE) is to issue periodical reports on the Spanish education system, either analysing it as whole or focusing on certain specific aspects.

² The National Education Board (*CEE*) is a collegiate body which operates at national level. Its aim is to allow all the different agents of the educational community to participate in the general planning of education. It also provides counselling concerning bills, acts or regulations put forward or passed by the Government. This body is made up of 105 representatives of different sectors in education: families, students, teachers' unions, trade unions, private school employers' organisations, universities, representatives from women rights organisations, representatives from local governments (mayors), relevant social figures and, more recently, the presidents of the education boards of the 17 Regional Governments.

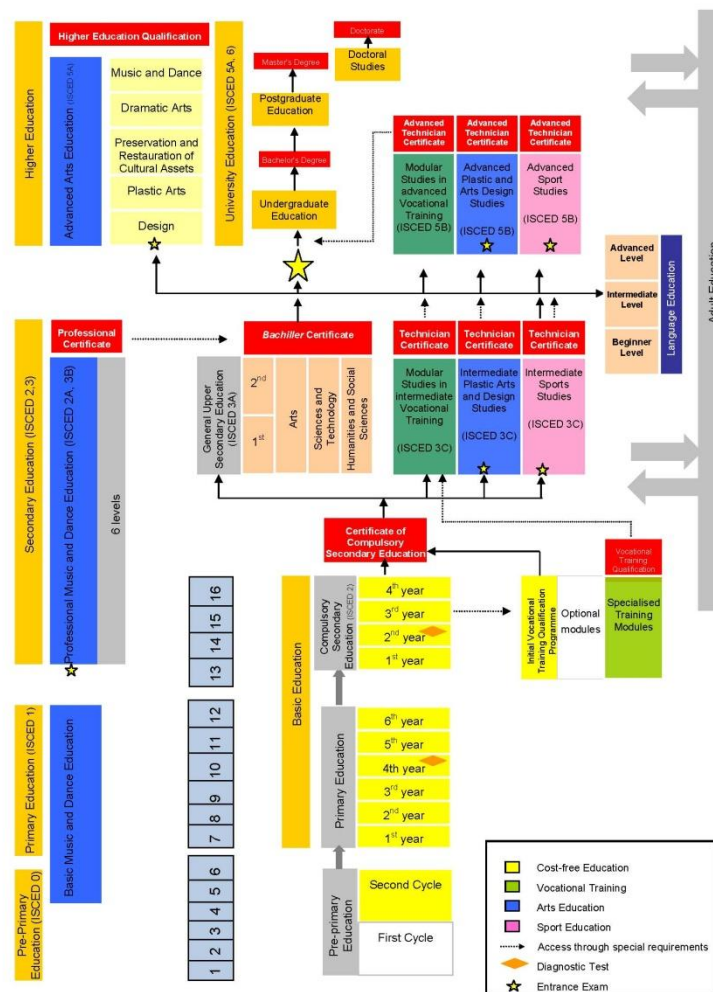
Spanish Ministry of Education: The Institute for Teacher Training and Educational Research and Innovation, the Institute for Evaluation, the National Education Board and the Subdirector General of Students, Participation and Equity.

2. BRIEF DESCRIPTION OF THE SPANISH EDUCATION SYSTEM³

2.1 Structure of the Spanish education system according to the 2006 Act on Education (LOE)

The Spanish education system is structured into several levels which allow transition from one stage to the next and, where applicable, mobility within each stage. [L2.01]

STRUCTURE OF THE SPANISH EDUCATION SYSTEM IN ACCORDANCE WITH THE 2006 ACT ON EDUCATION (*LEY ORGÁNICA DE EDUCACIÓN, LOE*)



The first level in the system, **Pre-Primary Education**, is non-compulsory and caters for children from 0 to 6. It is divided into two cycles: the first one for 0 to 3 year-olds, and the second one for children between 3 and 6. The second cycle is free of charge and, even though the first one is not, education authorities show a strong commitment towards increasing the number of free public places in schools at this stage (see *Educa3* Programme in Section II).

Basic education is compulsory and free of charge between the ages of 6 and 16. It starts with **Primary Education** (from 6 to 12) and ends with **Lower Secondary Education (ESO)**. Basic education is organised comprehensively, which means that the curriculum is the same for all students

³ For a detailed description of the structure of the Spanish education system, see Coba Arango, E. y Grañeras Pastrana, M. (2009), *Informe del sistema educativo español 2009*. Volumes 1 y 2, Madrid, General Technical Office, Ministry of Education.

of the same age, in order to avoid early segregation. At the end of ESO, the pupils who have achieved the basic competences as well as the objectives set for the stage receive a Certificate of Compulsory Secondary Education. This certificate allows those willing to continue in the system to choose between two educational paths:

A) Academically-oriented upper secondary education (***Bachillerato***), which comprises two school years (from 16 to 18). The planning of this stage is flexible, so as to offer specialised training for students in line with their future perspectives and interests (see section 5.1). The students who complete *Bachillerato* successfully in any of its possible branches receive a *Bachiller* diploma, which grants them access to advanced vocational training or to university, once they have passed the University Entrance Examination (*PAU*).

B) Vocational training is designed to train specialised, qualified workers to incorporate into the labour market in the industry or services sector. Students holding a Certificate of Compulsory Secondary Education may enrol in **Intermediate Vocational Training (FP)**. Once they have completed their programmes, the students obtain a technician certificate (*Técnico*) in the professional area concerned. This certificate allows them to either incorporate into the labour market, to continue their education by enrolling in *Bachillerato*, or, provided they pass an entrance examination, to continue vocational training.

Students holding a *Bachiller* diploma may enrol in **Advanced Vocational Training**, which is designed to train future highly specialised technicians and professionals to occupy intermediate managerial positions in companies in any sector. On completion of one of these programmes, students receive a certificate of *Técnico Superior*, which allows them the exercise of a profession or to gain access to university studies. Access to university is direct if the programme is related to the previous area of study in vocational training; otherwise, applicants must pass the university entrance examination (*PAU*).

University Education has been already adapted to the European Higher Education Area. It is divided into three cycles: Bachelor, Master's and Doctorate [L2.02] [L2.03].

There are other types of higher education provision: **Foreign Languages Education, Arts Education and Sports Education**, which are offered in specific institutions and usually require their own specialised entrance examination. In most cases their provision is equivalent to post-secondary and higher education. Since these are non-compulsory studies, they have not been included in this report.

Finally, **Adult Education** is aimed at offering citizens over 18 the possibility to acquire, update, complete and enlarge their knowledge and aptitudes for their professional and personal development. Adult education comprises *formal* and *non-formal educational actions*. The first ones are: basic education, post-compulsory education and preparation for specific examinations leading to academic certificates. Non-formal education includes activities and programmes offered outside mainstream education, albeit having clear educational objectives. Both types of programmes may be carried out as in-class or distance training (see section 5.2.1).

Enrolment rates in non-compulsory levels differ depending on the school year and the type of provision, as well as on age, sex and ownership of educational institutions (see Figures 2.1,2.2,2.3, 2.4, 2.5 and 2.6, and Tables 2.1, 2.2 and 2.3).

2.2. Administration and financing of the Spanish education system

The administration of the Spanish education system follows a decentralised model, which distributes competences in education between the Central Government Administration, the Regional Governments, local governments and educational institutions.

The **Ministry of Education** is the body of the Central Government Administration in charge of putting forward and implementing the common guidelines for educational policy, vocational training and universities. The Ministry has exclusive competence over issues related to ensuring uniformity and unity within the education system, and basic equity conditions for all Spanish citizens. Most of these competences are legislative in nature. They are intended to regulate essential aspects of the system, although the Ministry holds some executive competences as well. The Ministry of Education is responsible for establishing the national core curriculum, conceived as the minimum common objectives, basic competences, contents, methodological principles and assessment criteria in each educational stage. Furthermore, it is in charge of making proposals to the government regarding the position of Spain at an international level and in the European Union in issues under the competence of this Ministry.

The **Regional Governments**, through their Departments of Education, or, in the case of the Autonomous Cities of Ceuta y Melilla, the Ministry of Education, assume legislative competences related to the development of national regulations, and to the control of non-basic aspects of the system, as well as the executive and administrative competences arising from these responsibilities. They develop the curriculum beyond the minimum requirements set by the State, and are responsible for school staff and for providing educational institutions with complementary services.

Local governments, without having the status of education authorities, are competent to cooperate with the Central Government Administration and with the Regional Governments in education issues. Local governments lack an organisational structure which could be responsible for educational matters, although they usually have local Education Boards or Education Offices.

Municipalities participate in the general development of education programmes, and cooperate with education authorities in the creation, building and maintenance of public educational institutions. They also take part in their governing bodies, and watch over compliance with compulsory schooling. [L2.04]

As far as **non-university educational institutions** are concerned, they are self-governing in terms of the creation and implementation of their own educational and management projects, as well as of their internal regulations [L2.01], whereas **universities** enjoy absolute independence in education and financing issues [L2.02].

Education in Spain receives funding from private and public sources. As regards **public financing**, funds are provided mainly by the Ministry of Education and by regional education authorities, even though other ministries as well as local governments also make contributions. Public funding is not only allocated to public education. It is also used to support publicly-funded private schools, and to provide financial support to students enrolled in both types of institutions. On the other hand, public investment in education is also addressed to financing, among others, educational programmes, general and complementary services, sports activities in schools and at universities, training for teaching and non-teaching staff and research in education. **Private financing** refers to the share of the total educational expenditure which comes exclusively from private funds, either from families or private institutions. This expenditure may include, in the case of public education, costs derived from transport, meals, class materials, textbooks and out-of-school activities. In the case of private education, it also includes tuition fees.

If we take a look at education expenditure in relation to the GDP, we may observe a constant evolution throughout the years. However, there is a certain decrease in family expenditure (Figure 2.7). In 2007, the total public expenditure in education reached 4.41% of the GDP. 3.68% of this expenditure was assumed by the Regional Governments, 0.17% by the Ministry of Education, 0.43% by other administrations (other ministries, non-educational administrations in the Regional Governments and local corporations) and 0.14% came from other sources.⁴

As far as the **average expenditure per pupil** is concerned, it was an average of 6,073 Euros in 2007 for all educational levels, equivalent to 25.90% of the GDP per inhabitant. The higher the educational level, the higher the cost, both in absolute terms and in comparison with the GDP per inhabitant. In the case of public expenditure per pupil in non-university education, it varies in each Regional Government.

EVOLUTION OF THE AVERAGE EXPENDITURE PER PUPIL ACCORDING TO ISCED 97 LEVELS. EXPRESSED IN EUROS (CURRENT PRICES) AND IN REGARD TO THE GDP PER INHABITANT. 1997 TO 2007⁵

In Euros (current prices)	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Total	2,872	3,047	3,269	3,633	3,900	4,161	4,490	4,739	5,189	5,566	6,073
Pre-primary Education (ISCED 0)	1,884	2,030	2,090	2,547	2,742	2,856	3,109	3,492	3,850	4,057	4,576
Primary Education (ISCED 1)	2,341	2,564	2,724	2,978	3,172	3,411	3,616	3,755	4,224	4,508	4,870
Secondary Education (ISCED 2,3)	3,124	3,354	3,643	3,918	4,136	4,464	4,807	5,068	5,535	6,007	6,508
Higher Education (ISCED 5,6)	4,029	3,954	4,276	5,036	5,566	5,958	6,699	7,093	7,744	8,372	9,354
• Non-university Education (ISCED 5B)		3,741		4,769			5,987		6,954	7,398	7,939
• University Education (ISCED 5A,6)		3,968		5,070			6,838		7,907	8,564	9,647
According to the GDP per inhabitant	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Total	22.90	22.80	23.00	23.80	24.00	24.20	25.30	24.10	24.80	25.00	25.90
Pre-primary Education (ISCED 0)	15.00	15.20	14.70	16.70	16.90	16.60	17.50	17.70	18.40	18.20	19.50
Primary Education (ISCED1)	18.70	19.20	19.20	19.50	19.50	19.80	20.40	19.10	20.20	20.20	20.80
Secondary Education (ISCED 2,3)	24.90	25.10	25.70	25.70	25.50	25.90	27.10	25.80	26.40	26.90	27.70
Higher Education (ISCED 5,6)	32.10	29.60	30.10	33.00	34.40	34.60	37.80	36.00	37.00	37.60	39.90
• Non-university Education (ISCED 5B)		28.00		31.30			33.80		33.20	33.20	33.80
• University Education (ISCED 5A,6)		29.70		33.20			38.60		37.80	38.40	41.10

Source: Drawn up by the IFIIE on the basis of the National System of Education Indicators (Ministry of Education).

Universities also receive financing from public and private sources. The income of public universities comes from, among other activities, the transfers for current expenditure and capital expenditure annually determined by Regional Governments, from subsidies or donations made by public or private institutions, from assets surplus and from any other income arising from credits, capital returns or other economic activities, and from specialised courses and scientific, technical or artistic contracts signed with public or private institutions. Furthermore, students' fees contribute to financing part of the teaching costs, and there are also tuition fees for programmes leading to an

⁴ This includes expenditure not distributed according to administration levels (social security contributions for teachers) and compensatory budget entries (transfers from education authorities -from the Ministry of Education and the Education Offices to local corporations- and private funding for public universities)

⁵ Average expenditure per pupil comprises both public and private expenditure. It has been calculated according to the methodology used by Eurostat to calculate this indicator.

official university degree, which are fixed by each Regional Government, according to the guidelines established by the General Conference for University Policy⁶.

Even though public expenditure in education has increased considerably in the past few years, the social agents represented at the National Education Board have urged education administrations to increase public expenditure for the next ten years, so as to attain the objectives established by the European Union by 2020.

2.3. Educational institutions

Depending on their sources of financing and their ownership, **non-university educational institutions** can be divided into:

- Public schools: owned by public administrations and financed with public funds. They are independent to manage their own resources, which are transferred by the education authorities once the School Board has approved the school budget. The School Board includes representatives from teachers, the town council, students, parents and non-teaching staff. The Regional Governments may authorise the participation of a representative from labour institutions or employers' organisations in the school boards of vocational training schools, whenever these associations operate in the area. In special education schools, and in schools with a special education section, a member of the staff in charge of providing educational support must also integrate the school board.
- Publicly-funded private schools: education administrations also provide funding for private schools which fulfil certain conditions, mainly at compulsory education levels. These institutions must: provide education free-of-charge; have a school board; apply the same admission criteria as public schools; select their teaching staff in compliance with certain control mechanisms; have a student/teacher ratio not higher than the one determined by the education authority; and fulfil the minimum requirements to guarantee quality in education. In this way, administrations make sure that there will be enough provision for education free of charge in those areas where there are not enough public schools available, giving also parents the opportunity to choose an educational institution different from the ones created by public authorities.
- Private schools: owned by a private individual or legal entity. The students or their families pay for tuition and registration fees, fixed by the school. These schools are free to decide on their internal regulations, to select teachers according to the qualifications specified by the law, and to decide upon their educational orientation, always respecting the rights of parents, students and teachers guaranteed by the Constitution and by other regulations.

Both public and publicly-funded private schools share some common characteristics: education is free of charge in pre-primary, primary and lower secondary education (ESO); parents, teachers and students participate in the control and management of the school; they have the same admission criteria; extracurricular activities and services have a non-profit character, and, in the case of publicly-funded private schools, they must be approved by the authorities; religious education is optional and freedom of conscience must be respected. The competent education authorities (in the State or in the Regional Governments) are in charge of establishing the regulations of educational agreements, specifying mutual rights and obligations as regards economic regime, duration, extension and termination of the agreement, number of school units subsidised and any other additional conditions.

⁶ The General Conference for University Policy is the body in charge of coordination and cooperation as regards general university policy. It is chaired by the Ministry of Education and integrated by those in charge of university education in the Governing Councils in each Regional Government.

Both types of schools may receive extra financial help by means of voluntary fees paid by parents' associations (*AMPAS*) (see section 2.4).

During the school year 2007/2008, 93.4% of the pupils attended schools financed by the State, 67.4% of them were public and 26.0% publicly-funded private schools. Only 6.6% of the students were enrolled in private schools (Figure 2.8).

According to the educational levels they offer, schools can be divided into: Pre-primary Schools, Primary Schools, schools which offer both pre-primary and primary education (Integrated Pre-primary and Primary Schools, *CEIP*) and Secondary Education Schools (*IES*). The later may offer lower secondary education (ESO) and/or upper secondary education (*Bachillerato*) and/or vocational training (Table 2.5)

Schooling of students with special educational needs is carried out in ordinary schools. Only in those cases in which the student's needs cannot be catered for by means of ordinary attention to diversity measures will he or she attend a Special Education School. From the total number of students enrolled in 2006/2007, 0.37% had special educational needs. Most of them (84%) attended ordinary schools and the rest went to specialised schools.

Recent regulations have provided for the creation of Integrated Schools for Vocational Training [L2.05], in order to meet the social demands to integrate training and activities aimed at insertion of workers into the labour market. These schools include among their provision vocational training programmes, programmes for the insertion or re-insertion of unemployed workers into the labour market, and continuing training aimed at employed workers. These schools are still under experimentation, and only some Regional Governments have regulated them. As an example of this, we may mention Navarre and Galicia, which already have a network of 14 and 9 schools respectively ([L2.06] to [L2.15]).

In rural areas⁷, due to their socio-demographic singularity, schools are grouped so as to make up a single educational institution and operate like a single entity. These schools have classrooms in different nearby villages, managed by only one administrative unit for the whole territory. The fact that teachers are itinerant is a necessary condition for this organisational model to work. In most Regional Governments these schools are called Rural Schools or Grouped Rural Schools. From the total school population, 63,105 pupils attended this type of schools in 2007/2008 (Table 2.6).

Furthermore, students who cannot attend ordinary in-class provision for General Regulation Education Areas have the opportunity to enrol in distance programmes offered by the Centre for Innovation and Development of Distance Education (*CIDEAD*) [L2.16] (see section 5.2.1).

Adult education provision can be offered in Adult Education Centres or in Adult Classrooms integrated in ordinary schools. Besides, the *CIDEAD* also offers distance programmes aimed at this population group.

As regards university education, in Spain there are 77 universities (50 are public and 27 private). Nowadays, 4 private universities and a public one (the National University of Distance Education, UNED) offer distance education; three of the private ones did not include official programmes in their provision for 2008/2009. There are also two specialised universities which only organise graduate programmes (Master's and Doctorate) [B2.01].

2.4. Participation of the school community in the organisation, governance

⁷ Geographical area made up of a series of municipalities or small local entities, defined by competent administrations, with less than 30,000 inhabitants, and a population density lower than 100 inhabitants per square kilometre (Act 45/2007, 13th December, for the development of rural areas)

and general running of educational institutions

Families participate in the organization, governance and administration of **non-university educational institutions** where their children are enrolled by means of two bodies: the School Board and the Parents' Association (*AMPA*).

The **School Board**⁸ is the governing body for the participation of the educational community (see section 2.3). Students and families may also take part in the general school activity through their associations. It is the responsibility of educational authorities to promote the creation of these associations and to provide them with information and training [L2.01]. Thus, **Parents' Associations (AMPAs)** have, among other functions, the task of giving assistance to parents and tutors as regards their children's or wards' education, of cooperating in educational activities at schools and of allowing for the participation of parents in the School Board, as well as in other collegiate bodies.

In the case of private schools which receive no public funds, the functions and number of bodies for the participation of the educational community is established by their own internal regulations.

The participation of society in **universities** is channelled through the **University Social Council**, which is in charge of the approval of university budgets and their multiannual plans, of supervising economic activity at university and quality in the services they offer, as well as of promoting social cooperation in university funding.

⁸ Among the functions assigned to the School Board in public schools we may mention the following [L2.01]: to evaluate and approve the documents for the organisation and management of the school; to participate in the election of the headmaster; to make proposals and write reports concerning general school activity and the improvement of school management; to be informed about the resolution of disciplinary conflicts; to put forward measures and initiatives to promote coexistence at school, gender equality and peaceful resolution of conflicts; to analyse and evaluate general school activity, academic achievement and the results of internal and external evaluations carried out by the school. In private and publicly-funded private schools, the school board also participates in the selection and dismissal of teachers; it is also allowed to ask educational authorities for permission to charge fees to parents for extracurricular educational activities.

3. EQUITY WITHIN THE SPANISH EDUCATION SYSTEM

3.1 Educational goals for the European Union in 2020

The Spanish education system is strongly committed to the Strategic Framework for European Cooperation in Education “ET 2020”, approved by the Council of the European Union.

In 2006, the new Act on Education (LOE) and its financial report allowed to set aside 1,269,321,000 Euros to contribute to the attainment of the 10 benchmarks established in Spain in 2005, to be achieved within the “Education and Training 2010” framework (Tables 3.1a. and 3.1b). The Spanish education system devoted a considerable amount of effort and resources to increase schooling at early ages and in post-compulsory education, to improve school success for all students in compulsory education and to promote lifelong learning, citizenship, equal opportunities and social cohesion.

Spanish objectives and benchmarks for 2010	Indicator	Situation in 2007 (1)	Forecast for 2010 (2)	Educational objectives for the European Union 2020 (3)
To increase schooling rates in pre-primary education	Pre-primary education schooling rates	2-year-olds: 32.6%	2-year-olds: 42.3%	-
		3-year-olds: 96.8%	3-year-olds: 96.9%	-
To reach a 10% of people between 18 and 24 years of age who have finished only the first stage of secondary education (ISCED2) and have not continued studying or receiving training.	School dropout	31.0 % (5)	23.9%	To reduce school dropout rates to a 10% (4)
To increase the number of students with a Certificate in Compulsory Secondary Education: school success for all as an objective	Number of students with a certificate in ESO	69.2%	76.2% (6)	-
To increase the gross rate of males with a diploma in non-compulsory secondary education (ISCED 3)	Number of students with a diploma in post-secondary non-compulsory education	<i>Bachillerato</i> : 37,2%	<i>Bachillerato</i> : 42,3%	-
		<i>Técnico</i> : 15,5%	<i>Técnico</i> : 21,6%	-
To reduce up to 20% the percentage of students in the lower ranks of the scale of performance in basic competences: reading, mathematics and science.	Students' command of basic competences	25.7%	13.9%	The percentage of 15-year-old students with low achievement in reading, mathematics and sciences must be lower than 15%
To reach a proportion of 85% of students between 20 and 24 with a diploma in upper secondary education (ISCED 3)	Number of students with a diploma in upper secondary education	61.1%	66.4%	-
To raise the percentage of students with a diploma in advanced vocational training (ISCED 5B)	Number of students with a diploma in advanced vocational training	16.8%	21.1%	-
To raise up to 15% the number of students between 20 and 29 with a degree in Science, Mathematics and Technology per 10,000 inhabitants, and to reduce the disparities between men and women	Number of students with a degree in Science, Mathematics and Technology	Raise: +16.6%	Raise: + 16,9%	-
		Proportion of women: 30%	Proportion of women: 31,6%	-
To attain a 12,5% of adults who receive continuing training	Number of adults who receive continuing training	10.4%	12.2%	An average of at least 15% of adults should take part in continuing training
To increase public expenditure in education in relation to the GDP	Public expenditure in education in relation to GDP	4.23%(7)	The estimates for public expenditure on education in relation to the GDP are 5,05% in 2010 (8)	-

(1) Figures from 2006.

(2) The forecasts for Spain in 2010 have been calculated as a weighted average of the figures provided by 11 Regional Governments. The weighting has been calculated over the estimates of population on 1st January 2008 and the corresponding age group.

(3) One of the educational objectives of the European Union in higher education is to reach at least a 40% of people between 30 and 34 who have completed higher education. In Spain this percentage has been established in 44%.

(4) In Spain, the goal for school dropout in 2020 is 15%.

(5) Series interruption.

(6) During the school year 2008/2009 the number of students who obtained a Certificate in Compulsory Secondary Education was 74.0%, according to provisional figures from the Ministry of Education.

(7) Figures from 2005.

(8) Estimated figure on the basis of initial budget

Source: Drawn up by IFIIE on the basis of the 2008 report: Educational objectives and benchmarks 2010 (Evaluation Institute), of the Educational Objectives for the 2010-2020 decade and the Action Plan 2010-2011, and of the Data and Figures of the School Year 2010/2011 (Ministry of Education).

A series of reports have been issued in 2006, 2007 and 2008, in order to measure the progress towards achieving these objectives. The reports include an annexe comparing statistical figures from Europe, Spain and the Regional Governments with total expenditure (Figure 2.8, from 3.1 to 3.14, from 4.1 to 4.3 and Table 3.5) [W3.01]. These national documents have been used for the elaboration of the reports on the progress made by Member States in the attainment of the 2010 European Objectives (Table 3.6).

In 2009, the Council of the European Union designed the “Education and Training 2020” work programme, taking into account the progress made in this area. The programme established four strategic objectives and a series of benchmarks to quantify this progress (Table 3.7). Taking these goals as a starting point, Spain established a new set of objectives according to the current circumstances of the education system, the country’s economic situation and its national priorities [L3.01]:

1. Educational success for all students.
2. Equity and excellence. Assessment as a key factor for the improvement of quality in education.
3. Flexibility in the education system and in post-compulsory education. Lifelong learning.
4. Vocational Training as a key instrument to make progress towards economic growth.
5. New teaching and learning strategies: the role of ICT.
6. Plurilingualism. Promotion of second language learning.
7. Education as asset of public interest and a right for all society.
8. Renovation and internationalisation of universities. Training, research, transfer of knowledge and social responsibility.
9. Social dimension of education. Financial support: grants and scholarships.
10. Coexistence and education in values: implication of families, teachers and society.
11. Teaching staff: social and professional recognition of teachers.
12. Inclusive education, diversity and interculturality: the right to be different without having different rights.

3.2 The Act on Education (2006) and its development: striving towards equity

The 2006 Act on Education (LOE) [L3.02] recognises the need to combine quality and equity in educational provision, considering both as principles. In order to do so, it establishes a series of measures:

- the *evaluation of the education system* at non-university levels, and, in coordination with the Ministry of Education and the Regional Governments, a *general diagnostic assessment*, so as to gather information about the situation of the education system in order to promote the necessary actions for innovation and improvement.
- *diagnostic assessment of the basic competences* attained by students in all schools, carried out by the education authorities within their area of competence (see section 7).

According to the Act on Education, there are two elements related to the principle of equity. The first one is *comprehensiveness*, which does not establish any separation between academic and vocational paths until the end of compulsory education. The second one is *education free of charge* during basic and compulsory education (primary and lower secondary education) and in 2^o cycle of pre-primary education.

In addition, the schooling of new pupils has brought about the need for a fair distribution of children among all the different schools supported by public funds, as well as their obligation to cater for diversity. The LOE urges central education authorities to draw up the necessary legislation so as to guarantee that admission takes place under the principle of equity, recognising at the same time the right of parents and tutors to choose a school for their children freely (see section 4.2). According to the principle of attention to diversity, understood as a series of educational actions aimed at preventing and giving adequate response to the permanent or temporal educational needs of all students, education authorities are responsible for providing all the necessary resources needed by students who require attention beyond ordinary measures in order to achieve the same educational goals [B3.02].

The need to provide alternative educational attention may arise from the presence of students with special educational needs or with specific learning difficulties, either because they have high intellectual capacities, because they have incorporated into the system late, or due to their personal circumstances (social, physical, psychical or sensorial disabilities, or severe behaviour disorders) or to previous school achievement (see section 5).

We may define *students with special educational needs* as pupils who require, either for a short period or for the duration of their schooling, specific educational support because of a disability or a severe behaviour disorder. These students attend special education units or schools only if their educational needs cannot be catered for within the framework of general attention to diversity measures in ordinary schools. In the case of students who are unable to achieve the objectives proposed for lower secondary education (ESO), education administrations organise specific provision to facilitate their social and professional integration. Furthermore, vocational training programmes must reserve a certain amount of places for students with disabilities. In the report on the academic year 2008-2009, the social agents represented at the National School Board advised the education authorities to continue making an effort in order to improve not only universal access to education, but also the permanence and progress within the system of students with disabilities.

As regards *students with high intellectual capacities*, education authorities have adopted new measures for early detection and evaluation of their needs, in order to develop action plans accordingly. Central education authorities, in consultation with the Regional Governments, have established the regulations to make the duration of each educational stage flexible, regardless of the age of the students.

The state guarantees the schooling of *children and youngsters within schooling age who, due to their coming from abroad or other reasons, enter the education system late*. The schooling of these students is carried out first according to age criteria, and, secondly, to their personal circumstances, knowledge and academic record, so that when they start attending school they can receive the necessary support and continue their educational process successfully (see section 5.1.2). Education administrations develop specific programmes for students who have severe shortcomings in the language of instruction and in basic knowledge and competences. The pupils participate in these programmes simultaneously with their integration in ordinary classes, according to their level and learning process. Furthermore, they provide for the necessary resources and procedures for early detection of specific needs and for integral attention to these children from the beginning of their

schooling. Integral attention also involves the students' families, ensuring their guidance and integration.

As regards equal opportunities for education in rural areas, the LOE states that education authorities must provide the necessary means and structures to guarantee equal opportunities for schools in rural areas (see section 2.3). As far as students in disadvantaged socio-economic circumstances are concerned, the law establishes their right to receive grants and financial assistance, so as to ensure their right to education.

If we want to allow early school leavers and school dropouts to re-enter the system to complete their studies, and adults to continue learning along their lives, the education system must be conceived and planned in a more flexible way. This flexibility involves establishing connections between different learning programmes, giving students the possibility to transfer among them. It also requires planning learning paths adapted to the needs and personal interests of the students, which will facilitate transfer from training to the labour market and vice versa (see section 5).

Finally, *compensation for educational inequalities of disadvantaged persons, groups or territorial areas* entails provision of the economic resources and support needed to diminish noticeably the effects derived from social, economic, cultural, ethnic, or other factors whatsoever (see section 4.2). Education authorities provide schooling in pre-primary education to all children whose personal circumstances may involve an initial disadvantage in their access to education. In addition, they guarantee pupils in primary education a free place in a school within their own town or schooling area. They also introduce specific measures for schools or geographical areas in which there is a need for compensatory education intervention, providing public and publicly-funded private schools with the necessary human and material resources to compensate for the situation of students who have special difficulties in achieving the goals set for compulsory education, due to their social circumstances.

In this sense, the education authorities have started to consider that schools which have a higher percentage of disadvantaged students and/or those which show a commitment to improve the educational success of their students deserve special financing:

- **Schools.**

- The provision of additional resources, both human and financial, for *schools with a high proportion of immigrant students* is quite a common measure throughout the State. This additional funding is devoted to teacher training, parents' schools, contests to develop didactic materials, extracurricular educational programmes, reception classrooms, translation and interpretation services and out-of-school activities. For example, the governments of Andalusia, Aragon, the Canary Islands, Castile-Leon, Extremadura, Navarre, the Basque Country, Valencia, Ceuta and Melilla support school projects aimed at improving attention to immigrant pupils. In other cases, schools receive additional funding, for example, in Aragon, the Canary Islands, Castile-Leon, Murcia or Valencia. In the Balearic Islands and Murcia, there are specific items in the budget to supplement financial assistance to cover expenses or meals, school transport and textbooks for these students.
- Cooperation contracts signed by the educational authority and any publicly-funded private school (see *Programme-contracts with schools to improve school success* in Section II of the Report). By means of these contracts, schools receive extra resources (human, material and training) to be able to attain the school's commitment towards increasing their students' educational attainment. Schools in specially disadvantaged situations are given priority for these programmes

- **Teachers.** The Regional Education Council in Andalusia has implemented a quality assurance plan to improve schools and school achievement in public institutions⁹. Each school establishes its own educational objectives and their priority scale. Teachers who participate in this plan must have obtained a previous positive recognition of their work and commit to the fulfillment of the programme. Furthermore, they receive the necessary guidance and training to achieve the proposed goals. Participation in the program may also entail financial benefits, as well as recognition of training credits to consolidate their rights to perceive extra salary benefits for continuing training each six-year period. In addition, in order to provide stability to school staff, these teachers will have preference to remain in their positions if they wish to continue working at the same school.

Education authorities evaluate applications according to the educational objectives established for each school, taking as a reference the current situation of the institution. Schools are given a three-year limit to attain the proposed objectives. However, at the end of each school year, the school management team sends a report to the education authorities with a list of teachers whose work in the project has been considered positive, so that they may receive the salary benefits previously mentioned.

- **Non-profit organisations, town councils and grouped municipalities.** The State Secretariat for Education and Vocational Training of the Ministry of Education provides funding to these institutions in different ways. On the one hand, the Ministry awards financial help to non-profit organisations which carry out projects addressed to students who require specific educational support, or initiatives to compensate for inequalities in education in publicly-funded private schools. In 2011, the total budget earmarked for these programmes is 427,000 Euros, although each individual programme may receive a maximum of 18,000 Euros.

On the other hand, the Ministry gives awards to schools which carry out projects aimed at students with special educational needs or projects in compensatory education. In 2010 a total of 5 awards were given: 2 awards of 40,000€ each; 2 of 28,000€; 2 of 18,000€ and 4 of 6,000€. Furthermore, the Ministry organises a national contest of good educational practices to improve and promote coexistence for the academic year 2011. Three prizes will be awarded in each category: 9,000€, 6,500€ and 4,500€ respectively. Therefore, the maximum sum will reach 60,000€.

Finally, there is also financial help for circus companies to provide educational attention to itinerant children within compulsory schooling age, as part of the programme for itinerant classrooms. In 2011 the maximum amount set aside for these programmes would reach 220,000 Euros.

From 2010 onwards, the central government has also been promoting Territorial Cooperation Programmes with the same goal in mind: to guarantee free education and educational success for all (see section 4).

⁹ Order 20th February 2008, which regulates quality assurance plans for the improvement of schools and school achievement in public educational institutions (BOJA 29-2-2008).

4. INSTITUTIONAL ACTIONS AND MEASURES TO PROMOTE EQUITY AND INCLUSION IN EDUCATION

4.1 Institutional plans to promote equity in the Spanish education system (see section II of the Report)

Within the framework of the Lisbon Strategy, the Council of the European Union has approved the Strategic Framework for education “ET 2020”, which includes the Educational Objectives for the 2010-2020 decade. The Ministry of Education presented in 2010 the **Action Plan 2010-2011**, which specifies the educational objectives for the decade in Spain, and the measures to be implemented in the period 2010-2011.

The Action Plan includes approximately 150 measures, detailed in the **Territorial Cooperation Programmes 2010-2011**. These programmes have been backed by the 2010 Education Sector Conference¹⁰, with 510 million Euros of financing.

TERRITORIAL COOPERATION PROGRAMMES 2010-2011 (1) (2)

	PROGRAMMES	FUNDING
Block 1 Improvement of educational achievement	Early schooling: <i>Educa3</i> Plan	2010: 101,600,000 Euros: - Actions of the Ministry of Education in Ceuta and Melilla: 1,600,000 €. - Co-financing of actions in Regional Governments: 100.000,000 € 2011: same amount with the same distribution
	Basic competences as the core of the curriculum	Last semester of 2010 y 2011: - Actions of the Ministry of Education: 1,000,000 € - Co-financing of actions in Regional Governments: 1.000,000 €.
	Read to learn: reading in the digital era	2011: 12,400 €: - Centralised actions: 700,000 €. - Actions in Ceuta and Melilla: 200,000 €. - Co-financing of actions in Regional Governments: 11,500,000 €.
	Support programmes: extension of the <i>PROA</i> Plan	2011: 60,000,000 €. - Actions in Ceuta and Melilla: 300,000 €. - Co-financing of actions in Regional Governments: 59,700,000 €.
	Programme to deepen knowledge	Last semester of 2010 and 2011: - Actions of the Ministry of Education: 1,000,000 €. - Co-financing of actions in Regional Governments: 14,000,000 €.
	Programme Contracts with schools to promote school success	Last semester of 2010, 2011 and 2012: 40,000,000 €. - Actions of the Ministry of Education: 1.000,000 €. - Co-financing of actions in Regional Governments: 38,500,000 €.
	Programme to reduce education and training dropout	2011: 45,000,000 €: - Actions of the Ministry of Education in Ceuta and Melilla: 300,000 €. - Co-financing of actions in Regional Governments: 47.700,000 €.

¹⁰ The Education Sector Conference is a body for the coordination of national educational policy, as well as for the interchange of information among the education authorities. It is integrated by the Ministry of Education and the education councils of the Regional Governments.

	PROGRAMMES	FUNDING
Block 2 Modernisation of the education system	Escuela 2.0 Programme	2011: 100,000,000 Euros.
	Plan to promote second language learning	2011: 32,000,000 Euros.
	ARCE Programme (networks of public schools and public educational institutions)	2011: 3,000,000 Euros.
Block 3 Strategic Plan for Vocational Training	Innovation applied to vocational training	Last semester of 2010 and 2011: 41,265,000 Euros.
	Recognition of professional competences acquired through work experience	Last semester of 2010 and 2011: 28,000,000 Euros.
	Provision of vocational training for all the population. Online distance vocational training	2010 and 2011: 16,000,000 Euros.
	Integrated system for information and vocational orientation	Last semester of 2010 and 2011: 2.000.000 Euros.
Block 4 Information and evaluation as key factors for the improvement of quality in education	Spanish Network for information in education	2011: 1,000,000 Euros.
	Diagnostic assessments	2009 and 2010: 4,000,000 Euros. 2011: 735,000 Euros, for the preparation of diagnostic assessments.
Block 4 Teachers	Continuing teacher training	2010 and 2011: 6,000,000 Euros: - Actions of the Ministry of Education: 3,000,000 Euros. - Co-financing of actions in Regional Governments: 3,000,000€

(1) In Section II of this report there is a graphic representation not only of how these measures respond to the advice given by social agents through the National Education Board, but also which challenges are still to be faced, in spite of the efforts made by the Ministry of Education so far.

(2) The Programmes which appear in bold print are the ones started before the academic year 2010/2011.

Source: Drawn up by IFIIE from the webpage of the Ministry of Education.

Besides these measures, **in the past few years, the Ministry of Education has cooperated with other ministries** in promoting equity and inclusion in education. It has developed, in collaboration with the Ministry of Labour, the Plan for the Reform of Vocational Training and the Strategic Plan for Citizenship and Integration. Together with the Ministry of Health and Social Policy, it has implemented the Strategic Plan for Infancy and Adolescence, and the National Action Plan for Social Inclusion in Spain.

Finally, in 2010 the **Ministry of Education signed with the National Federation of Municipalities and Provinces¹¹ a framework agreement for cooperation¹²** so as to promote cooperation among education authorities by means of fostering processes of harmonization of public

¹¹ The National Federation of Municipalities and Provinces (*FEMP*) is the Association of Municipalities of national scope more widely represented in the country, it brings together city councils, regional councils, inter-island councils, 7,287 in total, which represents more than 98% of the local governments in Spain.

¹² This is the second framework agreement for cooperation signed by both administrations with the aim of contributing to the improvement of quality in education and to achieve complete integration of educational action at local levels.

educational policies; the development of research and studies on educational policies to devise indicators and to give recommendations; training and exchange of experiences between political agents at local level, which may contribute to decision making processes; training provision for those responsible of managing education in municipalities; and spreading of information related to management of education at local levels.

4.2. Measures to ensure equity in access and permanence in the Spanish education system

4.2.1. Admission of pupils to non-university educational institutions

The Act on Education (LOE) [L4.02] states that regional education authorities are in charge of regulating admission of pupils to all schools supported by public funding, so as to guarantee the right to education, equity in access and freedom of parents or tutors to choose an educational institution (see relevant measure in Section II of this report).

By no means there must be any discrimination based on origin, race, sex, religion, beliefs or any other personal or social circumstances. In addition, there must be an adequate and balanced distribution of pupils who require specific educational support¹³ among schools. In order to do so, the regional education authorities may:

- Decide on the percentage of students with special educational needs who must be admitted in each of the public and publicly-funded private schools. They must also guarantee the necessary human and economic resources for these schools to offer additional support. Each year they may reserve a series of places until the end of the pre-registration or registration periods for these pupils in public and publicly-funded private schools.
- Authorise an increase of up to 10% of the number of pupils per class in public and publicly-funded private schools in the same area, so as to cover the schooling needs of students who incorporate late into the system.
- Determine the proportion of students with specific educational needs, and the total amount of places reserved for them.

Pupils entering primary education, since it is the first compulsory stage, have no other prerequisite than age, and it is not necessary for them to have attended pre-primary education. In the case of admission to public schools which offer primary education, lower secondary education (ESO) and upper secondary education (*Bachillerato*), when there are not enough places available, students who come from pre-primary, primary or lower secondary education schools associated to these institutions have priority of access. As regards publicly-funded private schools which offer different educational stages, the initial admission procedure takes place in the first level which receives public funding, and it must be carried out under the same conditions as in public schools.

In those cases in which there are not enough places in the public or publicly-funded private school chosen by parents, some **common priority admission criteria are applied nation-wide**. These criteria classify students according to whether they have siblings enrolled in the same school, their parents or legal tutors work there, their annual family income –taking into consideration specific calculations applied to families with more than three children- , and the concurrence of disabilities in the students or in any of their parents or siblings. None of these criteria is mutually exclusive.

¹³Students in need of specific educational support are those who, due to special educational needs, specific learning difficulties, high intellectual abilities, late incorporation into the system or because of their previous academic record or personal circumstances, cannot fully develop their capacities and, all in all, are not able to achieve the general objectives set for all students.

As regards post-compulsory education, the LOE also establishes some specific admission requirements for students [L4.02]: in *Bachillerato*, together with the general criteria mentioned above, the academic record is also taken into consideration; in intermediate or advanced vocational training, when there are not sufficient places, the only applicable criteria is the students' academic record, whether they come from the same school or from a different one.

Students who are simultaneously enrolled in secondary education and in Music or Dance programmes, or in high-performance sports programmes, have priority of admission in some secondary schools appointed by the educational authorities.

Each Regional Government establishes a scale to apply these common national criteria, and may add some others, leaving a certain degree of autonomy to schools to set their own additional requirements ([L4.03] to [L4.26]) (Table 4.1).

In public schools, the school board is responsible for admission procedures. This body has the same competences in publicly-funded private schools, together with the owners of the institution (see section 2.3). Furthermore, education authorities may establish commissions or other bodies to guarantee fair admission [L4.02] (see relevant measure in Section II of the Report). The National School Board, in its report on school year 2008-2009, urged education authorities to improve their planning for educational provision, by providing schools with all the necessary human and material resources to guarantee balanced and full schooling, and to foster integration, both in public and in publicly-funded private schools, of immigrant children, of pupils who enter the system late, of those who are at risk of dropout or social exclusion, as well as of students with special educational needs.

Regarding the information available for families to choose among schools (number of students who graduate or school rankings), the LOE [L4.02] states that: *“under no circumstances, the results of evaluations of the education system, regardless their being applied at regional or national levels, can be used to evaluate the students individually or to establish a ranking of schools”*. This is the reason why education authorities do not provide information on these assessments.

4.2.2. Admission of students to university

The general academic requirements that students must fulfil to gain admission to university in Bachelor's, Master's and Doctorate programmes are established under the Act on Universities (LOU) of 2001 and in subsequent regulations [L4.27] [L4.28] [L4.29] [L4.30].

The measures to ensure equity in access to university studies are described in section 5.2.2.

4.2.3. Schooling in pre-primary education

There is unanimous agreement in the field of education about the benefits of early schooling in the integral development of children and in the prevention of school failure. It also has an impact on the lessening of social, cultural and linguistic disadvantages, which reduces the risk of social exclusion and contributes to social cohesion. [B4.01] [B4.02] [B4.03] [W4.01].

According to the Lisbon strategy, the promotion to access to pre-primary education has become a priority among the European and Spanish objectives established for 2020. In Spain, pre-primary education is divided into two educationally-oriented stages or “cycles”, requiring the elaboration of specific curriculum proposal for each of them at schools [L4.02] (see section 2.1). During the academic year 2007/2008, schooling rates in first stage of pre-primary education were 5.6%, 19.8% and 35% for children under 1, and for 1 and 2-year-olds respectively. For the age group of children in second cycle of pre-primary education, schooling is almost full: 97.5%, 98.5% and 98.8% for 3, 4 and 5-year-olds respectively [B4.08] [B4.09] (Figures 4.1. and 4.2). There are considerable differences

between Regional Governments regarding schooling of children between 0-2 and participation of the public sector in provision for these age groups (Figure 4.4).

It is important to point out that only the second stage within pre-primary education is cost-free. However, according to the LOE and its financial report (see section 3.2), educational authorities are currently paying special attention to the progressive increase of free provision at this level, with the intention of raising schooling rates [B4.10]. In this sense we must mention the *Educa3* Plan, basically aimed at creating new public provision for children from 0 to 3 (see relevant measure in Section II of this Report).

In its report on the academic year 2008-2009, the National Education Board, in spite of recognising the great effort made by the Ministry of Education and the Regional and Local Governments in raising schooling rates in first cycle of pre-primary education through the *Educa3* Plan, continued urging the authorities to make an additional budgetary effort to increase public provision in order to meet current schooling needs, to make up for the disparities between public and private institutions at this educational stage, and to attain the European objectives set for 2010 in relation to schooling in pre-primary education. Furthermore, they demand from the authorities an evaluation of the *Educa3* Plan, as well as the establishment of quality indicators for the educational projects, of the minimum requirements for schools, for the educational services and for the qualifications of teachers in charge of children at this stage. Furthermore, the LOE, in an attempt to guarantee the right to education for all, assigns to the central government the task of creating a general system of grants and financial help targeted to, among others, pupils in pre-primary education (see section 4.3.2)

We must also mention some other actions undertaken by the central government in order to raise schooling rates in pre-primary education. These are the National Strategic Plan for Infancy and Adolescence 2006-2007 and the National Action Plan for Social Inclusion 2008-2010. The goal of the first one is to increase the number of teachers working at this educational stage, while the second focuses on financial help, on gathering information from institutions who take care of children under 3 during their parents' working hours, and on providing support to the National Observatory for Infancy (see relevant measures in Section II of this Report).

4.2.4. Grants and financial assistance

Both the Act on Education [L4.02] and the Act which modifies the Act on Universities [L4.28] state that it is the central government's task to plan a general system for grants and financial assistance to students¹⁴, in order to guarantee the same conditions for everyone to exercise their right to education. This financial help is available both for students attending public institutions and publicly-funded private schools. In 2007/2008 the total number of grants and financial assistance awarded by all the education authorities reached 3,146,249 Euros, while the number of beneficiaries of this aid was 2,331,010¹⁵. The gross amount of both was 3.2% of the total educational budget from the education administrations (Tables 4.2 and 4.3, and Figure 4.5). The following table shows a percentage of the distribution of sums assigned to grants and financial assistance and of students who receive this aid, broken down according to educational levels.

¹⁴ The term *grant* refers to an amount of money or subsidy provided to students in order to be admitted or continue a programme leading to an official certificate with nationwide validity. This financial aid is granted on the basis of socioeconomic circumstances and academic achievement of the applicant. *Financial assistance* refers to all amounts received by applicants to be admitted or to continue a programme leading to an official certificate with nationwide validity, based exclusively on their socioeconomic circumstances (according to R.D. 1721/2007, of 21st December, which establishes the system of personal grants and financial assistance, BOE 17-1-2008).

¹⁵ The total number of grants awarded by education authorities and the total number of students who receive this aid may not be the same, since one individual may be receiving more than one type of grant or financial assistance.

PERCENTAGE OF STUDENTS WHO RECEIVE GRANTS AND AMOUNT ASSIGNED TO GRANTS AND FINANCIAL ASSISTANCE,
ACCORDING TO EDUCATIONAL LEVEL

		% Amount	% of students awarded financial aid
Compulsory education	Pre-primary education	23,4	15,3
	Primary Education	52,1	55,6
	Lower Secondary Education	20,9	28,8
	Special Education	0,9	0,3
	Non specified	2,7	0,0
Post-compulsory secondary education	Upper Secondary Education (<i>Bachillerato</i>)	39,7	46,2
	Intermediate Vocational Training	22,7	21,9
	Advanced Vocational Training	29,9	22,9
	Social Guarantee Programmes	0,5	1,2
	Other types of provision	6,9	7,7
	Non specified	0,3	0,1
University education	Public universities	88,1	86,8
	Private universities	4	3,5
	Non specified	8	9,7

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

Compulsory education is free of charge in public and publicly-funded private schools. However, the central government awards different types of financial help to students:

Financial assistance to cover expenses from books and class materials [L4.33][L4.34][L4.35]. The Ministry of Education cooperates with the Regional Governments in this area. In order to be eligible for this aid, applicants must fulfill the socioeconomic requirements established in the procedure, and these expenses must not be previously covered by any public funds or any other financial help for students with special educational needs.

1. Financial assistance for books and class materials	
1.1. Amount: 105,00 Euros, maximum	
1.2. Economic requirements: students whose family income in 2009 is not higher than the following income thresholds:	
<ul style="list-style-type: none"> – Families with 1 member: 9,600.00 Euros – Families with 2 members: 15,636.00 Euros – Families with 3 members: 20,535.00 Euros – Families with 4 members: 24,357.00 Euros – Families with 5 members: 27,640.00 Euros – Families with 6 members: 30,810.00 Euros – Families with 7 members: 33,807.00 Euros – Families with 8 members: 36,789.00 Euros – From the 8th member onwards, for each additional member: 2,954.00 Euros 	
1.3. Further requirements	
<ul style="list-style-type: none"> – Previous level of studies (depending on the Regional Government) 	
Regional Government	Levels included in the procedure
Murcia	6 th grade in Primary Education
La Rioja	1 st and 2 nd grade in Primary Education
Spanish Schools abroad	All Primary Education and Compulsory Secondary Education

Direct financial assistance for students with specific needs for educational support. This financial aid can be divided into three types:

- a) Direct assistance for students with special educational needs associated to a disability or to a behaviour disorder. They are aimed at covering school expenses¹⁶, books and class material, pedagogical and language re-education, urban, inter-urban or weekend transport [L4.31]. There is also financial help for meals and boarding. In order to apply for this aid, it is necessary to fulfil the economic requirements established annually, to have a certificate which states the nature of the special need and the required age specified in the procedure¹⁷ and to attend a special education school or a special education unit in an ordinary school [L4.36].
- b) Subsidies for students with specific educational needs associated to a disability or to a behavior disorder. They are intended to cover expenses for travel and meals, and are awarded to students with special educational needs from families with three children or more. This financial aid does not depend on family income or other economic means [L4.31] [L4.36].
- c) Financial help for specific programmes for students with high intellectual capacities. They are aimed at covering the expenses arising from registration and tuition fees in these programmes. In order to be eligible, applicants must hold a certificate issued by a qualified team stating their high capacities –according to the requirements established by the education authorities-, and have the age required in the procedure [L4.31] [L4.36].

2. Financial assistance for students with specific needs for education support

2.1 Amount:

Components	Primary Education, ESO, PCPI*	Other levels
Tuition fees	Up to 862.00	Up to 862.00
School transport	Up to 617.00	Up to 617.00
School meals	Up to 574.00	Up to 574.00
Boarding	Up to 1.795.00	Up to 1.79.00
Weekend transport	Up to 442.00	Up to 442.00
Urban transport	Up to 308.00	Up to 308.00
Class materials	Up to 105.00	Up to 204.00
Pedagogical re-education	Up to 913.00	Up to 913.00
Language re-education	Up to 913.00	Up to 913.00

* *PCPI: Programmes for Initial Professional Qualification*

2.2. Economic requirements: students whose family income is not higher than the following income thresholds:

- Families with 1 member: 11,937.00 Euros.
- Families with 2 members: 19,444.00 Euros.
- Families with 3 members: 25,534.00 Euros.
- Families with 4 members: 30,287.00 Euros.
- Families with 5 members: 34,370.00 Euros.
- Families with 6 members: 38,313.00 Euros.
- Families with 7 members: 42,041.00 Euros.
- Families with 8 members: 45,744.00 Euros.
- From the 8th member onwards, for each additional member: 3,672 Euros.

2.3. Further requisites:

- To have a certificate stating the need for specific educational support, owing to disability, severe behaviour disorder or high intellectual capacities.
- To be two years old by 31st December.
- For students with specific need for educational support owing to disability or to severe behaviour disorders, to be enrolled in a specific school approved by the educational authorities.

At *non-compulsory levels* students may receive grants and financial assistance for all types of provision. Application procedures are open annually by the central government and have national

¹⁶ This component is used to cover registration and tuition fees in private schools at non-university level.

¹⁷ Exceptionally, this assistance may be awarded to students under 2, provided that a team with competence over these issues certifies the need for students to attend school at an earlier age, due to the characteristics of his/her specific disability.

scope, except in the case of the Basque Country, which has competence over this issue. There are two types of financial help:

- a) General grants and financial assistance. Aimed at covering transport, boarding, class materials expenses and fee waivers, and at compensating for lack of working income due to full-time dedication to study. In order to be eligible, applicants must fulfill the academic and economic requirements established annually in the procedure [L4.327][L4.38]. In pre-primary education, grants are awarded to cover tuition and registration fees of children attending private or publicly-funded private schools. This assistance is granted when education in the corresponding Regional Government is free of charge, or when the child attends a public school [L4.31].
- b) Other grants and financial assistance: mobility grants for students who enrol in programmes outside their region; grants for end-of-degree projects in the case of technical studies; registration fee waivers for all students, regardless of the region where they study, study loans conditioned to future income for Master's and Doctorate programmes; and financial assistance for grants and Training Contracts for University Teachers in the National Programme for Training of Human Resources in Research [L4.38] [L4.39] [L4.40].

Financial assistance targeted to special education in post-secondary non-university education is the same and offers the same amount of money than financial help for pupils with special educational needs in compulsory levels. [L4.36]

During the school year 2009/2010 two new types of grants were created, in order to encourage the permanence in the system of students at risk of dropping out for economic reasons: salary grants for university students [L4.38] [L4.41], and support grants (also called *maintenance* grants) for students at risk of leaving school without obtaining a certificate [L4.37] [L4.41]. Furthermore, in 2009/2010 grants were offered to university graduates who were unemployed and perceived unemployment subsidies. The latter are aimed at covering registration and tuition fees in Master's programmes in public universities [L4.42].

3. General grants and financial assistance, and mobility grants for post-compulsory non-university levels		
3.1. Amount: depends on the number of components that each applicant is entitled to receive		
3.1.1. General grants:		
	Euros	Income thresholds
Salary grant for advanced vocational training programmes of one year duration plus a practicum module	3,061.00	1
Salary grant for advanced vocational training	2,513.00	1
Compensatory grant for intermediate vocational training programmes of one year duration plus a practicum module	2,429.00	1
Compensatory grant for arts education and other higher education studies	2,550.00	1
Compensatory grant for the rest of studies included in this procedure	2,040.00	1
Transport (depending on distance, in kilometres, to the educational institution)	Between 185.00-937.00	3
Boarding (depending on the type of programme)	Between 2,556.00-3,000.00	4
Class materials (depending on the type of programme)	Between 204.00 - 244.00	5
Tuition and registration fees (depending on the type of educational institution)	Between 291.00-581.00	2
Support (maintenance) grants	1,363.00	3

Basic supplement	204, 00	4 5
Assistance to cover expenses from end-of-degree projects	543,00	3

3.1.2. Mobility grants:

Types of grants	Students with home address in the Balearic Islands	Students with home address in the Canary Islands, Ceuta and Melilla	Other students	Income threshold
General mobility grant with boarding	3,947.00 Euros	4,255.00 Euros	3,336.00 Euros	4
Special mobility grant with boarding	6,667.00 Euros	6,975.00 Euros	6,056.00 Euros	1
General mobility grant without boarding	–	–	1,592.00 Euros	3
Special mobility grant without boarding	–	–	3,77 2.00 Euros	1

Financial requirements: The different income thresholds are applied depending on the type of assistance

Family members	Threshold 1	Threshold 2	Threshold 3	Threshold 4	Threshold 5
One	3,771.00 Euros	10,668.00 Euros	11,937.00 Euros	13.236.00 Euros	14,112.00 Euros
Two	7,278.00 Euros	17,377.00 Euros	19,444.00 Euros.	22.594.00 Euros	24,089.00 Euros
Three	10,606.00 Euros	22,820.00 Euros	25,534.00 Euros	30.668.00 Euros	32,697.00 Euros
Four	13,909.00 Euros	27,069.00 Euros	30,287.00 Euros	36.421.00 Euros	38,831.00 Euros
Five	17,206.00 Euros	30,717.00 Euros	34,370.00 Euros	40.708.00 Euros	43,402.00 Euros
Six	20,430.00 Euros	34,241.00 Euros	38,313.00 Euros	43.945.00 Euros	46,853.00 Euros
Seven	23,580.00 Euros	37,576.00 Euros	42,041.00 Euros	47.146.00 Euros	50,267.00 Euros
Eight	26,660.00 Euros	40,882.00 Euros	45,744.00 Euros	50.333.00 Euros	53,665,00 Euros

Academic requirements:

- To be enrolled in a full course, or at least in half of the modules which make up for the complete vocational training programme.
- To exceed a certain amount of tuition load
- Not to be repeating the course

4.General and mobility grants for students at university

4.1. Amount: depends on the number of components that each applicant is entitled to receive

4.1.1. General grants for students in Bachelor's programmes

Types of grants	Euros
Boarding and class materials	2,800,00
Boarding, urban transport and class materials	2,985.00
Salary	3,500.00
Boarding and salary	6,056.00
Transport from 5 to 10 km and salary	3,692.00
Transport for more than 10 to 30 km and salary	3,886.00
Transport for more than 30 to 50 km and salary	4,263.00
Transport for more than 50km and salary	4,437.00
Class material	244.00
Transport from 5 to 10 km and class materials	436.00
Transport for more than 30 to 50 km and class materials	630.00

Transport for more than 30 to 50 km and class materials	1,007.00
Transport for more than 50km and class material	1,181.00
Urban transport and class materials	429.00

4.1.2. General grants for students enrolled in Master's programmes, preparatory courses to gain access to university for people over 25 offered by public universities, or additional courses to complete training required to apply for Bachelor's or Master's programmes

Types of grants	Euros
Boarding and class materials	2,800.00
Boarding, urban transport and class materials	2,985.00
Boarding, class materials and compensatory grant	5,350.00
Boarding, residence, urban transport, class materials and compensatory grant	5,535.00
Class materials and compensatory grant	2,794.00
Transport from 5 to 10 km, class materials and compensatory grant	2,986.00
Transport of more than 10 to 30 km, class materials and compensatory grant	3,180.00
Transport of more than 30 to 50 km, class materials and compensatory grant	3,557.00
Transport of more than 50 km, class materials and compensatory grant	3,731.00
Urban transport, class materials and compensatory grant	2,979.00
Class materials	244.00
Transport from 5 to 10 km, class materials and materials	436.00
Transport of more than 10 to 30 km and class materials	630.00
Transport of more than 30 to 50 km and class materials	1,007.00
Transport of more than 50 km and class materials	1,181.00
Urban transport and class materials	429.00

4.1.3. Grants for end-of-degree projects: the amount given is 543 Euros, which can be added to the component for class materials and to tuition and registration fees. The family income threshold applied for this grant is 3.

4.1.4. Tuition and registration fees: the amount awarded covers the minimum number of the credits required to obtain the degree in which the student is enrolled and for which the grant is given. The total sum is the equivalent to the official cost of fees established annually by public universities. For students registered in private universities, the amount awarded will be adjusted to public prices. The family income threshold applied for this grant is 5.

4.1.5. Special grants for students with disabilities: These grants are addressed to students with at least 65% disability. The amount awarded to them in ordinary grants is increased up to a 50%, with the exception of tuition and registration fees grants, which remain the same.

4.1.6. Mobility grants:

Types of grants	Students with home address in the Balearic Islands	Students with home address in the Canary Islands, Ceuta and Melilla	Other students	Income threshold
General mobility grant with boarding	3,947.00 Euros	4,255.00 Euros	3,336.00 Euros	4
Special mobility grant with boarding	6,667.00 Euros	6,975.00 Euros	6,056.00 Euros	1
General mobility grant without boarding	–	–	1,592.00 Euros	3
Special mobility grant without boarding	–	–	3,77 2.00 Euros	1

4.2. Financial requirements:

Family members	Threshold 1	Threshold 3	Threshold 4	Threshold 5
One	3,771.00 Euros	11,937.00 Euros	13,236.00 Euros	14,112.00 Euros
Two	7,278.00 Euros	19,444.00 Euros	22,594.00 Euros	24,089.00 Euros
Three	10,606.00 Euros	25,534.00 Euros	30,668.00 Euros	32,697.00 Euros

Four	13,909.00 Euros	30,287.00 Euros	36,421.00 Euros	38,831.00 Euros
Five	17,206.00 Euros	34,370.00 Euros	40,708.00 euros	43,402.00 Euros
Six	20,430.00 Euros	38,313.00 Euros	43,945.00 Euros	46,853.00 Euros
Seven	23,580.00 Euros	42,041.00 Euros	47,146.00 Euros	50,267.00 Euros
Eight	26,660.00 Euros	45,744.00 Euros	50,333.00 Euros	53,665,00 Euros

4.3. Academic requirements:

- To be enrolled in a minimum number of credits (60% in general, or between 39% and 50% in special cases)
- To have completed successfully at least 60% of the credits from the preceding course.

Recently, the Action Plan 2010-2011 of the Ministry of Education has proposed an improvement in the policy of grants and financial assistance. Among the most relevant actions we may find: the creation of an observatory for grants, financial assistance and academic achievement; the promotion of salary grants for students in higher education; the extension of the programme for loans to other levels of university studies; the promotion for a plan to improve mobility grants and for the creation of excellence grants.

As far as the efficiency of the system of grants and financial support is concerned, understanding it as the capacity to compensate for the positive effect of income, at least in post-secondary education, education authorities follow principles of equity when awarding financial help, which also have a positive effect on the students' permanence in the system, especially in post-compulsory education. Nonetheless, the National Education Board, in its report on the academic year 2008-2009, urged education authorities to increase investment in grants and financial assistance.

4.3. Teacher training in relation to equity and inclusion in education

In 2010 report issued by the National Education Board [B4.11], social agents reminded educational authorities of the need to foster awareness campaigns of information and training for teachers, supporting and counseling staff, regarding appropriate attention to students with specific needs for educational support. Furthermore, they point out that it is necessary to promote in-service training and actions related to attention to diversity and reinforcement activities, to immigration, school mediation, coexistence and strategies conflict resolution.

4.3.1. Initial teacher training

The adjustment of Spanish universities to the EHEA has granted universities a higher degree of autonomy to decide on their curriculum, but it is still too soon to evaluate the relevance given to attention to diversity within the new curricula for initial teacher training programmes.

According to the previous structure of these programmes, the teachers who worked in pre-primary and primary education schools held a diploma of *Maestro* (a three-year university degree) specialised either in primary or in pre-primary education. These teachers may receive support at schools from other primary school teachers specialised in different areas: Foreign Languages, Physical Education, Music, Special Education, and Speech and Hearing. Thus, initial training is oriented both towards teaching and to giving adequate attention to certain students (Special Education or Speech and Hearing), and also to teaching specialised areas [L4.43]. The new Bachelor's degree in Primary Education, according to the proposal made by the National Agency for Quality Assessment and Accreditation (ANECA), would have a general orientation for pre-primary education teachers, and there would be four specialised branches for primary education: Physical Education, Music Education, Foreign Languages, and Attention to Diversity/Special Educational Needs.

In order to become a teacher in secondary education or vocational training, candidates must hold the required qualifications¹⁸. In both cases teachers nationwide are required to have pedagogical and methodological training. With the new structure of the EHEA, the initial training required for teachers is an official Master's degree.

The process of adaptation to the EHEA, which will be completed in the present academic year, has entailed a growing recognition of the importance of initial teacher training. However, the number of courses related to attention to diversity is still scarce in the new structure of university provision, both in the Bachelor's in Primary Education and in the rest of education degrees, as it was pointed out by the OECD [B.2.12]. Attention to diversity is usually addressed as an independent subject and it is not integrated in the rest of areas of study.

4.3.2. Continuing teacher training

The Ministry of Education, through the Institute for Teacher Training and Educational Research and Innovation (IFIIE), establishes the priority lines for continuing teacher training annually. However, since competence over this provision is assigned to regional education authorities, the latter are free to decide upon their own priority areas in continuing training.

During the academic year 2010/2011, the Action Plan and the Territorial Cooperation Programmes presented by the Ministry of Education insisted on the need to pay special attention to the qualification and updating of competences of teachers, as regards inclusive education, students' diversity and intercultural education (see related recommendation in Section II of this Report). Several regional educational authorities have also given priority to social cohesion, equity in education, tutorial functions and guidance departments, and to attention to students with specific needs for educational support ([L4.44] to [L4.50]).

¹⁸For secondary education the following qualifications are required: *Licenciado*, Engineer or Architect or the equivalent Bachelor's degree. In the case of vocational training, teachers need to have: a *Diplomado*, Engineer or Technical Architect diploma, or the equivalent Bachelor's degree.

CONTINUING TRAINING FOR NON-UNIVERSITY TEACHERS IN RELATION TO ATTENTION TO DIVERSITY, BY REGIONAL GOVERNMENT

	Andalusia	Aragon	Asturias	Balearic Islands	Canary Islands	Cantabria	Castile-La Mancha	Castile-Leon	Catalonia	Community of Valencia	Extremadura	Galicia	Madrid	Murcia	Navarre	Basque Country	La Rioja	Ceuta	Melilla
Tutorial functions and guidance departments. Prevention of school failure and promotion of non-compulsory education		•	•				•						•		•			•	•
Students with specific needs for educational support. Compensation for inequalities in education					•								•	•				•	•
Training for early attention						•													
Social cohesion and educational equity in multicultural contexts		•		•		•	•				•	•			•		•	•	•

Source: Drawn up by IFIIE from current regulations.

5. ACTIONS AND MEASURES TO PROMOTE EQUITY AND PREVENT SCHOOL FAILURE

Most of the measures which are described below are implemented during compulsory education. However, in upper secondary education and in higher education we may also find measures to cater for diversity of students with special educational needs and to compensate for inequalities, such as those related to accessibility to premises and to grants and financial assistance (see section 4.2.4).

5.1. Measures for students in compulsory education and in upper secondary education (*Bachillerato*)

The goal of these measures is to prevent school failure, early school dropout and to promote equity. They may be either ordinary or extraordinary measures.

5.1.1. Ordinary measures

Ordinary measures are established to cater for diversity of all students within the education system. They include actions to prevent minor learning difficulties and to provide immediate action by making slight adjustments of the mainstream curriculum, without changing any of its core elements (objectives, contents and evaluation criteria). Most of the following measures focus on organisational aspects. While the first ones in the list are applied throughout all educational stages, the last two are only found in secondary education:

- *Flexible grouping.* These are homogeneous arrangements aimed at guaranteeing adequate progress for all students according to their level of competence. Flexibility implies that pupils may move up to higher levels as they acquire the required competences, without having to wait to the end of the school year
- *Diversified materials and resources, adapted* to the specific needs of the pupils.
- *In-class support.* This allows for the simultaneous intervention of several professionals in the classroom, depending on the needs and characteristics of the pupils.
- *Reinforcement groups for specific activities of educational support in the areas of Spanish and Mathematics.* Students who receive this support are selected by the teachers of these areas in collaboration with the guidance department. In order for students to be assigned to these groups, families need to give their consent.
- *Flexible time and place arrangements.* This allows for greater autonomy of the students, a change in work dynamics and an improvement of relationships and communication between classmates.
- *Reduction in the number of teachers.* The number of teachers in charge of students with specific educational needs tends to be as reduced as possible.
- *Adaptations for curriculum access.* These allow for modifications or provision of resources, either personal or material, for students with certain access difficulties.
- *Permanence in the same course or cycle for an additional year.* This measure can be applied in all educational stages, except in pre-primary education. This possibility is considered when students have not achieved the required competence level to progress to the next level. The decision is taken by the class council, chaired by the class or form teacher and integrated by all the teachers in charge of the student. The conditions to repeat a course within compulsory education [L5.01] [L5.02] [L5.03] [L5.04] are previously determined by the age limit set for

students to remain in basic education: they must turn 18 during the year in which they finish compulsory education. In general, in the past few years we may observe a slight increase in the percentage of students who repeat 2nd and 4th grade in primary education (Figure 5.1), whereas in lower secondary education (ESO) there seems to be a small decrease in the number of students who repeat (Figure 5.2). In upper secondary education (*Bachillerato*) this percentage has increased in 1st grade and diminished in 2nd grade (Figure 5.3).

CONDITIONS FOR REPEATING A COURSE IN DIFFERENT EDUCATIONAL STAGES

Primary Education	If the pupil has not attained the necessary basic competences, he/she may remain for an additional year in the same cycle. This measure can be adopted only once throughout this stage and it must be accompanied by a specific reinforcement measures to achieve the required objectives.
Lower Secondary Education (ESO)	Students repeat a course when they receive a negative evaluation in three or more subjects ⁽¹⁾ . They may only repeat the same course once and there is a maximum of two repetitions for the whole stage. If the second repetition takes place in the last grade of this stage, the age limit (18) is extended to one additional year of permanence in mainstream basic education. In exceptional circumstances, a student may repeat 4 th grade, if he/she has not previously repeated during this stage.
Upper Secondary Education (<i>Bachillerato</i>)	1 st grade students who receive a negative evaluation in more than two subjects may move up to 2 nd grade. They must repeat all the subjects in 1 st grade if they receive negative evaluation in more than 4 areas. Otherwise, they are allowed to register only in the subjects they have failed in 1 st grade and, if they want, they may also register in two or three subjects from 2 nd grade (within the limits established by the competent authorities). Students who receive a negative evaluation in any of the subjects of 2 nd grade may enrol only in the ones they have failed, without needing to repeat the whole course. Students may remain in <i>Bachillerato</i> for four years.
Vocational Training	In order to pass any of the programmes in vocational training (<i>ciclos formativos</i>), students must receive positive evaluation in all the modules that make up the programme. Students have four opportunities to be evaluated in any of the modules, except for the placement modules, for which they only have two opportunities. Exceptionally, education authorities may set up extraordinary examinations for those students who have already used up their four examination opportunities due to illness or disability, or to other reasons which may hinder the ordinary progress of their studies.
University Education	There is no established limit for permanence at university. However students may sit a limited number of examinations for each subject, which ranges from four to six, with a maximum of two per academic year.

- (1) Exceptionally, students who receive a negative evaluation in three subjects may progress to the next level, if the class council considers that the nature of these subjects does not prevent the student from completing the next grade successfully, there are positive expectations about the student obtaining a positive evaluation in these subjects in the next course, and promotion will contribute to his/her academic development.

Source: Drawn up by IFIIE from legislation [L5.01] [L5.02] [L5.03] [L5.04].

- **Optionality.** Throughout secondary education, subjects are arranged in line with the nature of this educational stage, oriented towards helping students decide on future training or to choose a future profession. In 4th grade of ESO and in *Bachillerato*, together with some compulsory subjects, students are allowed to choose among different options or paths, thus configuring their own training itinerary [L5.02] (Table 5.1), [L5.03] (Table 5.2) (see section 6.1).
- **Optativity.** Students in ESO may choose among the optional subjects offered by schools. During the first three years, they may pick one optional subject, among the different provision depending on each Regional Government [L5.01]. In 4th grade they may choose one or more among the ones offered by each Regional Government [L5.02]. In *Bachillerato*, the optional subjects contribute to deepen the students' knowledge in certain areas of the branch they have chosen or to widen the perspectives of their general education. Optional subjects are regulated by Regional Governments and by schools themselves ([L5.05] to [L5.15]) (Table 5.3).

5.1.2.Extraordinary measures

These entail changes in core elements of the curriculum, in the organization of the programmes and the schools and in schooling models. Their target is students who, due to various reasons, find more difficulties than their peers to gain access to the common curriculum. Thus, they require special attention besides mainstream educational action, as well as specific resources (see section 3.2).

Implementation of these measures requires a previous evaluation of the student's needs by means of a psychopedagogical assessment, carried out by specialised guidance services (see section 6.1). Furthermore, it is essential to monitor the student's progress, in order to adapt the measures already taken and to allow him/her a gradual access to the ordinary curriculum and to mainstream education.

The following extraordinary attention to diversity measures are only implemented in compulsory education:

- *Significant curricular adaptations.* They entail the modification of core elements of the ordinary curriculum, such as objectives, contents and evaluation criteria. In these cases, the support teaching staff assigned to schools –primary school teachers specialised in Therapeutic Education or in Speech and Hearing- reinforces the work carried out by teachers in charge of these students.
- *Schooling in special education schools.* This is done only when the student's educational needs cannot be catered for within ordinary measures of attention to diversity in mainstream schools. Regarding figures of schooling in this type of institutions, in the past few years we may observe a slight increase in enrollment in public special schools in comparison with private institutions if this kind (Figure 5.4)
- *Special Education Classrooms in ordinary schools.* The significant adaptations that students require may be carried out in a special classroom within the premises of an ordinary school, but they are compatible with the participation of the pupil in some of the school activities, which contributes to his/her adaptation and social integration. Schooling figures show a considerable amount of pupils in special education classrooms integrated in ordinary schools, both public and private (Figure 5.4).
- *Combined schooling.* This model allows for a specific and adequate response to the student's needs while guaranteeing the development of his/her adaptive abilities in an everyday school environment. Teaching is carried out by professionals both at special education schools and at ordinary schools. Students are registered in one of the schools, considered as the reference centre, and receive part-time tuition in the other one.
- *Flexibility to remain in the same level or stage.* This measure is applied to:
 - *Students with special educational needs*, who may remain one year longer than the rest of students both in primary and in lower secondary education.
 - *Students who enter the education system late* and whose level of curricular competence is at least two years behind the grade in which they are schooled. They may enroll in a grade lower than the one they should be attending according to their age.
 - *Students with high intellectual capacities.* These may enroll earlier any of the educational stages or the duration of the stage may be shortened for them.
- *Reception classrooms for linguistic compensation* for immigrant students (see section 5.3.1).

- *Specific education compensation groups.* These are aimed at preventing school dropout and at adapting educational actions for students under 16 who, as a result of socio-educational disadvantages, are, at least, two years behind their expected curricular competence. The organisation and management of these groups is similar to the curricular diversification programmes that will be described below, but are intended for pupils in 1st or 2nd grade of ESO.
- *Compensatory Education Programmes.* These include measures such as educational actions in rural areas, attention to immigrant children and children from ethnic minorities, educational support at home or prevention of absenteeism (Table 5.5).
- *Curricular Diversification Programmes.* These are targeted to pupils in 3rd and 4th grade of lower secondary education (ESO), or those in 2nd grade who cannot progress to 3th grade and have already repeated one course during this stage. Their goal is to allow students to get a Certificate in Compulsory Secondary Education. In order for them to be admitted, students need to undergo psycho-pedagogical evaluation, the student and his/her family must give their consent and they must also receive a favourable report from the Education Inspectorate. Education authorities plan the curriculum for these programmes, which is divided into two specific areas. One of them incorporates scientific-technological elements, the second one has a sociolinguistic nature, and there are, at least, three subject areas established for the stage but not included in the abovementioned areas, which students preferably take in a mainstream class. The programme may also include a practical subject.
- *Initial Vocational Qualification Programmes (PCPI)* are aimed at facilitating the integration in society, education and the labour market of young people over 16 who do not hold a Certificate in Compulsory Secondary Education. In exceptional circumstances, this age can be lowered to 15 for those pupils who, after having completed 2nd grade of lower secondary education are not ready to progress to 3rd grade, and have already repeated a year at this stage. In this case, access to the programme is subject to academic and psycho-pedagogical assessment, the consent of the education authority and the pupil's commitment to take the training modules (*módulos formativos*) leading to the Certificate in Compulsory Secondary Education.

Initial vocational qualification programmes include three types of modules: specific modules, which allow the student to receive training in a specific professional area; general modules to develop basic competences and to ease transition from the education system to the labour market; and modules leading to the Certificate in Compulsory Secondary Education, which are optional, except for the 15-year-old pupils mentioned earlier. Initial vocational qualification programmes must include among their provision a specific programme for students with special educational needs (Figure 5.5).

Besides all the attention to diversity measures described above, there are also some specific ones provided by the education authorities of some Regional Governments ([L5.16] to [L5.35]) (Table 5.6)

5.2. Measures for young school leavers without a certificate

There are various measures which allow people who had left their studies without a certificate to re-enter the system in order to receive training and obtain qualifications.

5.2.1. Adult education

The Act on Education (LOE), within the framework of continuing learning, recognises the need to offer citizens the possibility to receive training all along their lives, either inside or outside the education system, in order to complete and widen their capacities, knowledge, abilities, aptitudes and competences and to continue their professional and personal development.

Educational provision for adults includes various training initiatives, either formal or non-formal, with connections between both educational paths:

- **Formal education** provision comprises: basic education (initial and lower secondary education), post-compulsory education (*Bachillerato* and vocational training), specific examinations leading to academic certificates, as well as those allowing access to other levels of the education system (Figure 5.6). It also includes formal provision to learn Spanish for immigrants and the other co-official languages in the state, and some other specific vocational programmes, such as training to obtain a professional certificate, programmes for guidance and insertion in the labour market and technical-vocational training in workshops.
- **Non-formal education** includes activities or programmes organised outside the formal education system, but with clear educational goals. Public provision may be planned by education or labour authorities, being the latter responsible for training for employment initiatives (see section 6.2)

As a general rule, adult education is addressed to people over 18. In exceptional cases, people over 16 whose working contracts do not allow them to attend ordinary schools, or high-performance athletes, may apply for this provision. Furthermore, prison inmates are also guaranteed the right to access to these programmes.

The number of students enrolled in adult education has increased in the past few years, both in formal and in non-formal provision (Figure 5.7).

In 1992, the Ministry of Education created an institution of national scope, the Centre for Innovation and Development of Distance Education (*CIDEAD*) [L5.36], in order to coordinate and organize distance education processes, as well as to facilitate access to adult education to students still within schooling age who, for various reasons, cannot attend ordinary in-class provision. This institution offers primary and lower secondary education for pupils under 16, distance secondary education for adults (*ESPAD*) and upper secondary education for adults. It also participates in vocational training, official second language learning and distance teacher training programmes.

The Regional Governments guarantee specific provision for adult education adapted to their needs. They allow for the possibility of enrolling in basic distance education, and in evening classes for upper secondary education (*Bachillerato*) and vocational training for adults (either as in-class or distance provision).

As far as university education is concerned, the National University of Distance Education (*UNED*) is in charge of distance provision. It is a public institution of national scope, with a headquarters and 61 associated centres throughout the Spanish territory. Students living abroad may also access UNED provision through its network of centres abroad. This university also offers courses

for people over 25 to enter university. Besides the UNED, other private universities offer distance education as well (see section 2.3).

5.2.2. Entrance examinations to different educational levels

Education authorities organise periodical entrance examinations, at least once a year, to intermediate and advanced vocational training or to university for those people who do not fulfill the academic requirements to apply for these programmes.

In order to be admitted in **intermediate vocational training** by means of this procedure, applicants must be at least 17 years old. In the case of **advanced vocational training** the minimum age is 19 (within the year in which the examination takes place), or 18 if the candidate holds a previous certificate of *Técnico* (intermediate vocational training) related to the programme they are applying for [L5.01]. Education authorities also offer preparatory courses for these examinations.

Entrance examinations are divided into two papers: a common and a specific one [L5.04]. Education authorities may authorize exemption from one of the two papers, whenever applicable, to those candidates who have successfully completed an initial vocational qualification programme (*PCPI*) or an intermediate vocational training cycle, to those who hold a professional certificate related to the vocational training programme they are applying for and to those who have accredited professional qualifications or work experience equivalent to, at least, one full-time year in the professional field related to the programme they want to register in.

Regarding **university entrance examinations**, there are three different models, established on the basis of age and work experience: entrance examination for people over 25, access by means of accredited professional or work experience, and access for people over 45 [L5.37] [L5.38]. Universities must set aside no less than 2% of their places for students who pass the entrance examination for people over 25, and between 1% and 3% for those who are 45 or people with certified professional or work experience.

5.2.3. Examinations leading to a Certificate in Compulsory Secondary Education or a diploma in upper secondary education (*Bachiller*), intermediate vocational training (*Técnico*) and advanced vocational training (*Técnico Superior*)

The age required to sit the examinations leading to a **Certificate in Compulsory Secondary Education** is 18. Exams leading to a diploma in upper secondary education, (*Bachiller*), are organized according to the different branches of *Bachillerato* programmes, and candidates must be over 20 years old [L5.03]. In order to pass both examinations, candidates must have attained the general objectives established for these education levels.

There are also specific examinations leading to a certificate in some **vocational training programmes**. In order to sit the examination, candidates must hold a Certificate in Compulsory Secondary Education and be 18 for intermediate vocational training (*Técnico*) and 20 for advanced vocational training (*Técnico Superior*), or 19 if they already hold a previous certificate of *Técnico*.

5.3. Specific measures for immigrants and ethnic minorities

The presence of immigrant pupils at non-university levels has experienced a considerable growth since 2001/2002. In addition, adult immigrants represent a growing group within the education system as well.

The Ministry of Education establishes the educational measures addressed to immigrant and ethnic minority students only for the territorial areas under its direct responsibility (the Autonomous Cities of Ceuta and Melilla), in the rest of the territory, these measures fall under the competence of the regional education authorities [L5.01]. However, in compliance with the Act on Education, the Ministry issues a series of national guidelines, and provides funding and resources to support these actions, such as, for example, the collaboration agreements with Portugal and Morocco [L5.39] [L5.40] (see section 5.3.2).

Other public authorities also allocate funding to provide educational support to immigrant students. The Ministry of Labour and Immigration sets aside a budgetary credit called “Funds to support the reception and integration of immigrants, as well as educational reinforcement programmes”, which reached 200 million Euros in 2009. The budgetary funds earmarked for Educational Support in 2009 were 88,627,105 Euros, distributed among the different Regional Governments and the Autonomous Cities of Ceuta and Melilla according to the following criteria:

- Total number of immigrant students from non-EU countries schooled in region. School year 2008/2009. Weighting: 60%.
- Total number of immigrant students from non-EU, non-Spanish speaking countries in each region. School year 2008/2009. Weighting: 40%

The Regional Governments are currently offering several educational measures in order to cater for the growing multiculturalism of schools. These measures are included in their respective plans for immigration and attention to diversity. Even though these initiatives are diverse in nature and are devised under different legal and organisational frameworks, we may find similarities among them. The following are the most widespread amongst these measures:

5.3.1. National and regional measures ([L5.41] to [L5.49]) ([B5.03] to [B5.26])

- **Reception programmes.** Addressed to both immigrants and students that incorporate into the system late. They are organized either by education authorities or by schools themselves, and devised according to the specific needs of the pupils. The programmes are usually implemented before and start to be developed as soon as the student starts attending school by means of training activities and actions to facilitate the relationship between the school and the families.
- **Language learning programmes.** Each Regional Government has opened the so-called Language Attention Classrooms, although sometimes they receive a different name. They are aimed at providing pupils with the necessary linguistic competence to attend regular classes. Attendance to these classes is not full-time, on the contrary, they are conceived as an immediate intervention measure which accelerates their process of acquiring linguistic competence, and the number of students in each class, as well as the hours they have to attend, is flexible. At the same time, there are other activities to compensate for the specific educational needs of these pupils in certain subjects or curricular areas, mainly the instrumental ones.

Even though there are no national statistics on the number of students attending these classrooms, some Regional Governments have data available in this regard. During the school

year 2009/2010, 2,928 students received attention in Madrid, 50.20% of them in public schools. In the same academic year, the number of students who attended these language classrooms in Andalusia was 6,819.

- **Specific educational provision.** These are specific programmes designed to provide curricular support to immigrant students. The most important ones are:
 - Flexible schooling measures for immigrant pupils (Aragon, Asturias, Galicia, Madrid, Murcia, Navarre, Ceuta and Melilla)
 - Reinforcement groups to help students achieve the level of curricular competence required to gain access to the ordinary curriculum and mainstream classes (Aragon, Asturias, the Balearic Islands, Castile-La Mancha, Castile-Leon, Catalonia, Galicia, Extremadura, Murcia, Navarre, Ceuta and Melilla)
 - Replacing of optional subjects within lower secondary education with the relevant reinforcement programme (Aragon, Asturias and Valencia).
- **Teachers.** These are measures to support the work of teachers, either by adding new professional profiles or by providing specific training and/or additional resources related to multiculturalism and teaching immigrant students. Many Regional Governments provide schools which have a high percentage of immigrant students with additional human resources (Andalusia, the Balearic Islands and Galicia). Others include new professional figures, such as: a reception tutor who normally has additional training in intercultural issues (Aragon, Asturias and Catalonia); an intercultural coordinator (Cantabria, Catalonia and the Basque Country); a Portuguese or Arabic language teacher (Extremadura); or immigrant assistant teachers and mediators (Madrid). Another option is to offer training and specific counselling to all the professionals who work with these students: their regular teachers, the instructors in the Language Attention Classrooms (Andalusia, Aragon, the Balearic Islands, the Canary Islands, Castile-Leon, Catalonia, Murcia, Navarre, the Basque Country and Valencia), the reception tutors (Aragon and Asturias) or the intercultural coordinators. In Cantabria we also find the so called **Intercultural Promotion Classrooms**, which offer support and counselling to these professionals.

5.3.2. Programmes to teach the language and culture of origin, established by means of cooperation agreements.

These programmes are implemented and managed through cooperation agreements between the Spanish Ministry of Education and the countries of origin of immigrant students and/or public or private non-profit organisations. Among them we must mention the **Programme for Portuguese Language and Culture**, in collaboration with the Portuguese government, which started in the school year 1987/1988 [L5.39], and the **Programme for the Learning of Arabic and Moroccan Culture**, which resulted from a collaboration agreement signed with the Kingdom of Morocco, from the school year 1994/1995 onwards [L5.40]. In the past few years the number of schools which participate in this programme has increased from 143 in 2004/2005 to 217 in 2009/2010.

Education authorities have also implemented further measures, such as the organisation of out-of-school activities related to the culture and language of origin of immigrant students (Aragon, Catalonia, La Rioja and the Basque Country); the incorporation into the curriculum of cultural and linguistic elements of the country of origin by means of optional subjects (Basque Country), or the programme for Teaching the Language and Culture of Origin (*ELCO*) in Madrid, among others. Several of these actions contribute to giving all students, and not only immigrants, the opportunity to

participate in these programmes. Some education authorities also promote the elaboration of the necessary classroom materials to supplement these activities.

5.3.3. Measures developed by municipalities and schools.

- **Intercultural and/or school mediation.** It helps all the members of the educational community to understand each other better, contributing to improve school performance.
- **Translation and interpretation services.** They are aimed at facilitating the relationship between schools and families who are not familiar with the host language and culture.
- **Financial help for schools or projects.** Together with the individual financial assistance previously mentioned (see section 4.2.4), there are other specific types of help earmarked for adequate schooling of immigrant population (see section 2.2)
- **School organization.** Among these measures, we must highlight: a balanced distribution of immigrant children among schools; flexibility in their age of schooling; the presence of reception tutors; enough places at school; specific school places and support; early schooling plans; promotion of normalised incorporation into the system and measures to guarantee access to education.

As we have mentioned above, not all these measures have been implemented by all Regional Governments (see Table 5.7)

6. COUNSELLING AND GUIDANCE FOR EMPLOYMENT

6.1. Vocational guidance in public administrations

Vocational counseling and guidance is promoted by education authorities within the education system, whereas actions carried out in the area of employment fall under the responsibility of labour authorities. Both administrations plan a series of actions directly linked to access, reinsertion, development and adjustment of workers into the labour market.

The Spanish government started to reorganise vocational guidance in 2002. The first steps towards a new planning were taken with the Act on Qualifications and Vocational Training (5/2002) [L6.01] and the Act on Employment 56/2003 [L6.02]. The first act states the need to provide guidance for employment and reinsertion into the labour market and establishes the principles for counselling and guidance actions. The second one focuses on the importance of information and guidance as the basis for a modern conception of active policies for employment (see section 6.3)

However, the specific regulations for vocational training for employment are only found in Royal Decree 395/2007 [L6.03], which provides the legal framework for the creation of an **Integrated Vocational Information and Guidance System**, with the participation of public employment services, social agents, integrated vocational training schools and national reference centres. All the agents involved in vocational guidance provision consider that the organisation of this integrated system is a priority goal for vocational training and employment policies.

The Integrated Vocational Information and Guidance System is included in the Territorial Cooperation Programmes 2010-2011, issued by the Ministry of Education. This system is aimed at coordinating the different agents, both from education and labour authorities, in charge of devising actions to guide citizens in their election of training or employment pathways, and to provide them with counseling regarding their possibilities of training, employment and recognition and accreditation of competences (see related measure in Section II of this report).

The most relevant actions of the programme are the following:

- Creation of a platform for guidance and information regarding procedures of accreditation and recognition of professional competences acquired through work experience.
- Creation of the website for vocational information and guidance “*Todofp*”.
- Creation of a Guidance Technical Group
- Design of tools and resources for vocational guidance
- Continuing training for counsellors
- Elaboration of a national map of vocational guidance resources.

Along the same lines, the **National System of Qualifications and Vocational Training** [L6.01] embraces all the different initiatives in the area of training for employment, in a comprehensive, integrated way. It includes vocational training within the education system, as well as other actions for the insertion or reinsertion of workers into the labour market and for in-service training. Its main tool is the **National Catalogue of Professional Qualifications** [L6.04], which identifies the most important qualifications in the Spanish production system and describes them according to the competences required for the exercise of each profession, so as to organise them into different levels and professional families¹⁹. This is the reason why the catalogue is the cornerstone of the whole

¹⁹ The National Qualification Institute defines, elaborates and updates the National Catalogue of Professional Qualifications, and designs the required supporting tools to evaluate and certify acquired professional competences. Furthermore, it provides training and guidance related to current training opportunities and to the situation of the labour market, thanks to the collaboration of training and technical experts in all the

vocational training system, and, therefore, the new certificates and diplomas in vocational training have been adapted to this new framework [L6.05].

The National System of Qualifications and Vocational Training also allows for the evaluation, recognition and official accreditation of professional qualifications, regardless of the way in which they have been acquired, including through work experience or by means of non-formal training [L6.01].

Evaluation and accreditation of competences is carried out according to the framework provided by the National Catalogue of Professional Qualifications. It is done following criteria which guarantee the objectivity, reliability and technical accuracy of the assessment [L6.06]. The information and guidance required to apply for accreditation of professional competences by means of work experience is provided in the online platform ACREDITA (<http://todofp.es/todofp>). This website also offers specific information about official calls for nation-wide accreditation, regardless of the administration level involved. In ACREDITA citizens may find a tool for self-evaluation, which allows them to identify the competences they can validate, as well as the training options associated to these competences. In addition, there are other management tools for counselors, evaluators and candidates.

6.2. Vocational and academic guidance in the education system

The Act on Education, LOE [L6.07] considers guidance as one of the principles of the education system, especially in compulsory and post-compulsory secondary education, due to the structure of the system itself and to the problems associated to school dropout.

The design and implementation of actions to facilitate guidance within the different educational structures is divided into three **intervention levels** [B6.01]:

- In the *classrooms*, where the school plans for tutorial action are implemented. In lower secondary education (ESO), the law specifically states the need to “pay special attention to educational and vocational guidance of students” [L6.01] and to “provide information, guidance and counseling to students regarding their learning progress and their academic and professional prospects”.
- *Direct intervention at schools*, which comprises different guidance structures. In pre-primary and primary education, guidance services are external to the school, whereas in secondary education they are usually integrated into the school structure (guidance departments).
- The third level refers to *indirect intervention at schools*, carried out by external structures which provide support.

The **professionals in charge of guidance** at schools are the following [B6.01]: class and form teachers, who are responsible for the tutorial functions associated to their teaching tasks and carry out their guidance functions at classroom level; psychologists and specialists in psycho-pedagogy, who are in charge of coordinating educational guidance at schools or in the relevant sector; and social workers and specialised teachers in charge of implementing the attention to diversity measures previously described in this report (see section 5).

professional areas. This task is characterized, among other things, by the cooperation between the educational and labour areas; by the coordination among professionals from local, regional, national and European administrations; and by joint cooperation between the observatories in each regional government.

6.2.1. Guidance elements in the education system

Guidance elements within the education system are specifically designed to provide orientation to students in the choices they have to make when transferring from compulsory to post-compulsory education and to the labour market. Strictly speaking, these are not educational interventions, but constituent features of the education system. These elements have a counseling character which guides students through decision-making processes, and are designed to complete the rest of the educational actions at these stages (see section 6.2.2).

The first guidance component in the education system is found in lower secondary education. The traditional subjects taught at this stage provide all students with basic vocational training, which includes the knowledge, abilities, attitudes and skills which are shared by a wide number of professional and technical profiles. Thus, the relationship between training and employment is promoted throughout this stage [B6.01].

We can consider as a second element in the system the optativity and optionality features inherent to secondary education (see section 5.1.1), which facilitate the transition to employment by means of training in basic competences, guidance in the election of subjects and academic paths, and training in decision making-processes and in self-reliance (Tables 5.1, 5.2 and 5.3). Furthermore, the stage of upper secondary education (*Bachillerato*) is aimed at providing students with the training, intellectual and human maturity and the knowledge and skills that will allow them to develop their social function and to incorporate into active life with responsibility and competence [L6.07].

The third element belongs to the vocational training system. Its goal is to provide training for employment opportunities, entrepreneurial skills, self-employment, work organisation and company relations, basic labour regulations, legislation related to equal opportunities and non-discrimination of people with disabilities, as well as for the rights and obligations arising from labour relations [L6.05].

Last but not least, the fourth guidance element is the so-called “Work Placement Module” (*FCT*), which is a constituent of all vocational training programmes. Work placement modules are specific training on the productive activity of the relevant professional profile. They are carried out in real working environments, where the student can observe and perform the tasks and functions inherent to the profession they have chosen, and become familiar with the organisation of the production process or services and the relevant labour relations. At this stage, students are under the supervision of two tutors, one from his/her school and another one at his/her workplace, who provide them with counselling and guidance [L6.05]. In advanced vocational training programmes there is also a professional project module, the aim of which is to integrate the different skills and knowledge areas of the curriculum. This project must take into consideration the different technological and organisational variables which constitute the core of the training programme, and incorporate the competences acquired in the work placement module. In order to do so, the project module is carried out during the last stage of the vocational training programme, and is evaluated once the student has completed the work placement module.

In addition to these elements, there are also other initiatives aimed at coordinating vocational training and labour market needs. Examples of them are: the joint elaboration of a catalogue of professional qualifications by the education authorities and experts in the labour world; the training of teachers in in-service training systems; the participation in training experts in production technologies within vocational training; or the organisation of in-service provision for workers [B6.01].

6.2.2. Educational intervention with students

Public secondary schools include among their organisational documents some related to academic and vocational guidance of pupils at all stages.

The **Academic and Vocational Guidance Plan** comprises [L6.08]:

- Actions to help students develop their decision making skills, and to enable them to recognise and appreciate their own abilities, motivations and interests in an objective way.
- Actions to provide all students with information related to the different academic and employment options at each educational stage, making special emphasis on the opportunities found in their most immediate surroundings.
- Actions to facilitate students' contact with job opportunities and access to employment.

A substantial part of these activities are carried out within the framework of the tutorial action plan, especially those related to class, individual or family counseling.

The **Tutorial Action Plan** contains the organisation of all the educational guidance actions carried out by form tutors in collaboration with the guidance department and the head of studies. This plan allows form tutors to offer counselling, orientation and guidance to individual students or to class groups. Its main objectives are to help pupils improve their academic performance, as well as their self-knowledge and self-esteem, and acquire the necessary skills in order to live in society and to learn how to reason and make informed decisions. In order to do so, the plan includes, among others, the following measures [L6.08]:

- Actions which, in line with the planning of tasks made by the class council, would serve as a guide for the activities to be carried out in each weekly tutorial session.
- Actions to give individual attention to pupils, especially to those who are in greater need of it.
- Actions which allow tutors to keep a constant communication with the pupils' parents, both to exchange information regarding the student's learning process and to provide guidance and ask for their cooperation in the educational process of their children.

Together with these organisational documents for guidance at schools, one of the most relevant counselling actions carried out at the stage of lower secondary education is the so-called **Guidance Recommendation**, which is given to all students at the end of their compulsory schooling, together with an official statement of the marks obtained each year [L6.08]. This recommendation is also given to students who finish an initial vocational training programme (*PCPI*).

The guidance recommendation is a joint proposal made by the class council, which, once the students own expectations have been considered, provides some advice –by way of guidance and never prescriptive- on their future academic and professional options, according to their capacities, interests and possibilities.

6.3. Lifelong guidance provided by labour authorities

Institutional public employment policies have already incorporated European regulations [L6.02] and have been gradually decentralised as Regional Governments assumed competences over employment issues.

The European guidelines regarding lifelong guidance highlight the importance of providing continuing academic and vocational counseling in order to contribute to an effective social and

economic development, to promote social cohesion, personal and professional fulfillment, adaptability and employability [L6.09] [L6.10]. Among the persons who may receive greater benefits from this type of guidance we find those who need to gain access to employment and young people who resume their training after having left school at an early age.

In the case of Spain, this new conception of guidance is envisaged in the **National Employment System**, in charge of promoting and developing employment policies which include the principle of lifelong guidance [L6.01] [L6.02] [L6.03]. Among the various goals of lifelong guidance we must mention the following: “to provide jobseekers with the necessary information to find a better position or to improve their employment possibilities” [L6.02]; “to provide information and guidance regarding employment and training which may facilitate their lifelong insertion or re-insertion into the labour market” [B6.02]; and “to inform about the possibilities to acquire, evaluate and receive lifelong accreditation of professional competences and qualifications, as well as of their progress throughout life” [L6.01]. The National Employment System is integrated into the National Public Employment Service (*SPPE*) and the Regional Public Employment Services, whose main competences, among others, are [L6.02]:

- To collaborate with the Regional Governments in drawing up the national action plan for employment.
- To carry out research and studies, and to analyse the situation of the job market and the different tools to improve it, in coordination with the Regional Governments.
- To manage integrated employment services, consisting of personalised and systematic actions aimed at guiding the jobseeker throughout the whole process of finding a position. These actions are performed by different agents [B6.02], such as: bodies under the authority of the central government administration; bodies subordinated to regional authorities, either labour or educational; or other bodies dependent on county or local governments. Furthermore, public or private non-profit institutions may sign an agreement with the National Public Employment Service, in order to receive financial help to organise vocational training actions.

The **Annual Working Programme** contains a series of coordinated and integrated measures which constitute the framework for objectives and activities to be carried out by the Public Employment Services. In 2009 the guidelines for action included vocational guidance and training initiatives, as well as the accreditation and certification of vocational training for employment [B6.03].

Within the plan to *improve services offered to citizens and employers*, we must mention that the number of training companies has increased up to 46% in comparison with 2008. About 300,000 firms have organised training actions for their employees, and received subsidies from training. There is also a 20% increase in the number of participants in training actions planned by employers (demand training), which has reached a total of 2,400,000 participants.

In addition, the number of unemployed persons engaged in supply training actions organised by different social agents in collaboration with the Tripartite Foundation (public administrations, employers' organisation and the most representative trade unions) is twice as high. From the 600,000 participants in public training provision in 2009, 12.7% were unemployed.

The term **Active Employment Policies** refers to a series of programmes and guidance, employment and training actions designed to improve the possibilities of jobseekers to gain access to employment, either in a company or through self-employment. Their goal is also to adapt workers'

training and qualifications to employment opportunities, as well as to promote entrepreneurial spirit and social economy. Among the programmes promoted under these policies, the following are worth mentioning:

ACTIVE EMPLOYMENT POLICIES. INDICATORS 2009

A. Incentives to hire jobseekers with greater difficulties of access to employment, by means of deductions in the employers' social security contributions

Goals	Addressed to	Results 2009
To promote employment of jobseekers who are in greater difficulty of access to the labour market, giving priority to long-term contracts	Young persons	53,882
	People with disabilities	49,863
	Women	81,904
	People over 45	48,205
	Long-term unemployed people	7,153
	Unemployed people with family obligations	15,464
	Workers from sectors affected by crisis	274
	Unemployed persons receiving a subsidy	8,943
	Self-employed people	466
	Others	1,290

The age group of young people under 30 was the third group with the highest hiring rate (14.08% of the total hiring which received incentives), all of them with long-term contracts, while persons with disabilities reach 12.6% of the total number of hired workers.

B. Employment programmes: Regional Governments are responsible for the implementing these programmes. However, the National Public Employment Service still manages these initiatives in the Basque Country, Ceuta and Melilla.

Type of programme	Modality	Goals	Addressed to	Results 2009(1)
B.1. Programmes to promote entrepreneurship and economic activity by means of self-employment, co-operatives and worker-owned companies		To promote entrepreneurship	Young unemployed persons under 30. Unemployed women. Unemployed people with disabilities and unemployed women with disabilities.	N° of incentives: 2,766 N° of beneficiaries: 2,532
B.2. Programmes to facilitate labour insertion, combining work and training	Workshop schools	To improve employability of jobseekers by combining work and training in order to carry out projects of general and social interest	Young people under 25	N° of projects: 727 N° of participants: 18,290
	Crafts training centres			N° of projects: 110 N° of participants: 1,887
	Employment workshops		Young people over 25	N° of projects: 2,076 N° of participants: 37,496
	People with disabilities and self-employment	To promote entrepreneurship in persons with disabilities	Women, young persons, long-term unemployed people over 45, immigrants, disabled people and other people at risk of social exclusion	N° of self-employed: 394
B.4. Programmes to open new training paths	Vocational guidance for employment and self-employment	To create individualised paths for employment in collaboration with entities and institutions		N° of cooperating institutions: 944 N° of participants: 635,494
	Integrated paths for employment	To facilitate jobseekers access to employment by means of guidance, training, work placement and geographical mobility.	People with disabilities, immigrants, women with difficulties for employment and	N° of participants: 6,579

			workers at risk of social exclusion	
B.5. Extraordinary Plan for Guidance, Vocational Training and Vocational Training and Employment		To strengthen the role of vocational guidance as the cornerstone of public employment services, by integrating guidance and placement in employment offices; by bringing together employment offices, employers and other job providers, and by developing individual paths for quality employment	Employers, institutions, unemployed people	N° of unemployed people who received attention: more than 40,000 N° of jobs offered: more than 12,000 Rise in vocational guidance in comparison with 2008: more than 800,000 visits

(1) Estimated figures

C. Vocational Training for Employment Programmes: allow generating new professional competences and optimizing key competences and horizontal capacities of workers, in line with the changes demanded by the productive system

Type of training	Goals	Addressed to	Results 2009(1)
Supply training	Training to achieve qualified performance at work and to gain access to employment	Employed and unemployed workers	N° of employed workers: 2,000,000 N° of unemployed workers: 300,000
Demand training	Training actions organised by employers and individual training leaves of absence, in order to meet the training needs of workers and employers	Employers and workers	N° of participants: 2,421,755
Alternating training	Training actions within training contracts	Unemployed workers	N° of participants: 23,321
	Public employment-training programmes which allow the workers to continue their training while being simultaneously employed		N° of participants: 58,453
Links between the subsystem of Vocational Training for Employment and the National System of Professional Qualifications	Professional certificates: an instrument to receive official accreditation of professional qualifications	Employers, workers and society in general	In 2009, 54 professional certificates have been enacted
	The National Network of Reference Vocational Training Centres: aimed at bringing vocational training provision up to date, according to the workers' training needs and the demands of the labour market		N° of centres: 53 institutions distributed nation-wide

(1) Estimated figures

7. INSTITUTIONAL ASSESSMENT OF THE ACHIEVEMENT OF EQUITY IN THE SPANISH EDUCATION SYSTEM

Assessment is considered a key element for the improvement of quality in education, since it constitutes an extremely valuable tool to monitor and evaluate the general operation and the results of the education system. Assessment pervades every area of the system. It is applied to learning processes, to students' results, to teaching activities, to educational processes, to headship, to general school organization, to the inspectorate and to the educational authorities themselves [L7.01].

The current territorial decentralisation (see section 2) and the wide variety of programmes and attention to diversity measures (see sections 4 and 5) make it quite difficult for equity measures and policies to be assessed. For this reason, we can find no specific assessment tools for equity. Nonetheless, it is evaluated by means of regular assessment procedures established for the general evaluation of the system.

The responsibility over general assessment of the education system at non-university levels falls on the Ministry of Education, who carries this task through the Evaluation Institute, and on the relevant bodies of each Regional Government [L7.01]. On the other hand, the evaluation of university education has a rather complicated structure due to the concurrence of the principles of accountability and independence of university institutions. In this regard, it is important to point out that in 2002 the National Agency for Quality Assessment and Evaluation (ANECA) was created. It is a national institution whose aim is to contribute to the improvement of quality in higher education, by means of providing assessment, certification and accreditation of programmes, teachers and institutions [L7.02] [L7.03].

The assessment of non-university education is structured according to the three administration levels to which it is associated: the central government, the regional governments and the schools themselves.

At national level, the **Evaluation Institute (IE)**, in coordination with the regional governments, is in charge of different actions, among which we find the elaboration of a National System of Education Indicators.

The National System of Education Indicators was created with the intention of portraying the situation the education system and providing basic information on the evolution of European and Spanish benchmarks. Out of the 38 system indicators, divided into five areas (educational context, resources, schooling, educational processes and results), 13 were given priority status in 2007 (Table 7.1). Among these priority indicators we must highlight those referring to educational results, since they are valuable tools to gather data related to school success or failure. The following are the criteria used to calculate achievement indicators [B7.01]:

- Key competences at 15: average level reached in Reading (Figure 3.4), Mathematics (Figure 3.6) and Science (Figure 3.8) by 15 year-olds in PISA study, and percentage of students who score in each of the levels, defined in a 500 point average scale, with a typical deviation of 100 points, separated by fixed cut-off points (Figures 3.5, 3.7 and 3.9)
- Adequate student age: percentage of students in compulsory education who are enrolled in the appropriate course according to their age (Figure 7.1) and percentage of students repeating a course (Figures 5.1 and 5.2).

- Early school leavers: percentage of young people aged 18 to 24 who do not attend school and whose maximum level of studies is compulsory secondary education (ESO) or lower (ISCED 0,1 and 2) (Figure 7.2).
- Graduation rate: percentage of graduates in lower secondary education (ESO) in relation with the total population within the “theoretical” finishing age in this stage (Figure 7.3).

In 2010 the government updated the structure of the National System of Indicators, justified by the permanent need for revision in order to fulfill the established goals in education. Thus, the previous system was reduced to 16 indicators, divided into sub-indicators which broaden and complete the information obtained. Among these innovations, an important one has been the change in the names given to the general sections of the previous system of indicators, which are now divided into three main areas: schooling and school environment, financing and results. The abovementioned indicators are distributed into these general areas. These indicators are related to the 2010 Objectives and Benchmarks established by Spain and the European Union.

The **education authorities** (Regional Governments and the Ministry of Education in Ceuta and Melilla), besides collaborating with the Evaluation Institute in the general diagnostic assessment of the system, which has a sampling character, are in charge of evaluating the education system in their respective areas of competence. In order to do so, the regional evaluation institutes or divisions define their own plans for assessment and present the external evaluation processes are included in these plans. Each education authority has de legal obligation to carry out diagnostic assessment in each school of the basic competences achieved by all students at the end of the second cycle of primary education, and in 2nd grade of lower secondary education (ESO). These evaluations are formative in nature and have a guidance character for schools, families and for the educational community as a whole [L7.01].

Regarding diagnostic assessments, from 2005-2006 onwards, the social agents have mentioned in the subsequent annual reports issued by the National Education Board the great relevance of diagnostic assessment in the improvement of the education system. In the last one, referred to the school year 2008-2009, they stated that the results obtained from the first diagnostic assessment carried out in 4th grade of primary education in spring 2009 must turn into a privileged tool to pinpoint learning difficulties and to establish improvement measures. Therefore, the social agents urged education authorities to set up a series of mechanisms in order to analyse the results obtained, to design adequate action plans and to make sure that schools incorporate the commitments of parents, students and schools into their education projects.

The diagnostic evaluation of basic competences is supplemented by self-evaluation processes, which are compulsory for **schools**. The goal of this internal evaluations is to contribute to the revision of the decisions regarding educational issues, made by schools in their exercise of pedagogical autonomy, including those related to attention to diversity, and, if necessary, to put forward the necessary changes in order to achieve quality in education for all students.

In addition, the national territorial cooperation plans signed by the Ministry of Education and the Regional Governments are subject to evaluation as well (see section 4.1). Thus, the Ministry of Education and the Regional Governments carry out assessments and issue annual reports on these programmes, by means of specific commissions instituted to that end, or through other associated institutions, such as universities or experts in programme evaluation. As an example of this, we can mention the evaluation of *PROA* plans, which gathers information from all the agents participating in the programmes [B7.02] [W7.02].

Closely related to evaluation processes we must mention the Education Inspectorate, which acts as another agent for the improvement of quality in education. Education authorities are responsible for the inspection of the education system, in order to ensure compliance with the law, to guarantee the observance of rights and obligations of those involved in learning and teaching processes, and to promote the improvement of the education system, quality and equity in education.

The central government is responsible for the Higher Inspectorate, which has competence over university and non-university levels, guaranteeing national compliance with the law. Besides, regional education authorities are in charge of organising and regulating the inspection services of non-university education, within the scope of their competences. One of the functions assigned to the Education Inspectorate by all regional governments is the participation in the evaluation of the education system and all its constituent elements [L7.01]. As far as universities are concerned, provided they are self-governing institutions, they are allowed to develop their own internal mechanisms for control and supervision.

Finally, the Institute for Teacher Training and Educational Research and Innovation (*IFIIE*), dependent on the Ministry of Education, provides support to higher governing bodies by means of the elaboration of studies and analyses of the education system as a whole, or of current aspects and problems in education, among which we find equity. Together with other research lines, this institution also focuses on a series of issues which relate to equity in education, such as: attention to diversity, inclusive and intercultural education [B7.03], school dropout, general studies on the education system [B7.04] [B7.05], education and gender [B7.06] and basic competences.

8. FUTURE CHALLENGES FOR THE MINISTRY OF EDUCATION IN RELATION TO EQUITY

The Spanish education authorities have shown a strong commitment to promote policies oriented towards equity, inclusion and educational success for all students. As it was explicitly stated by the Ministry of Education in the Action Plan for 2010-2011, and as we have mentioned in several occasions in this report, there is a clear political determination in Spain to guarantee equity and excellence in all educational levels. In other words, the government is committed to improve quality and educational success, by consolidating one of the cornerstones of education, which is, undoubtedly, equity. For this reason, in the next few years, the intention is to continue working in order to achieve the following goals:

- To provide greater flexibility to educational provision, so as to promote lifelong learning and to make training and employment compatible. In order to do so, new ways of gaining access to the system are opened, by means of recognising competences acquired through work experience and non-formal education.
- To increase the number of students who finish compulsory education and engage in post-compulsory education, especially in intermediate vocational training.
- To diversify vocational training provision for young people and adults.
- To make sure that publicly-funded schools guarantee a quality education service without discrimination, that they are self-managing institutions and receive the necessary resources, and have professional management teams.
- To guarantee that no student leaves post-secondary education for economic reasons.
- To improve initial and continuing teacher training.
- To ensure inclusive education, recognition of diversity and interculturality, and to provide the necessary means and resources to guarantee effective inclusion of students with specific needs for educational support.

Furthermore, it is the intention of the government to modernise universities and enhance their international dimension, to promote second language learning, to increase the students' digital competence in order to use ICT in learning-teaching processes, to encourage the participation of families and the opening of schools to their immediate surroundings.

This diagnosis of the situation of the Spanish education system, in terms of the challenges that need to be faced in the future, has been thoroughly discussed by Spanish society in the past few years, and has been included and made operational in the 2010-2011 Action Plan (from the Ministry of Education) and in the Territorial Cooperation Programmes (from the Ministry of Education and the Education Departments of the Regional Governments). In order to provide stability to the actions and to guarantee their implementation and development, the Action Plan includes an economic report for the period 2010-2013.

To sum up, the following are the challenges to be faced by the Spanish education system in the near future:

- To develop national regulations for vocational guidance.
- To modify the structure of 4th grade in lower secondary education (ESO) in order to provide different educational paths: two of them oriented towards general academic studies in post-compulsory education (*Bachillerato*), and two other leading to vocational studies (intermediate vocational training), without any of them preventing students from making future choices in either

direction. There will be common subjects to both paths and specific areas for each of them. On successful completion of this grade, students will receive their certificate in compulsory secondary education, regardless of the option they have chosen. All schools will have to include provision for both optional branches.

- To develop specific regulations in order to provide assessment standards for schools to follow when they plan innovation projects related to school management and education autonomy.
- To elaborate detailed regulations for minimum requirements to be fulfilled by schools in order to receive authorisation by the Ministry of Education to carry out experimental projects, working plans, new ways or organising schedules or increasing school hours, whenever these measures have an effect on obtaining professional or academic qualifications (implementation of the Act on Education as regards Singular Educational Projects).
- To regulate the conditions and circumstances pertaining accreditation of basic competences of students who leave compulsory education without obtaining a certificate; to establish the procedure to certify these competences by means of an Initial Assessment of Learning, aimed at providing a certificate of basic competences. The validity of this certificate must be established as regards exemption from one of the papers in the free examinations leading to the certificate in compulsory secondary education.
- To complete the Catalogue for Professional Qualifications.
- To regulate the Integrated Vocational Information and Guidance System, both at national and regional levels.
- To create the Spanish Framework of Qualifications, in relation with the European Framework, including the framework for higher education
- To review the legislation pertaining basic aspects of educational agreements with publicly-funded private institutions.
- To provide flexibility to the regulations for school autonomy.
- To create an observatory for grants, financial assistance and academic achievement.
- To develop the necessary regulations to facilitate control over initial teacher training, respecting the principle of autonomy of universities.
- To regulate the procedure to recognize, certify and register continuing training for teachers at non-university levels, and to establish equivalences with other activities and qualifications.
- To update the regulations involving teachers' tutorial functions and those related to teachers' participation in the educational coordination bodies at schools.

The two laws passed recently, namely The Act on Sustainable Economy 2/2011, of 4th March, and Act 4/2012, which modify the Act on Qualifications and Vocational Training 5/2002, involve a clear advance towards flexibility in the education system, which is, undoubtedly, one of our greatest challenges for the future. The first law introduces important reforms in vocational training, aimed at adapting training offer to the professional competences required by the production system. Thus, vocational training provision and training for employment initiatives are widened, contributing to the inclusion of vocational training into the education system, and giving more opportunities to students to transfer between these programmes and other types of provision. Furthermore, cooperation between education authorities and economic agents is strengthened when designing and implementing training actions.

To be more precise, the following are some of the future challenges for the Spanish education system which still need to be regulated:

- The students who finish 3rd grade of lower secondary education (ESO) and cannot progress to the next level would be allowed to choose between repeating course, applying for a curricular diversification programme or for an initial vocational training programme (*PCPI*).
- The duration of *PCPI* programmes will be established for a maximum of 2 years, equivalent to two modules. The first one is compulsory while the second one is optional. The first module leads to an official certificate of the professional qualification obtained, and the second one to the certificate in compulsory secondary education. The students who complete the first module and, therefore, hold a Level 1 professional qualification certificate may apply for an intermediate vocational training programme.
- The age to apply for a *PCPI* programme will be lowered for students who have finished 3rd grade of ESO, or those who are 15 and have finished 2nd grade of ESO and cannot progress to 3rd grade. Application to this programme requires the consent of the students and their parents.
- There must be a new regulation of a reciprocal validation system of the subjects in upper secondary education (*Bachillerato*) and in intermediate vocational training.
- The access procedures to vocational training must be modified, including provision for preparatory courses.
- New contract modalities must be set up, so as to allow making training and employment compatible.
- Vocational training must be made more flexible, in order to facilitate the transfer from different levels within vocational training and to other educational stages (*Bachillerato* and university).
- Finally there is a need to facilitate access to, and partial certification of training carried out in vocational training programmes, allowing students to capitalize their learning activities and to keep an official record of them.

Unfortunately, it will be impossible to appreciate immediately the results of the different policies, measures and actions described in this report, and of the ones which are still to be regulated but will shortly be implemented by the Ministry of Education and the Regional Governments. Meanwhile, in order for those initiatives to attain the proposed goals, it will be necessary to continue strengthening the collaboration between the different education authorities, by means of agreements which will guarantee cooperation and coherence within the education system. In the last three decades, Spain has made great progress towards achieving equity in **access** to the education system. The new challenge will be to promote and guarantee the **permanence** of students in the education system, which requires a continuous reflection upon the new complex goals that the Spanish education system must set out for the XXI century.

In this regard, it is absolutely essential for education in Spain to place **basic competences** as the core element of the curriculum. This involves making changes in various aspects of educational practice. Thus, the acquisition of these competences requires establishing links among different subjects in order to integrate contents in a meaningful way, so as to allow pupils to interpret the world around them in a critical, constructive way. This essential knowledge will also enable students to continue learning all along their lives.

If we take into consideration the objective difficulties posed by implementing the learning of basic competences, due to their novelty and social dimension, to the need to coordinate the actions of education authorities and to make constant reference to the European context, we may conclude that one of the keys to succeed in this process will probably be to get all the agents implied in education to join efforts in the same direction.

Yet, this challenge must be faced simultaneously with another one: **to improve success by promoting an inclusive education, which will pay attention to and enhance the best qualities in each individual.** Therefore, taking into account that the Act on Education states that attention to diversity must be the regulating principle for all basic education, in order to provide suitable training to all students according to their characteristics and needs, the only way for students to receive an adequate education is by following the principle of inclusion, whereby everyone is guaranteed the opportunity to progress and equity is favoured, thus contributing to social cohesion. Indeed, attention to diversity is a need which pervades all educational stages and all students. In other words, it is necessary to conceive diversity in students as a principle and not as an extraordinary measure to cater for the needs of some of them.

In view of all this, the real challenge lies in the successful implementation of the principle of attention to diversity in education. In order to do so, we need the collaboration of all the Regional Governments, who must develop inclusive practices, establish mechanisms to provide schools with the necessary resources and transfer the responsibility of the success of students and their families to the education system itself. This must be done without forgetting the need for families to commit to their children's success as well, and to enhance the value of education as one of the most powerful engines for society to maintain and increase, as much as possible, the level of social welfare that we have already achieved.

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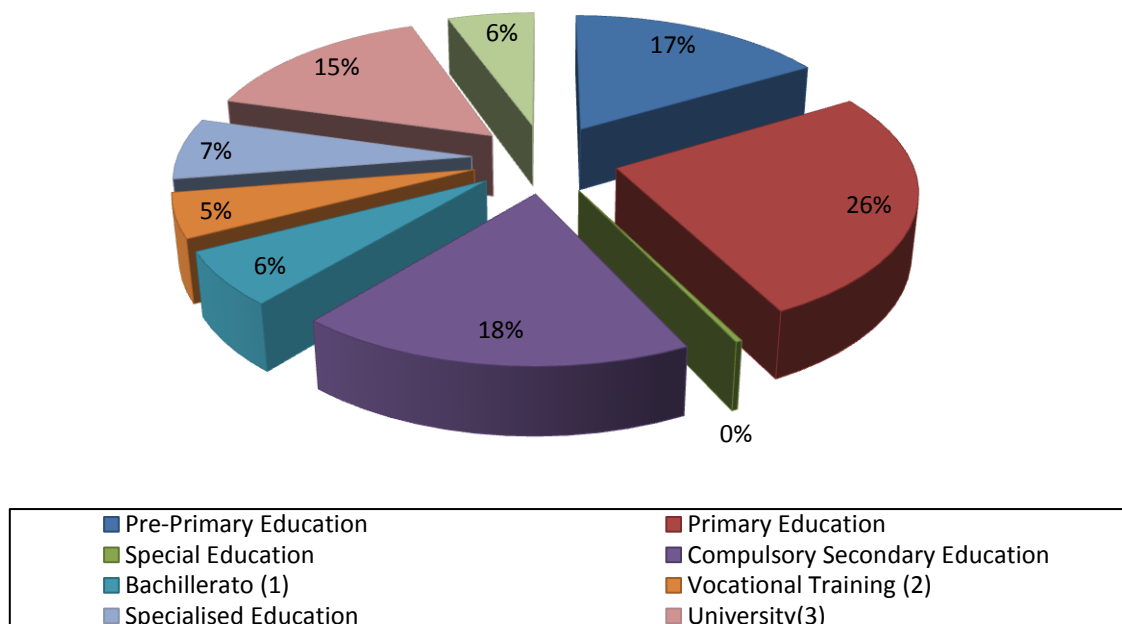
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(1) *Bachillerato* includes the distance modality.

(2) *FP* (VET) includes intermediate and advanced vocational training and social guarantee programmes.

(3) *Educación Universitaria* (university education) includes Bachelor, Master and Doctorate studies.

(4) *Educación para Adultos* (adult education) includes formal and non-formal education.

Source: Drawn up by the IFIIE on the basis of the *Estadísticas de las Enseñanzas no Universitarias* (Non-university Education Statistics, Ministry of Education).

TABLE 2.1. SCHOOLING NET RATES, BROKEN DOWN BY AGE, SEX AND TYPE OF EDUCATION. SCHOOL YEAR 2007/08 (1).

	TOTAL	Pre- primary Education	Bachillerato (2)	Advanced <i>Ciclo Formativo</i> (3)	Intermediate <i>Ciclo formativo</i> (4)
MEN					
Younger than 1 year old	5,70	5,70	-	-	-
1 year old	20,20	20,20	-	-	-
2 years old	35,20	35,2	-	-	-
3 years old	96,90	96,80	-	-	-
4 years old	97,70	97,50	-	-	-
15 years old	99,80	-	0,20	0,10	-
16 years old	86,20	-	39,30	10,00	-
17 years old	70,20	-	42,60	15,50	0,10
18 years old	37,10	-	17,40	15,40	3,00
19 years old	25,30	-	8,00	9,60	7,00
WOMEN					
Younger than 1 year old	5,40	5,40	-	-	-
1 year old	19,40	19,40	-	-	-
2 years old	34,90	34,90	-	-	-
3 years old	98,30	98,20	-	-	-
4 years old	99,70	99,60	-	-	-
15 years old	100,00	-	0,20	0,00	-
16 years old	90,90	-	52,80	5,30	-
17 years old	80,10	-	57,80	10,80	0,10
18 years old	37,70	-	20,10	12,20	4,20
19 years old	26,20	-	8,70	8,30	8,60
TOTAL					
Younger than 1 year old	5,60	5,60	-	-	-
1 year old	19,80	19,80	-	-	-
2 years old	35,00	35,00	-	-	-
3 years old	97,60	97,50	-	-	-
4 years old	98,70	98,50	-	-	-
15 years old	100,00	-	0,20	0,10	-
16 years old	88,50	-	45,80	7,70	-
17 years old	75,00	-	50,00	13,20	0,10
18 years old	37,40	-	18,70	13,80	3,60
19 years old	25,70	-	8,40	9,00	7,80

(1) To calculate the schooling rates, the following are considered: pupils enrolled in mainstream education, plastic arts and design training cycles and sports education under special regulations; also, the National Institute of Statistics' estimates of the current population (2001 census) are used.

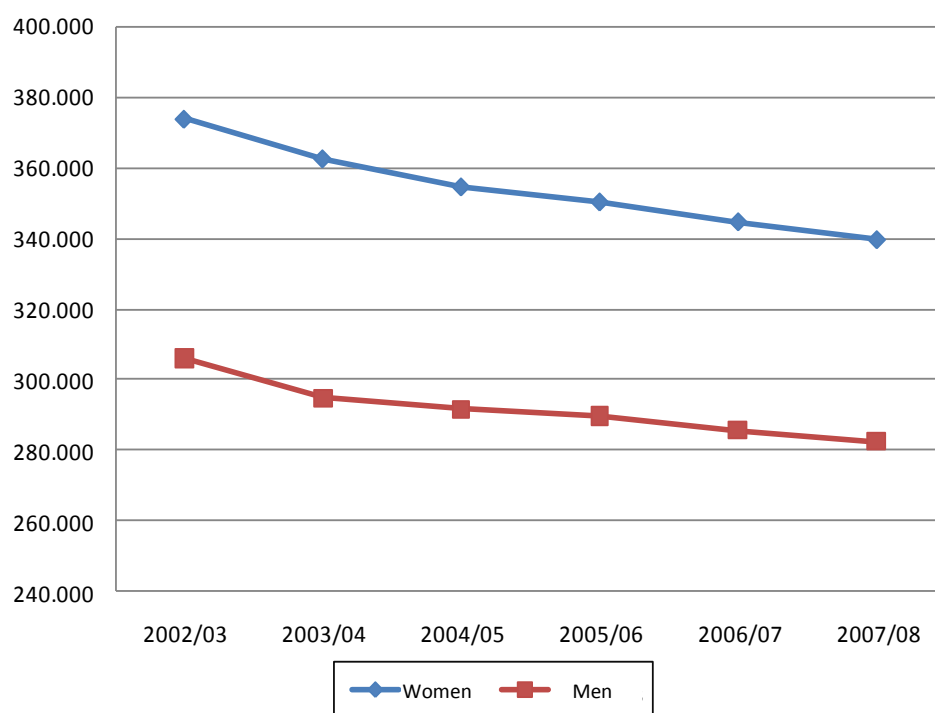
(2) It includes *Bachillerato* requiring attendance (ordinary and adults/evening modalities) and distance *Bachillerato*.

(3) It includes: intermediate VET cycles requiring assistance or in the distance modality, intermediate plastic arts and design training cycles, intermediate sports education and social guarantee programmes and *PCPIs*.

(4) It includes: VET cycles requiring assistance or in the distance modality, advanced plastic arts and design training cycles and advanced sports education.

Source: *Estadísticas de las Enseñanzas no Universitarias 2007/08* (Non-University Education Statistics, Ministry of Education).

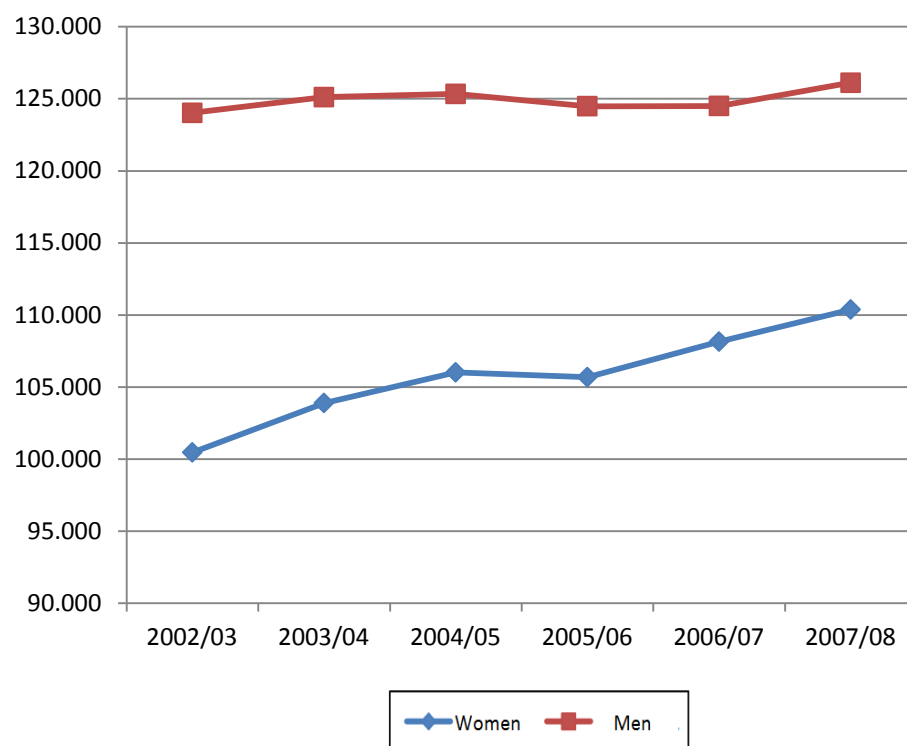
FIGURE 2.2. EVOLUTION OF THE NUMBER OF PUPILS ENROLLED IN *BACHILLERATO*, BROKEN DOWN BY SEX. SCHOOL YEARS 2002/03 TO 2007/08 (1).



(1) It includes distance *Bachillerato*.

Source: Drawn up by the IFIE on the basis of the *Estadísticas de las Enseñanzas no Universitarias* (Non-university Education Statistics, Ministry of Education).

FIGURE 2.3. EVOLUTION OF THE NUMBER OF PUPILS ENROLLED IN INTERMEDIATE VET, BROKEN DOWN BY SEX. SCHOOL YEARS 2002/03 TO 2007/08.



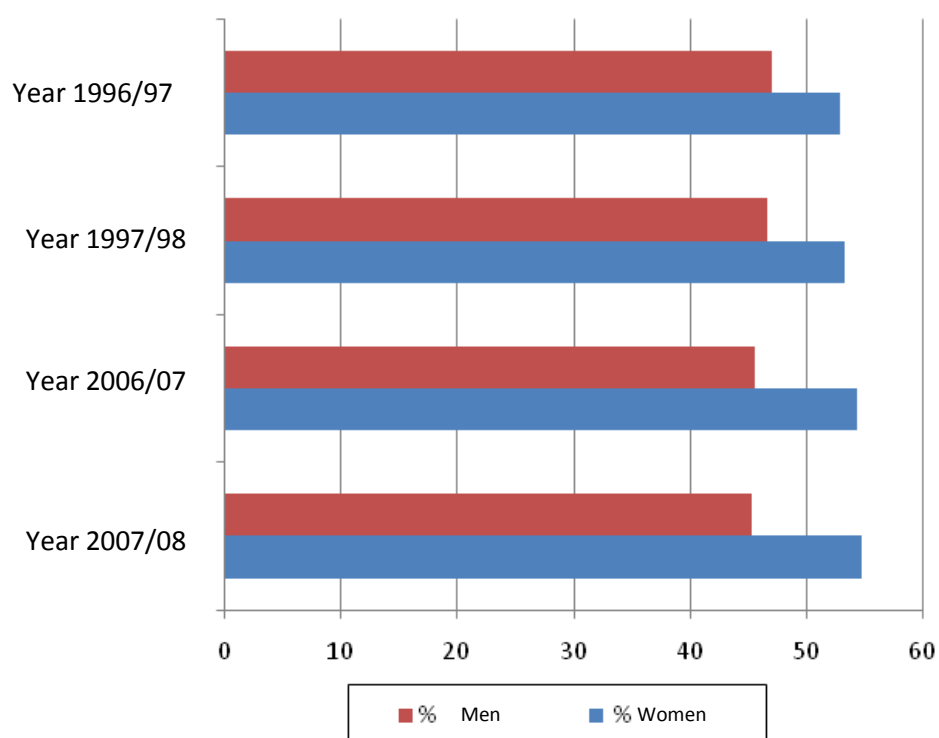
Source: Drawn up by the IFIE on the basis of the *Estadísticas de las Enseñanzas no Universitarias* (Non-university Education Statistics, Ministry of Education).

TABLE 2.2. NUMBER OF ENROLLED PUPILS BROKEN DOWN BY TYPE OF EDUCATION, SCHOOL OWNERSHIP AND SEX. SCHOOL YEAR 2007/08.

	All the schools		Public schools		Private schools	
	Total	Women	Total	Women	Total	Women
Total	7.941.215	3.986.219	5.514.018	2.781.204	2.427.197	1.205.015
Mainstream education	7.241.299	3.549.237	4.871.454	2.379.426	2.369.845	1.169.811
Pre-primary education	1.643.016	800.823	1.049.762	508.576	593.254	292.247
Primary Education	2.607.384	1.263.588	1.751.267	841.364	856.117	422.224
Special Education	29.427	11.141	16.062	6.102	13.365	5.039
Compulsory Secondary Education	1.829.874	890.959	1.210.357	587.864	619.517	303.095
<i>Bachilleratos</i>	622.133	339.564	459.124	255.803	163.009	83.761
Bachillerato	584.693	320.342	423.391	237.666	161.302	82.676
Distance Bachillerato	37.440	19.222	35.733	18.137	1.707	1.085
Vocational Training	509.465	243.162	384.882	179.717	124.583	63.445
* Vocational Training-Secondary Education	286.532	128.038	210.215	89.296	76.317	38.742
Intermediate Level Formative Cycles	236.489	110.378	175.016	77.205	61.473	33.173
Distance Intermediate Level Formative Cycles	3.070	2.423	2.957	2.323	113	100
Social guarantee programmes + PCPIs	46.973	15.237	32.242	9.768	14.731	5.469
* Vocational Training – High Education	222.933	115.124	174.667	90.421	48.266	24.703
Advanced <i>ciclos formativos</i>	215.052	109.557	167.039	84.876	48.013	24.681
Distance advanced <i>ciclos formativos</i>	7.881	5.567	7.628	5.545	253	22
Specialised education	699.916	436.982	642.564	401.778	57.352	35.204
Arts studies	326.153	189.109	270.527	154.009	55.626	35.100
Languages studies	370.473	247.538	370.473	247.538	0	0
Sport studies	3.290	335	1.564	231	1.726	104

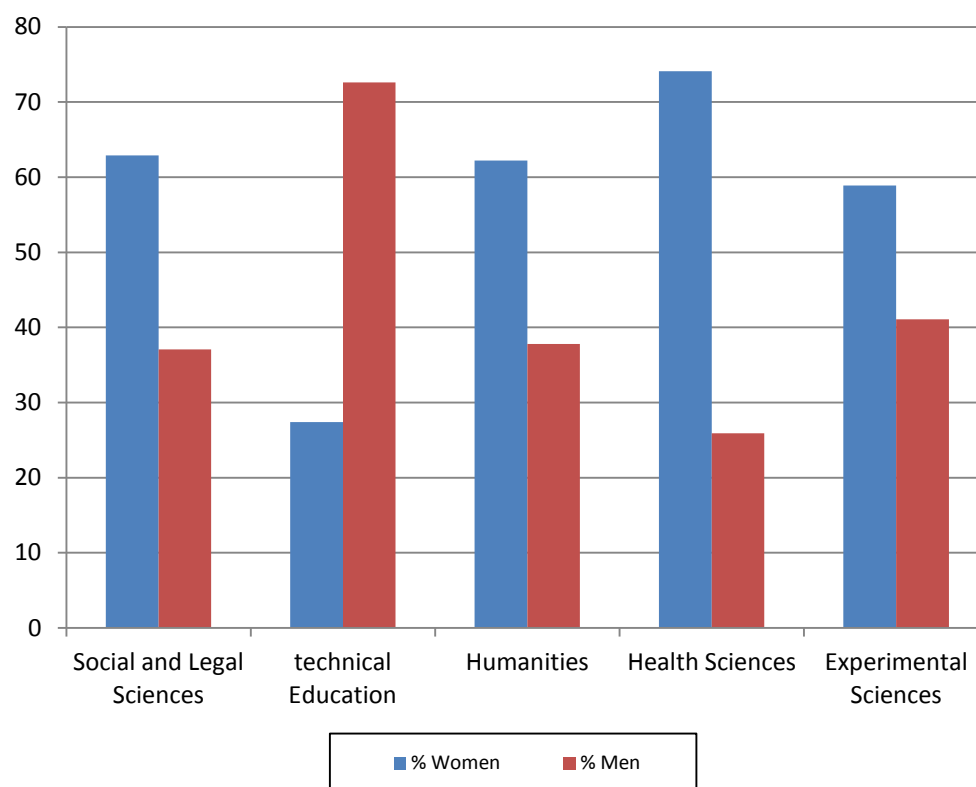
Source: Drawn up by the IFIIE on the basis of the *Estadísticas de las Enseñanzas no Universitarias* (Non-university Education Statistics, Ministry of Education).

FIGURE 2.4. EVOLUTION OF THE NUMBER OF UNIVERSITY STUDENTS ENROLLED IN THE FIRST AND SECOND CYCLES, BROKEN DOWN BY SEX.



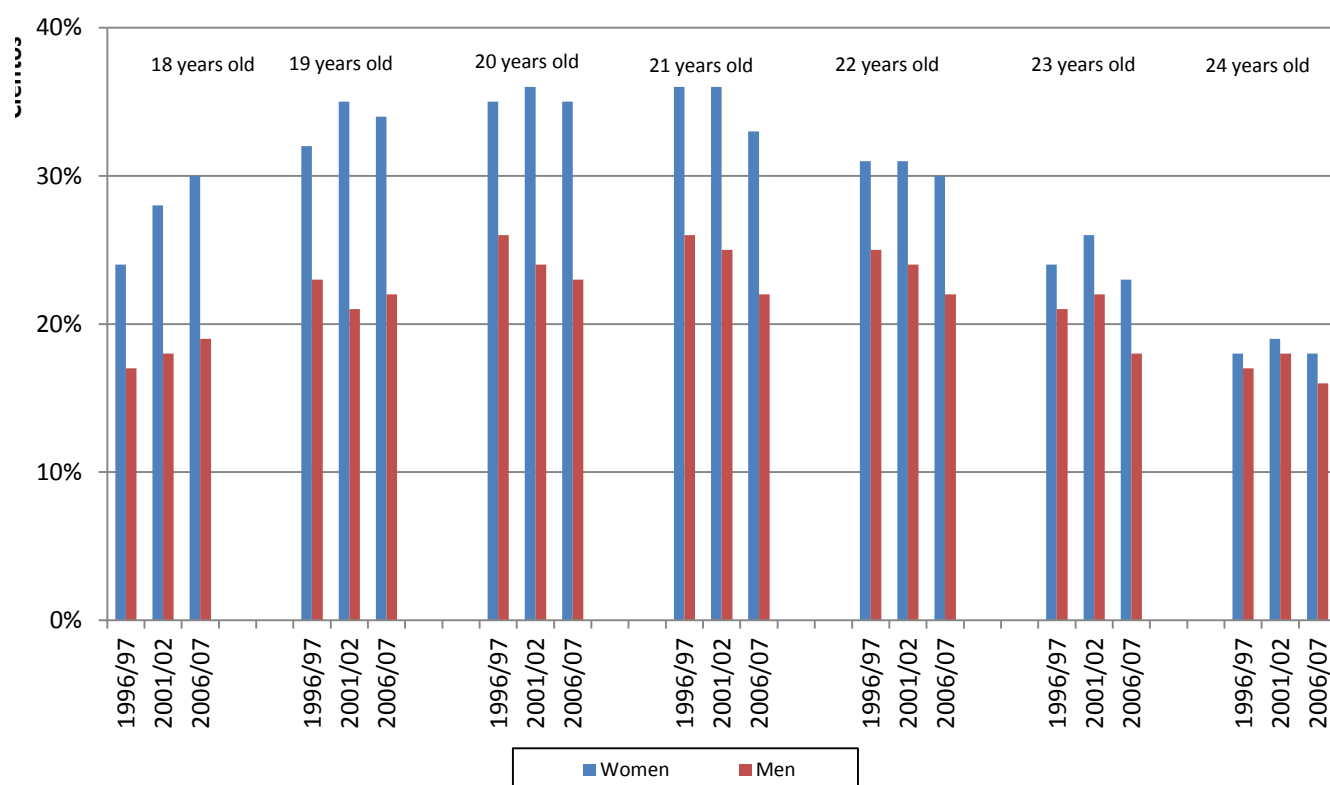
Source: Drawn up by the IFIIE on the basis of *Cifras del Sistema Universitario 2007/08* (Data of the University System) and *Datos Básicos del Sistema Universitario Español, Curso 2008/09* (Basic Data of the Spanish University System) (Ministerio Educación).

FIGURE 2.5. PUPILS ENROLLED IN UNIVERSITY STUDIES, BROKEN DOWN BY SEX AND FIELD. SCHOOL YEAR 2007/08.



Source: Drawn up by the IFIE on the basis of the *Estadísticas de las Enseñanzas Universitarias* (University Education Statistics, Ministry of Education).

FIGURE 2.6. EVOLUTION OF THE SCHOOLING RATES IN UNIVERSITY EDUCATION, BROKEN DOWN BY AGE AND SEX. SCHOOL YEARS 1996/97 AND 2006/07.



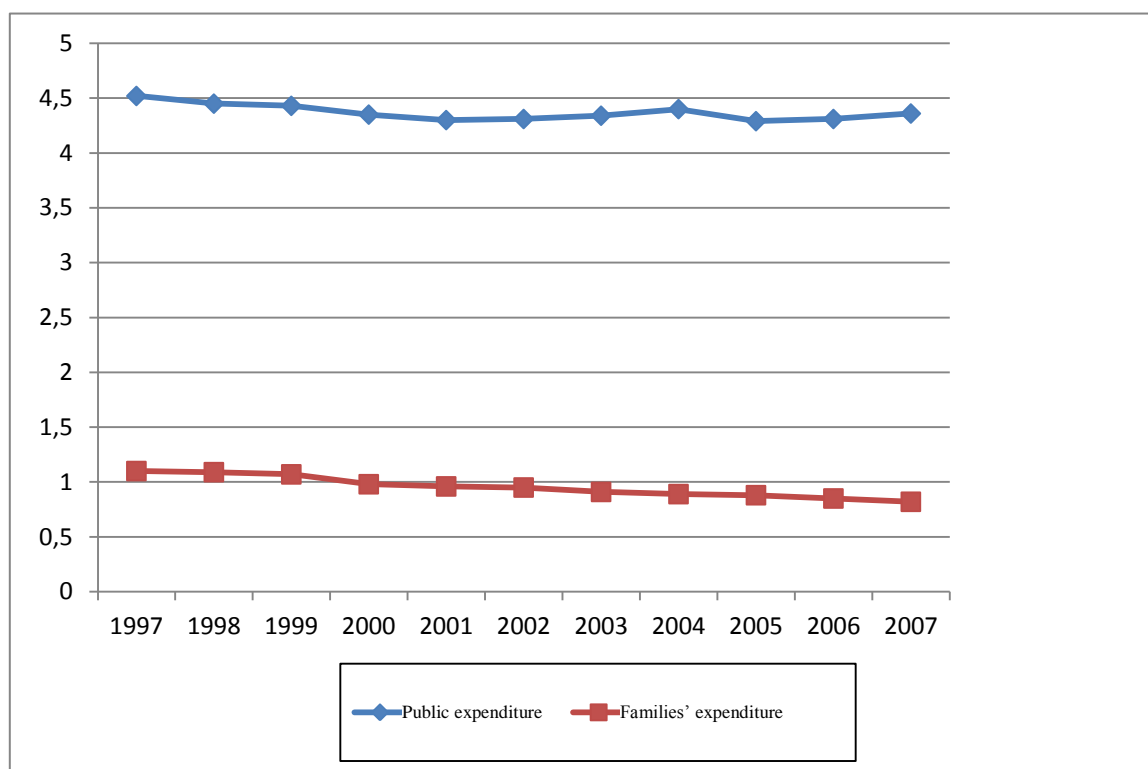
Source: Drawn up by the IFIE on the basis of data from the National System of Education Indicators (Ministry of Education).

TABLE 2.3. PUPILS ENROLLED IN ADULT EDUCATION, BROKEN DOWN BY TYPE OF EDUCATION AND SEX. SCHOOL YEARS 2006/07 AND 2007/08.

Studies	Academic year 2007/08	Women (2007/08)	Academic year 2006/07	Women (2006/07)	Absolute Variance (total)	Variance %
Formal studies	409.231	258.490	337.280	236.050	71.951	17,41%
Initial studies basic education	139.555	107.061	142.302	109.553	-2.747	-1,96%
Adult secondary education	122.903	61.352	122.716	60.870	187	0,15%
Preparation of free tests for a certificate in compulsory secondary education	10.228	5.329	10.089	5.499	139	1,30%
University access for people over 25	12.774	7.272	10.474	5.936	2.300	18%
Spanish language for immigrants	48.034	23.971	39.841	20.114	8.193	17,05%
Other official languages	2.153	1.609	12.247	8.015	-10.094	-468,83%
Preparation of the free access tests for intermediate vocational training	4.138	2.206	3.689	1.980	449	10,85%
Preparation of the free Access tests for advanced vocational training	14.215	8.416	11.554	6.861	2.661	18,72%
Other technical-professional studies	55.231	41.274	24.368	17.222	30.863	55,88%
Non-formal studies	143.673	112.925	153.390	121.070	-9.717	-6,76%
Total	552.904	371.415	490.670	357.120	62.234	11,25%

Source: Drawn up by the IFIE on the basis of the *Estadística de las Enseñanzas no Universitarias* (Non-university Education Statistics, Ministry of Education).

FIGURE 2.7. EVOLUTION OF PUBLIC EXPENDITURE IN EDUCATION (EXPRESSED IN MILLIONS OF EUROS). 1997 TO 2007 (1)



(1) Note: basis 2000

Source: Drawn up by the IFIIE on the basis of *Cifras de la Educación en España*. Ministerio de Educación) (*Spanish Education Data*. Ministry of Education)

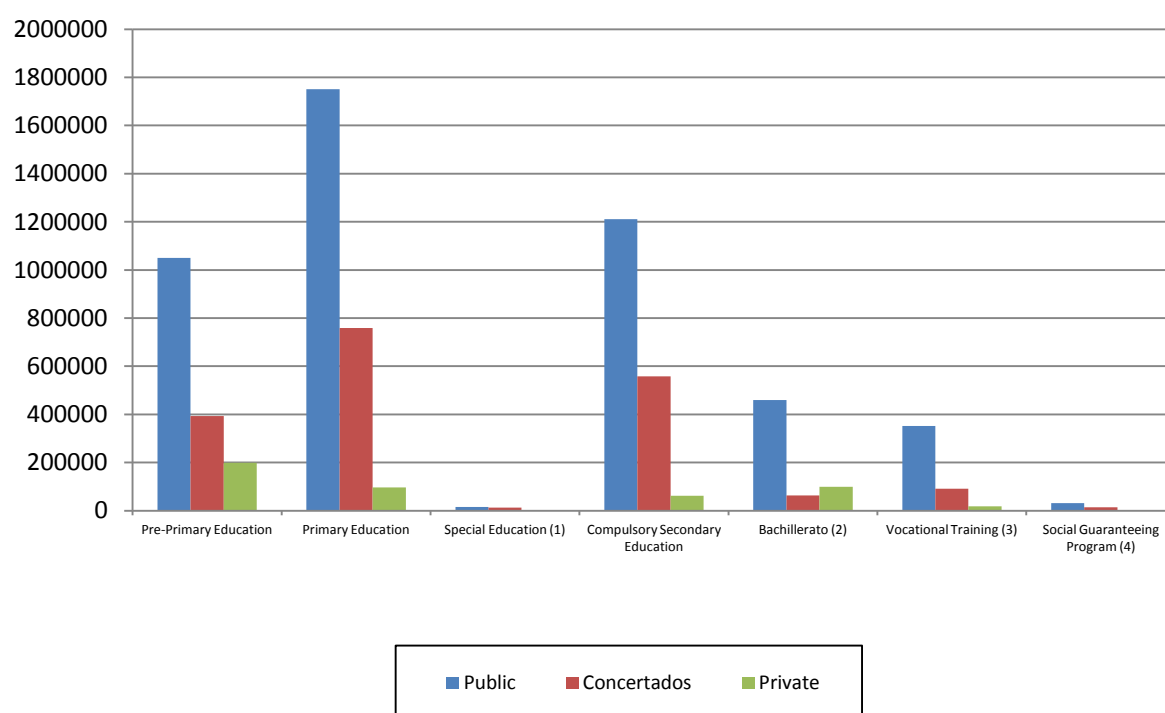
TABLE 2.4. PUBLIC EXPENDITURE (IN EUROS) PER PUPIL IN NON-UNIVERSITY EDUCATION, BROKEN DOWN BY REGIONAL GOVERNMENT. 2007 (1).

TOTAL	6.207
Andalusia	5.060
Aragon	6.292
Asturias	7.742
Balearic Islands	6.463
Canary Islands	5.874
Cantabria	7.568
Castile-Leon	6.986
Castile-La Mancha	6.288
Catalonia	6.411
Valencia	5.738
Extremadura	5.964
Galicia	7.257
Madrid	5.993
Murcia	5.521
Navarre	7.587
Basque Country	9.835
Rioja	7.122

(1) Public expenditure per pupil in the in non-university education, hence not including occupational training.

Source: *Cifras de la Educación en España. Estadísticas e Indicadores* (Spanish Education Data. Statistics and Indicators, Ministry of Education).

FIGURE 2.8 . DISTRIBUTION OF PUPILS ENROLLED IN MAINSTREAM NON-UNIVERSITY EDUCATION, BROKEN DOWN BY TYPE OF EDUCATION AND SCHOOL'S OWNERSHIP. SCHOOL YEAR 2007/08.



- (1) It refers to pupils in specific schools and in special education classrooms in ordinary schools. It does not include integration pupils.
- (2) It includes distance *Bachillerato*.
- (3) It includes distance education.
- (4) It includes pupils in social guarantee programmes provided in schools and actions outside schools and *PCPIs*.

Source: Drawn up by the IFIE on the basis of *Cifras de la Educación en España* (Spanish Education Data, Ministry of Education).

TABLE 2.5. SCHOOLS ACCORDING TO THE TYPE OF EDUCATION THEY PROVIDE. SCHOOL YEAR 2007/08.

Total General non-university system	Pre-primary education schools (1)	Primary education schools (2)	Primary and secondary education schools (2)	Secondary and/or Bachillerato and/or Vocational Training schools (3)	Primary and secondary education and Bachillerato and Vocational Training schools (2)	Specific Schools for Special Education	Specific schools for distance education
23.723	4.992	10.019	2.364	4.557	1.302	481	8

- (1) They only provide pre-primary education.
- (2) They may also provide pre-primary education.
- (3) They provide or more than one of the following studies: *ESO*, *Bachillerato* and/or vocational training cycles.

Source: *Cifras de la Educación en España. Estadísticas e Indicadores* (Spanish Education Data. Statistics and Indicators, Ministry of Education)

TABLE 2.6. GROUPED RURAL SCHOOLS BROKEN DOWN BY REGIONAL GOVERNMENT. SCHOOL YEAR 2007/08 (1).

Autonomous Communities	Schools	Locality	Units	Students
TOTAL	528	2.139	6.176	63.105
Andalusia (2)	..	..	..	..
Aragon	76	361	939	9.728
Asturias	29	133	218	1.965
Balearic Islands	0	0	0	0
Canary Islands (2)	..	..	..	..
Cantabria	7	17	30	260
Castile-Leon	198	832	2.122	22.133
Castile-La Mancha	75	302	949	10.249
Catalonia (2)	..	..	..	..
Valencia	45	45	704	5.447
Extremadura	40	154	530	5.328
Galicia	27	165	235	2.627
Madrid	8	32	141	1.639
Murcia	10	45	153	1.826
Navarre	1	2	4	37
Basque Country	0	0	0	0
Rioja	12	51	151	1.866
Ceuta	0	0	0	0
Melilla	0	0	0	0

3. EQUITY WITHIN THE SPANISH EDUCATION SYSTEM

TABLE 3.1A. ESTIMATES OF THE ADDITIONAL COSTS FOR ALL THE REGIONAL GOVERNMENTS OF THE MEASURES TO IMPROVE EQUITY, TO GUARANTEE FREE EDUCATION AND PROMOTE ALL PUPILS' SUCCESS, AS INCLUDED IN THE *LOE*'S ECONOMIC REPORT (THOUSANDS OF EUROS). FROM 2006 TO 2010.

Ministry of Education and Regional Governments			Total	2006	2007	2008	2009	2010
European objectives for 2010	a. Increasing the number of places in the first cycle of pre-primary education		1,269,321	84,621	169,243	253,864	338,486	423,107
	b. Increasing schooling in post-compulsory secondary education							
LOE measures	Equity in education and free education	1. Grants and financial assistance. 2. Free-of-charge second cycle of pre-primary education.	2,281,968	207,000	349,995	542,991	574,991	606,991
	All pupils' success	3. Programmes for educational reinforcement and improving learning in primary and secondary education. Attention to diversity and splitting groups. 4. Increasing PCPIs. 5. Enhancing second language learning in basic education. 6. Enhancing the educational use of ICTs.	2,795,467	350,455	480,433	587,094	651,292	726,193
	Measures to support teachers	7. Teacher recognition. 8. Early retirement at 60.	686,582	22,286	94,990	141,544	189,533	238,229
	Total		7,033,338	664,362	1,094,661	1,525,493	1,754,302	1,994,520

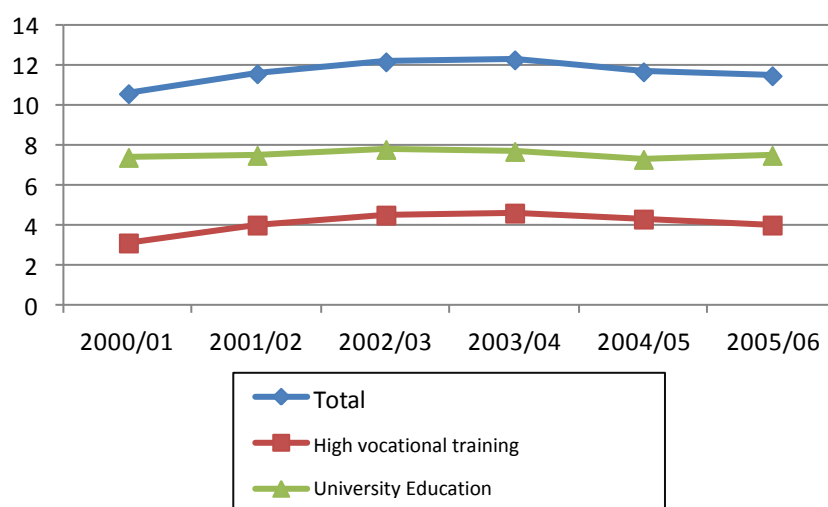
Source: Drawn up by the IFIIE on the basis of regulations.

TABLE 3.1b. ESTIMATES OF THE ADDITIONAL COSTS FOR THE MINISTRY OF EDUCATION OF THE MEASURES TO IMPROVE EQUITY, TO GUARANTEE FREE EDUCATION AND PROMOTE ALL PUPILS' SUCCESS, AS INCLUDED IN THE *LOE*'S ECONOMIC REPORT (THOUSANDS OF EUROS). FROM 2006 TO 2010.

Ministry of Education			Total	2006	2007	2008	2009	2010
<i>LOE</i> measures	Equity and free education	1. Grants and financial assistance. 2. Free-of-charge second cycle of pre-primary education.	2,281,968	207,000	349,995	542,991	574,991	606,991
	All pupils' success	3. Programmes for educational reinforcement and improving learning in primary and secondary education. Attention to diversity and splitting groups. 4. Increasing <i>PCPIs</i> . 5. Enhancing second language learning in basic education. 6. Enhancing the educational use of ICTs.	1,641,503	225,916	294,826	342,449	373,352	404,960
	Measures to support teachers	7. Teacher recognition. 8. Early retirement at 60.	355,635	223	50,864	75,355	101,280	127,913
Total			4,279,106	433,139	695,685	960,795	1,049,623	1,139,864
% Ministry of Education in regard to the total of the education system			60.84%	65.20%	63.55%	62.98%	59.83%	57.15%

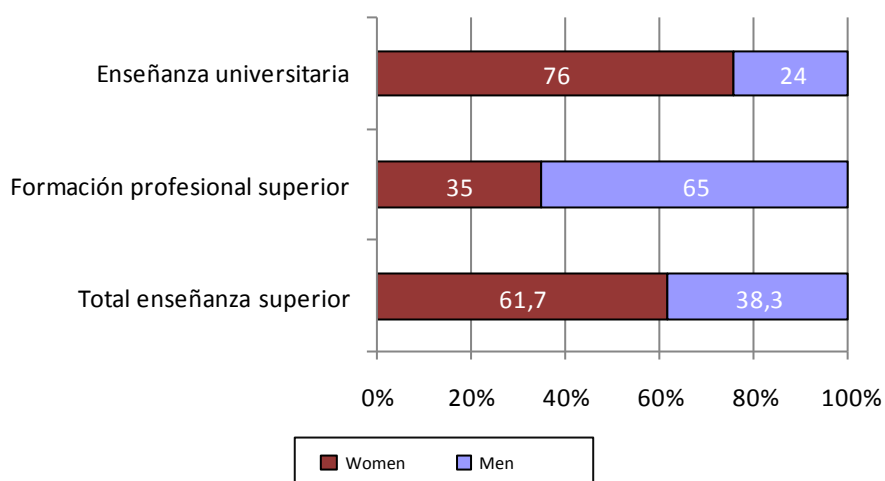
Source: Drawn up by the IFIIE on the basis of regulations.

FIGURE 3.1. EVOLUTION OF THE NUMBER OF HIGHER EDUCATION GRADUATES IN SCIENCES, MATHEMATICS AND TECHNOLOGY PER EACH 1,000 20-29-YEAR-OLD CITIZEN. SCHOOL YEARS 2001/01 TO 2005/06.



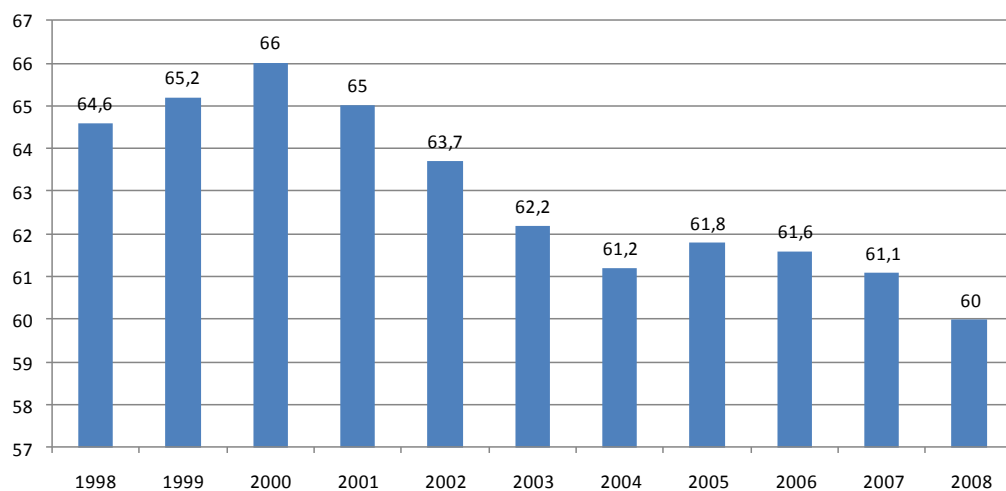
Source: Drawn up by the IFIE on the basis of the National System of Education Indicators 2009. Institute of Evaluation.

FIGURE 3.2. PERCENTAGE OF MEN AND WOMEN GRADUATED IN HIGHER EDUCATION SCIENCES, MATHEMATICS AND TECHNOLOGY STUDIES. SCHOOL YEAR 2006/07



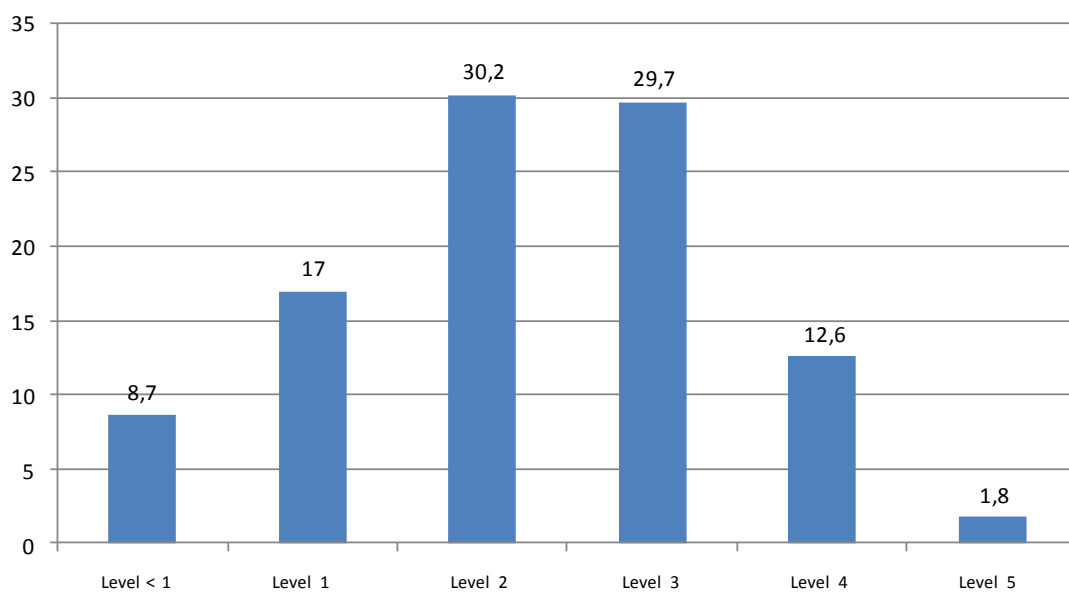
Source: Drawn up by the IFIE on the basis of the National System of Education Indicators 2009. Institute of Evaluation.

FIGURE 3.3. PERCENTAGE OF 20-24-YEAR-OLDS WHO HAVE AT LEAST GOT TO THE SECOND STAGE OF SECONDARY EDUCATION. YEARS 1998 TO 2008.



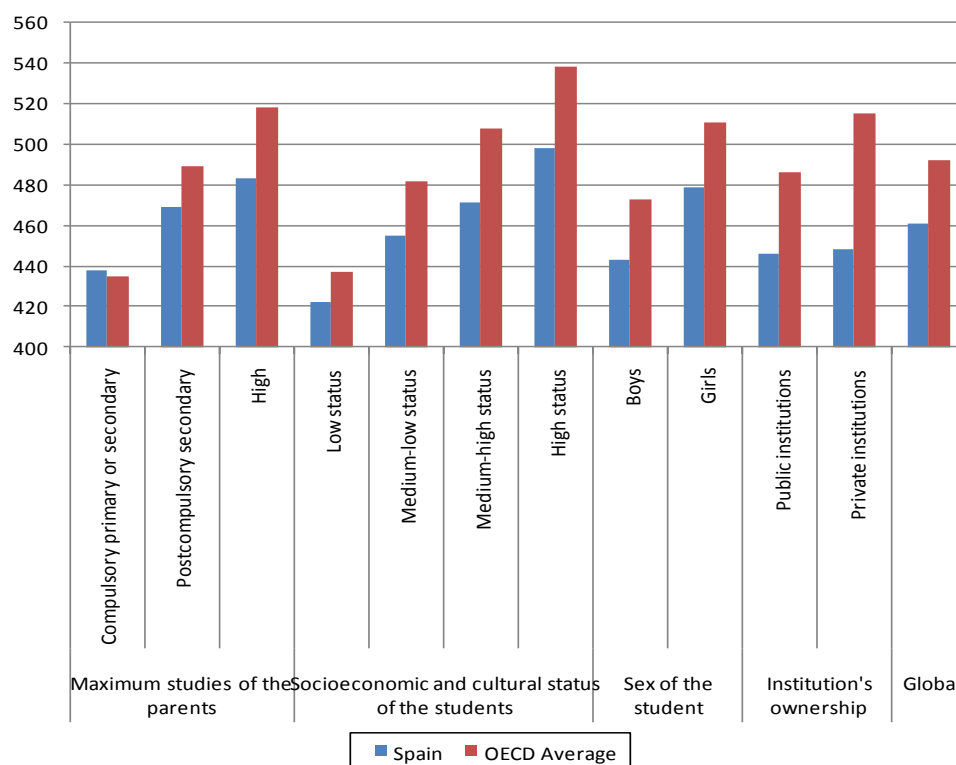
Source: Drawn up by the IFIE on the basis of the 2009 European Union's Structural Indicators. Eurostat.

FIGURE 3.4. PERCENTAGE OF 15-YEAR-OLD PUPILS IN THE DIFFERENT READING PERFORMANCE LEVELS. YEAR 2006.



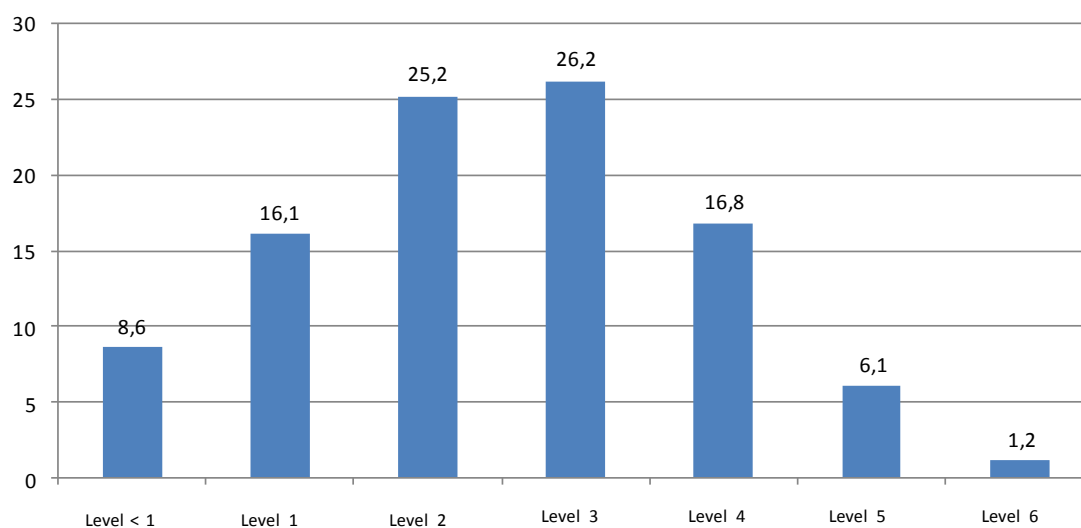
Source: Drawn up by the IFIE on the basis of the National System of Education Indicators 2009. Institute of Evaluation.

FIGURE 3.5. 15-YEAR-OLDS' AVERAGE PERFORMANCE IN READING DEPENDING ON THEIR PARENTS' MAXIMUM LEVEL OF STUDIES, PUPILS' SOCIOECONOMIC AND CULTURAL STATUS, SEX AND SCHOOL'S OWNERSHIP. YEAR 2006.



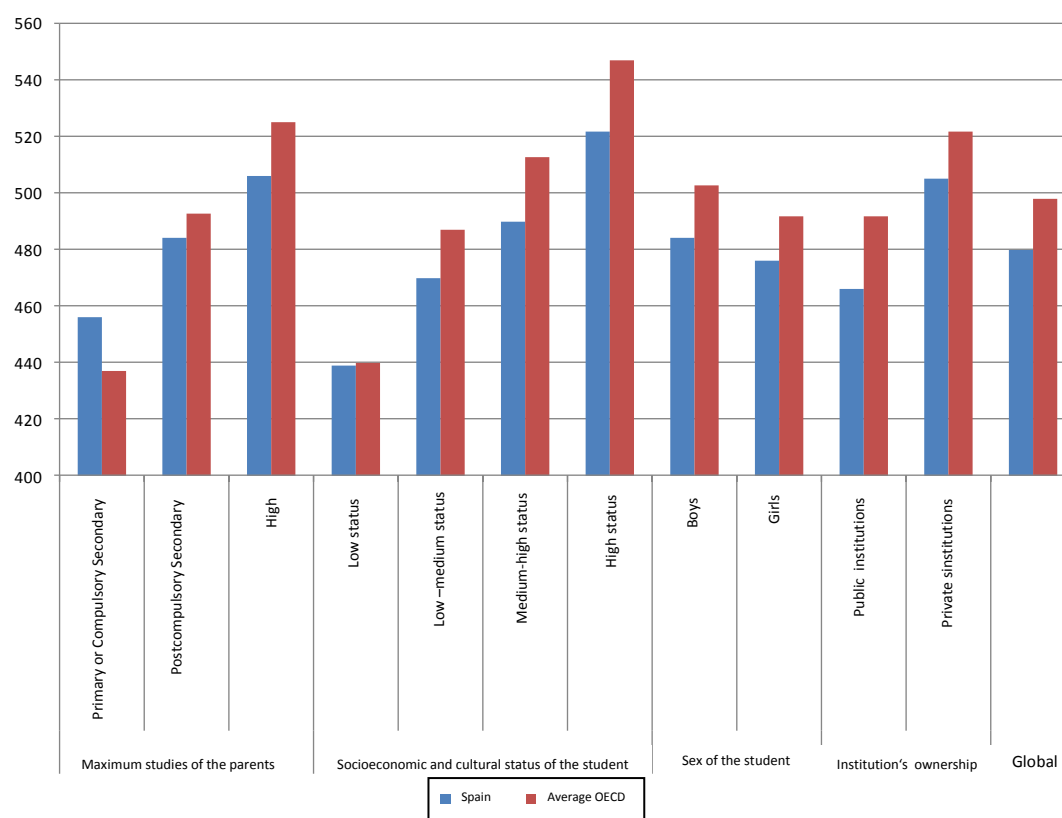
Source: Drawn up by the IFIE on the basis of the National System of Education Indicators 2009. Institute of Evaluation.

FIGURE 3.6. PERCENTAGE OF 15-YEAR-OLD PUPILS IN THE DIFFERENT MATHEMATICS PERFORMANCE LEVELS. YEAR 2006.



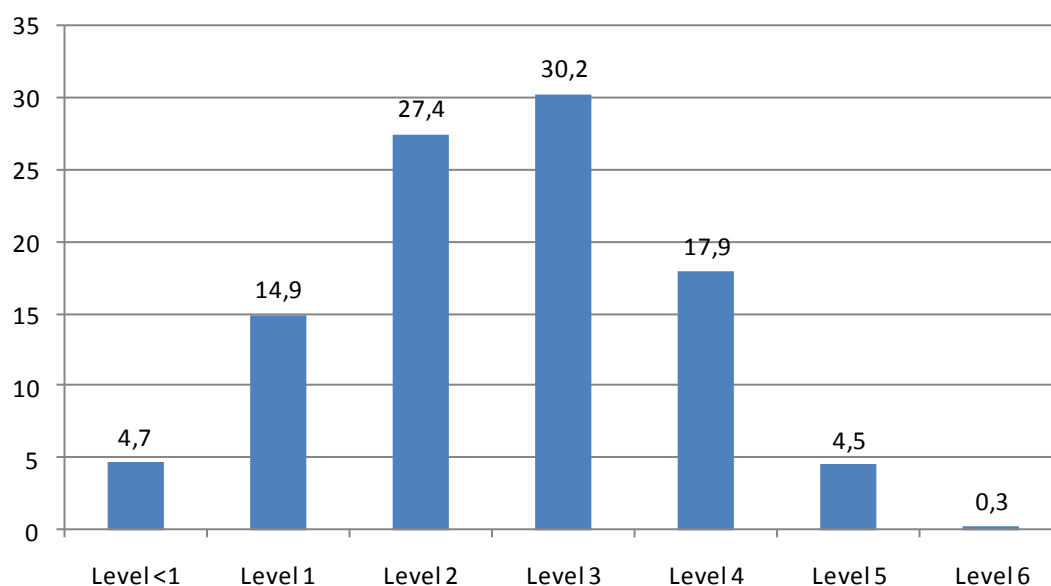
Source: Drawn up by the IFIE on the basis of the National System of Education Indicators 2009. Institute of Evaluation.

FIGURE 3.7. 15-YEAR-OLDS' AVERAGE PERFORMANCE IN MATHEMATICS DEPENDING ON THEIR PARENTS' MAXIMUM LEVEL OF STUDIES, PUPILS' SOCIOECONOMIC AND CULTURAL STATUS, SEX AND SCHOOL'S OWNERSHIP. YEAR 2006.



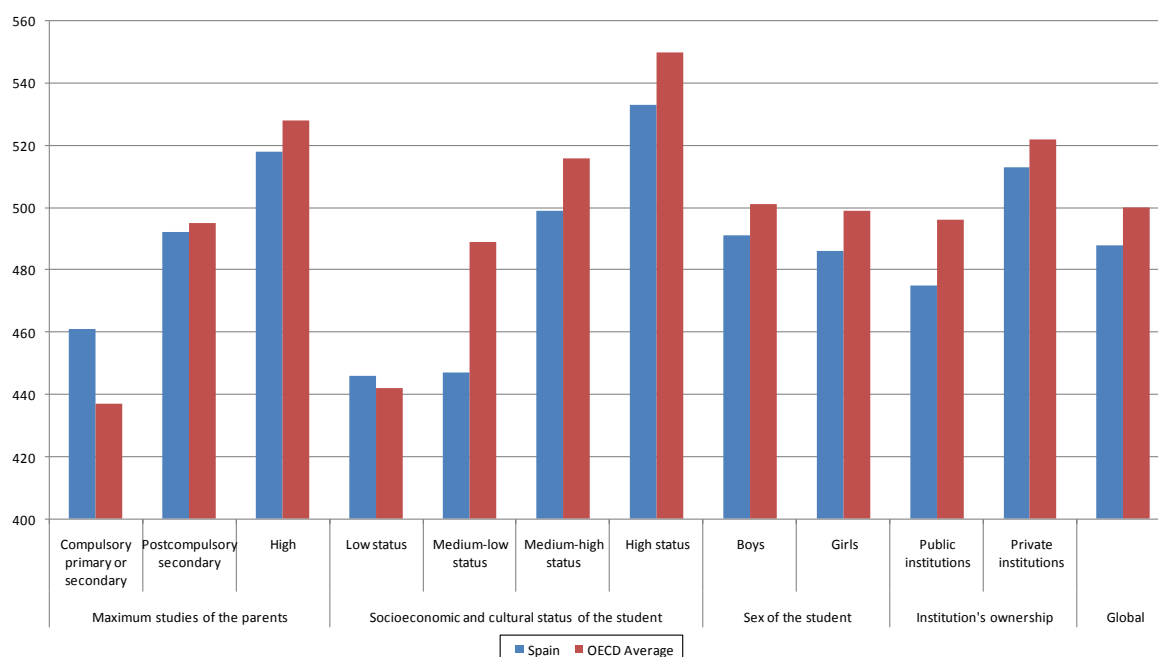
Source: Drawn up by the IFIIE on the basis of the National System of Education Indicators 2009. Institute of Evaluation.

FIGURE 3.8. PERCENTAGE OF 15-YEAR-OLD PUPILS IN THE DIFFERENT SCIENCES PERFORMANCE LEVELS. YEAR 2006.



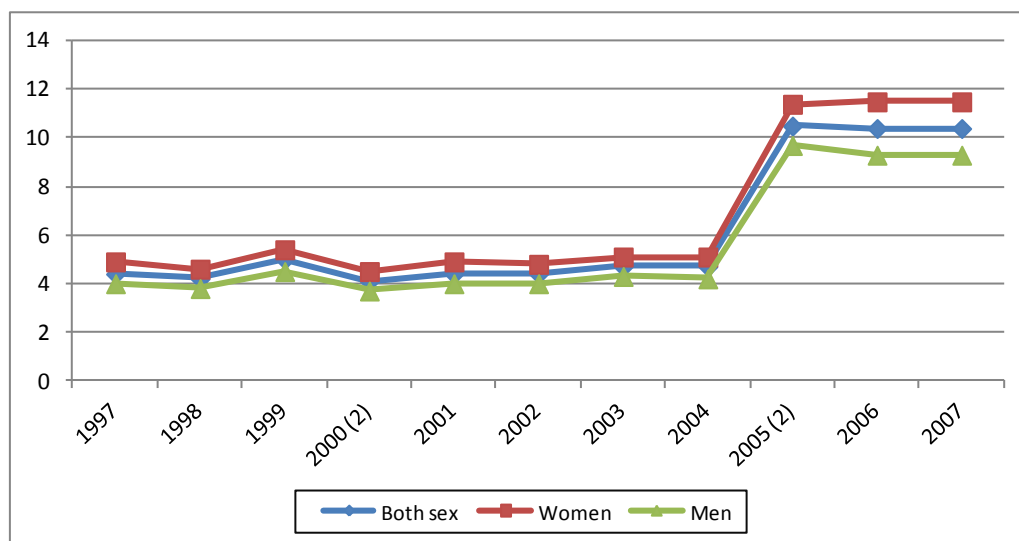
Source: Drawn up by the IFIIE on the basis of the National System of Education Indicators 2009. Institute of Evaluation.

FIGURE 3.9. 15-YEAR-OLDS' AVERAGE PERFORMANCE IN SCIENCES DEPENDING ON THEIR PARENTS' MAXIMUM LEVEL OF STUDIES, PUPILS' SOCIOECONOMIC AND CULTURAL STATUS, SEX AND SCHOOL'S OWNERSHIP. YEAR 2006.



Source: Drawn up by the IFIE on the basis of the National System of Education Indicators 2009. Institute of Evaluation.

FIGURE 3.10. EVOLUTION OF THE PERCENTAGE OF SPANISH POPULATION BETWEEN 25 AND 64 WHO WERE TAKING PART IN AN EDUCATION OR TRAINING ACTION IN THE FOUR WEEKS PREVIOUS TO THE SURVEY. YEARS 1997 TO 2007 (1).

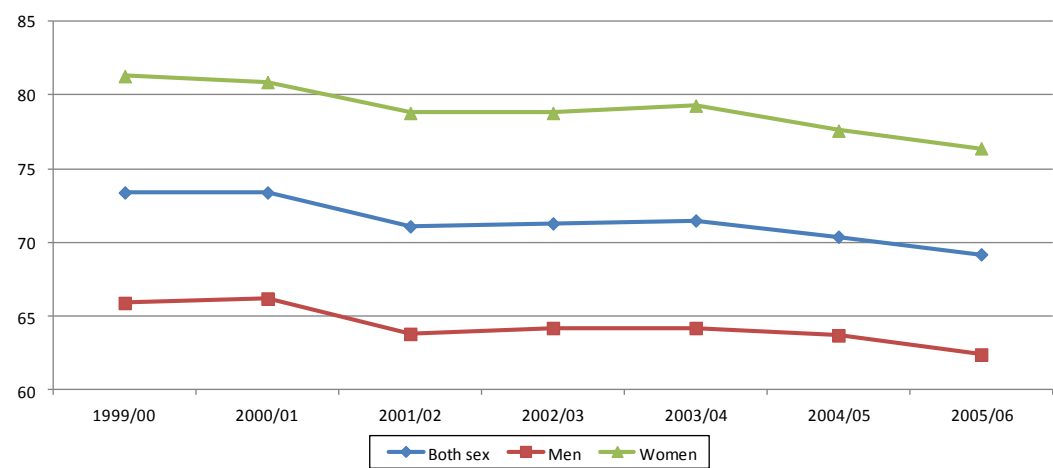


(1) Calculation obtained using the new methodology established by Eurostat, based on annual averages of quarterly data instead on focusing on the second quarter.

(2) Series breakdown due to a greater provision of education/training activities.

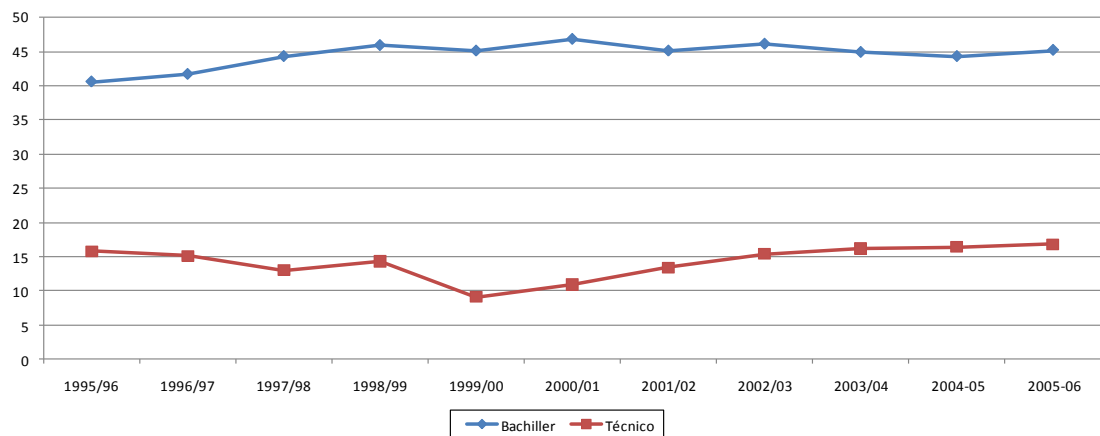
Source: Institute of Evaluation (2009).

FIGURE 3.11. EVOLUTION OF THE GRADUATION GROSS RATE IN COMPULSORY SECONDARY EDUCATION (*ESO*). SCHOOL YEARS 1999/00 TO 2005/06.



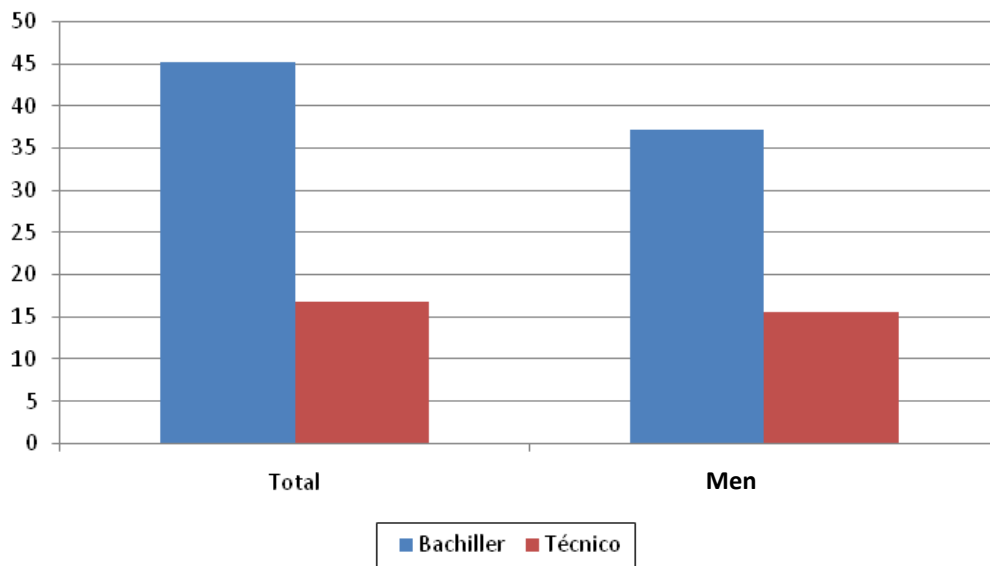
Source: Drawn up by the IFIE on the basis of the National System of Education Indicators 2009. Institute of Evaluation.

FIGURE 3.12. EVOLUTION OF THE GRADUATION GROSS RATE IN *BACHILLERATO* AND INTERMEDIATE VOCATIONAL TRAINING. SCHOOL YEARS 1995/96 TO 2005/06.



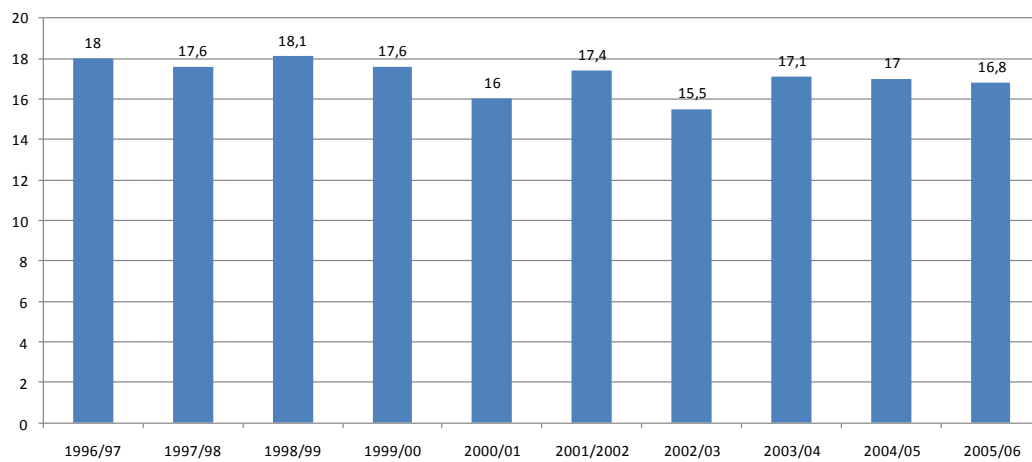
Source: Drawn up by the IFIE on the basis of the National System of Education Indicators 2009. Institute of Evaluation.

FIGURE 3.13. MEN'S GRADUATION GROSS RATE IN *BACHILLERATO* AND INTERMEDIATE VOCATIONAL TRAINING. SCHOOL YEAR 2005/06.



Source: Drawn up by the IFIE on the basis of the National System of Education Indicators 2009. Institute of Evaluation.

FIGURE 3.14. EVOLUTION OF THE GRADUATION GROSS RATE IN ADVANCED VOCATIONAL TRAINING. SCHOOL YEARS 1995/96 TO 2005/06.



Source: Drawn up by the IFIE on the basis of the National System of Education Indicators 2009. Institute of Evaluation.

TABLE 3.5. 2010 EUROPEAN AND SPANISH BENCHMARKS. YEARS 2000 AND 2007.

		SITUATION 2000-2007				Prediction (1)	Benchmarks
		Spain		European Union		Spain	European Union
		2000	2007	2000	2007	2010	2010
1. Public expense on education		4,28%	4,23% (1)	4,94% (2)	5,04% (1) (2)	Significant increase	
2. Percentage of the population from 18 to 24 years old having finished, at the most, the first stage of Secondary Education and who does not follow any study or training.		29,1%	31,0% (3)	17,6%	15,2%	23,9%	10,0%
3. Graduates in higher education in Science, Mathematics and Technology	Increase	(4)	+16,6% (5)	(4)	+29,1% (5)	+16,9%	+15%
	Proportion of women	31,5%	30% (5)	30,7%	31,6% (5)	Balancing percentages according to sex	
4. Percentage of population from 18 to 24 years old having finished, at the most, the first stage of Secondary Education and who does not follow any study or training.		66,0%	61,1%	76,6%	78,1%	66,4%	85,0%
5. Percentage of students aged 15 with a competence level 1 or <1 in PISA Reading scale.		16,3%	25,7% (5)	21,3%	24,1% (5)	13,9%	17,0%
6. Percentage of population from 25 to 64 years old taking part in an education or training action in the four weeks before the survey.		4,1%	10,4% (3)	7,1% (2)	9,7% (2)	12,2%	12,5%
7. School net rate	At two years old	16,0%	32,6%	(4)	(4)	42,3%	(4)
	At three years old	84,2%	96,8%	(4)	73,9% (5)	96,9%	(4)
8. Net rate of people holding the Compulsory Secondary Education degree		73,4%	69,2% (5)	(4)	(4)	76,2%	(4)
9. Net rate of men having completed upper secondary education	Bachillerato	38,6%	37,2% (5)	(4)	(4)	42,3%	(4)
	Técnico	8,7%	15,5% (5)	(4)	(4)	21,6%	(4)
10. Gross rate of the population holding a degree in advanced vocational training.		17,6%	16,8% (5)	(4)	(4)	21,1%	(4)

(1) 2005

(2) Estimates.

(3) Series breakdown.

(4) Not available.

(5) 2006

Source: Institute of Evaluation (2009).

TABLE 3.6. INDICATORS TO MEASURE THE 2010 EUROPEAN BENCHMARKS.

Current indicators
<ol style="list-style-type: none"> 1. Participation in pre-primary education. 2. Early school leaving. 3. Competences in Reading, Mathematics and Science. 4. Rate of graduates in the upper secondary education (ISCED 3). 5. People holding a higher education degree. 6. Adults' participation in lifelong learning. 7. Students' transnational mobility in high education. 8. Study level of the population.
Indicators in the process of being defined
<ol style="list-style-type: none"> 9. Education for students with special educational needs. 10. Competences in Information and Communication Technology. 11. Investment in education and training.
Indicators in the process of being prepared, result of the collaboration with international organisations.
<ol style="list-style-type: none"> 12. Civic competences. 13. Adult competences. 14. Teachers and trainers professional development (TALIS).
Indicators in process of being prepared, result of the preparation of new studies of the EU
<ol style="list-style-type: none"> 15. Linguistic skills. 16. Learning to learn skills.

Source: Drawn up by the IFIIE on the basis of Institute of Evaluation (2009).

TABLE 3.7. STRATEGIC OBJECTIVES AND EUROPEAN BENCHMARKS FOR 2020

Strategic aims
<ul style="list-style-type: none"> • Making the lifelong learning and mobility come real • Improving education and training quality and effectiveness • Promoting equity, social cohesion and active citizenship. • Increasing creativity and innovation, including the entrepreneurship, in every level of education and training.
Referencing values
<ul style="list-style-type: none"> • On average, at least 15% of students should take part in lifelong learning. • The percentage of young people aged 15, with low performance levels in Reading, Mathematics and Science must be lower than 15%. • The proportion of people aged between thirty and thirty-four having finished higher education must be, at least, 40%. • The proportion of early school leaving in education and training must be under 10%. • At least 95% of children aged between four and compulsory schooling age must take part in pre-primary education.

Source: Drawn up by the IFIE on the basis of the Council of the European Union's Conclusions (2009)

4. INSTITUTIONAL ACTIONS AND MEASURES TO PROMOTE EQUITY AND INCLUSION IN EDUCATION

TABLE 4.1. ADMISSION CRITERIA AND SCALES IN PUBLICLY-FUNDED PRIMARY AND SECONDARY EDUCATION SCHOOLS, BROKEN DOWN BY AUTONOMOUS COMMUNITY.

		Andalusia	Aragon	Asturias	Balearic Islands	Canary Islands	Cantabria	Castile-La Mancha	Castile-Leon	Catalonia	Valencia	Extremadura	Galicia	Madrid	Murcia	Navarre	Basque Country	Rioja	Ceuta and Melilla
Basic criteria	Annual income	Max 2	1	Max 2	Max 1,5	Max 3	1	Max 1	0,5	10	Max 0,5	Max 2	Max 3	Max 2	0,5	Max 1,5	Max 3	Max 0,5	Max 2
	Proximity of the home address or working place	Max 10	Max 6	Max 8	Max 2	Max 4	Max 4	Max 4	Max 5	Max 30	Max 5	Max 8	Max 5	Max 4	Max 4	Max 5	Max 5	Max 5	Max 4
	Brother or sisters registered in the school	6 ph	8+1 ph	8+1 ph	4+3 ph	5+3ph	4+3 ph	4+3ph	5+3 ph	40	5+3	4 ph	5+2ph	4+3ph	4+2ph	4+1ph	9	5+2	4+3ph
	Disability	2 pa, 1 pp, 0,5 ph	1 pa, 0,75 pp o ph	1 pa, 0,5 pp o ph	Max 2: 1 pa, 1 pp o ph	3 pa, 2 pp, 1 ph	1	1	Max 2: 1 pa, 0,5 pp o ph	10 pa, pp o ph	3-5 pa, 1,5-3 pp y ph	3 pa, 2 pp, 1 ph	3 pa, 2 pp, 1 ph	1,5 pa, pp y ph	Max 2: 1 pa, 0,5 pp y ph	2 pa, 0,5 pp o ph	Max 2: 2 pa, 1 pp o ph	2 pa, 1 pp y ph	1,5
	Parents or tutors working in the school	1	5	8	4-7	1	2	2	5	-	5	1	5	4-7	4	4	7	5	-
Additional criteria	Large family	2 (1)	1-2	-	1-2	1	-	2	1-1,5	15	2-3	-	1	1,5-2,5	1-2	1	1-1,5	2-3	1,5
	Others	-	0,5	-	1	1	-	-	0,75	10	3	-	-	2	1	1	3	1	-

pa: per pupil

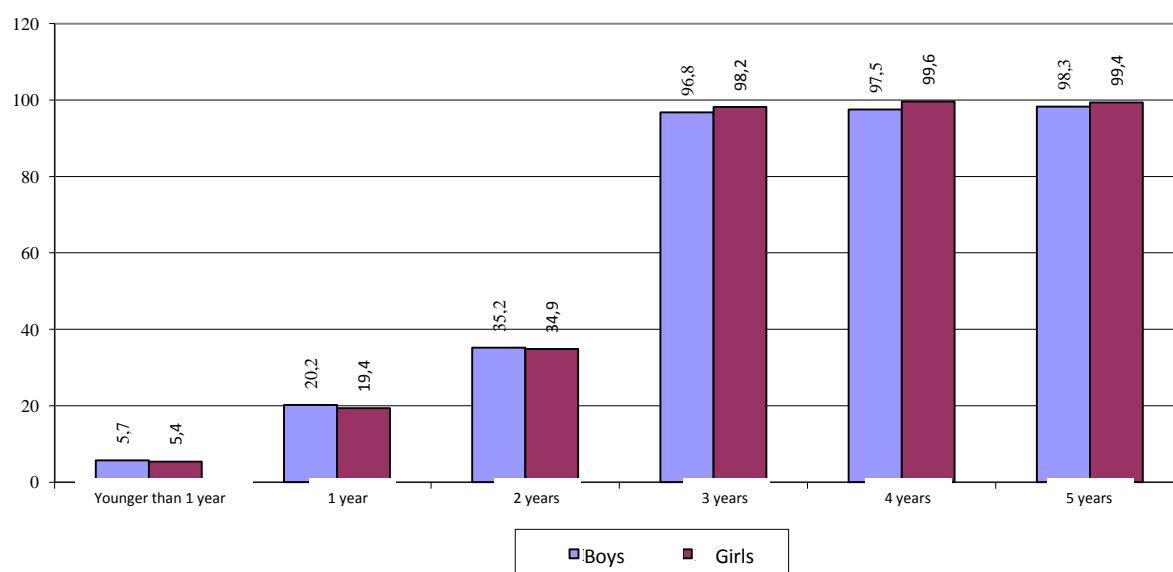
pp: per parent or guardian

ph: per each sibling

(1) Also for one-parent families.

Source: Drawn up by the IFIIE on the basis of regulations [L4.03] to [L4.26].

FIGURE 4.1. SCHOOLING IN PRE-PRIMARY EDUCATION NET RATE (1) (2). SCHOOL YEAR 2007/08.

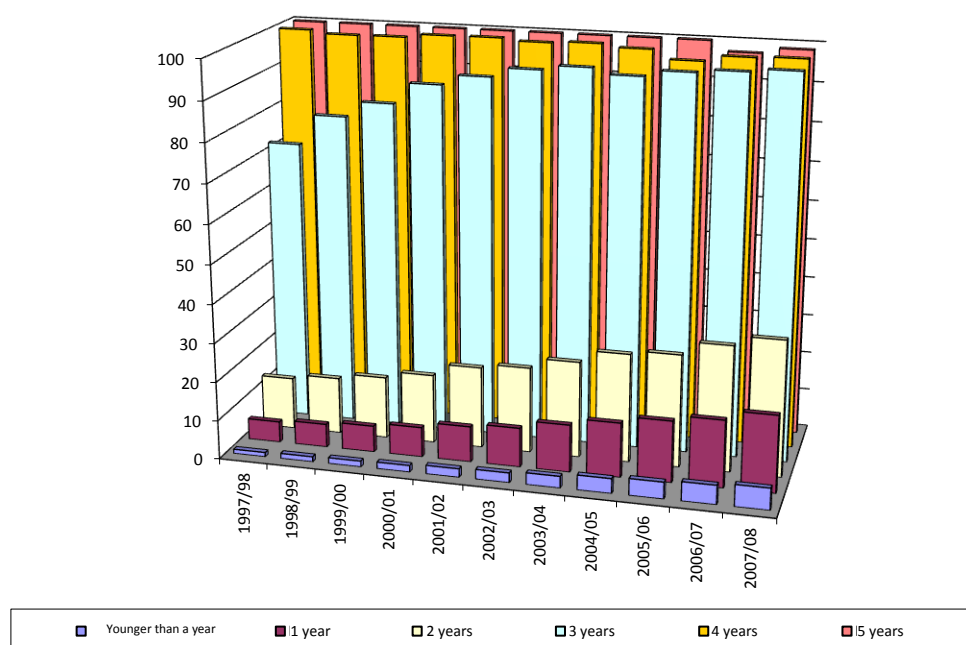


(1) The schooling net rate is the relation between pupils at the relevant age enrolled in pre-primary education in regard to the total number of citizens of the same age.

(2) The schooling net rate of 6-year-old boys and girls is 0.5 and 0.6, respectively.

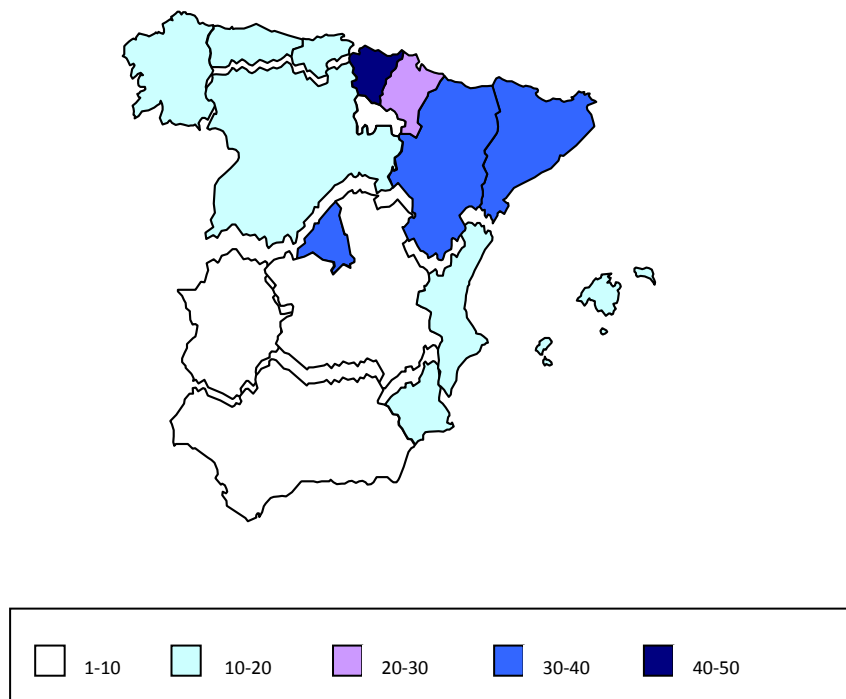
Source: Drawn up by the IFIIE on the basis of *Cifras de la Educación en España* (Spanish Education Data, Ministry of Education).

FIGURE 4.2. EVOLUTION OF THE SCHOOLING GROSS RATES AT PRE-PRIMARY SCHOOLING AGES. SCHOOL YEARS 1997/98 TO 2007/08.



Source: Drawn up by the IFIIE on the basis of *Cifras de la Educación en España* (Spanish Education Data, Ministry of Education).

FIGURE 4.3. SCHOOLING IN PRE-PRIMARY EDUCATION NET RATES (0-2), BROKEN DOWN BY AUTONOMOUS COMMUNITY.
SCHOOL YEAR 2007/08 (1) (2).

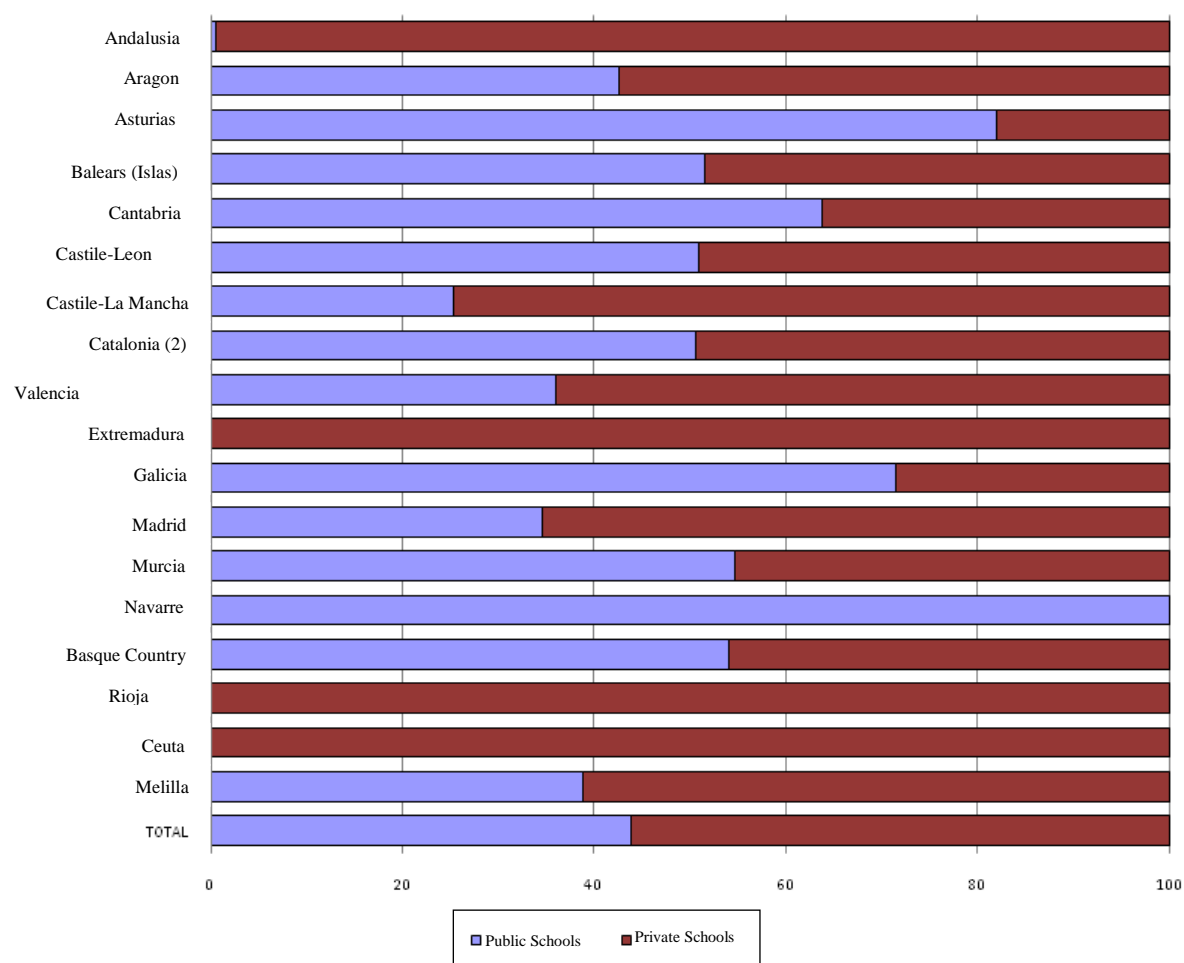


(1) The schooling net rates in pre-primary education (0-2) in the Autonomous Cities of Ceuta and Melilla are 4.5 and 16.7, respectively.

(2) There are no available data from the Canary Islands.

Source: Drawn up by the IFIE on the basis of the *Estadísticas de las Enseñanzas no Universitarias* (Non-university Education Statistics, Ministry of Education).

FIGURE 4.4. PERCENTAGE DISTRIBUTION OF 0-2-YEAR-OLD PUPILS ACCORDING TO SCHOOL'S OWNERSHIP. SCHOOL YEAR 2007/08 (1) (2).



(1) In schools authorized by the education administration.

(2) There are no available data from the Canary Islands.

Source: Drawn up by the IFIIE on the basis of *Cifras de la Educación en España* (Spanish Education Data, Ministry of Education).

TABLE 4.2. AWARDED GRANTS AND FINANCIAL ASSISTANCE, PUPILS RECEIVING THE GRANTS AND AMOUNT (EXPRESSED IN THOUSANDS OF EUROS). SCHOOL YEAR 2007/08 (1).

		Grants and aids(2)	Grant holders (2)	Amount
All the teachings (2)	TOTAL	3.146.249	2.331.010	1.333.159
	Ministry of Education	1.948.907	1.407.596	991.084
	Regional Governments	1.763.799	1.489.871	342.074
Compulsory Teachings, Pre-primary and Special Education(2)	TOTAL	1.987.530	1.705.967	335.109
	Ministry of Education	905.793	871.275	81.863
	Regional Governments	1.648.194	1.401.149	253.245
Non-university post-compulsory teachings	TOTAL	408.463	235.175	243.445
	Ministry of Education	348.200	182.863	217.190
	Regional Governments	60.263	52.312	26.255
University teachings	TOTAL	750.256	389.868	754.604
	Ministry of Education	694.914	353.458	692.030
	Regional Governments	55.342	36.410	62.573

(1) Data regarding the system of free books/loans at compulsory levels are not included. 1,649,131 students benefit from this system, out of which 1,620,831 students take part in programmes co-funded by the Ministry of Education by means of agreements signed with the Autonomous Communities. The total expenditure in this system is 153,152 thousand Euros, the Ministry of Education contributing with 38,166 thousand Euros.

(2) The financial assistance for buying books and materials co-funded by the Ministry of Education and the Education Departments of certain Autonomous Communities by means of agreements have been included both in the column of the Ministry of Education and in that of the Autonomous Communities' education authorities. However, in order to avoid duplicating data, the column of all the education authorities includes this assistance only once.

Source: Drawn up by the IFIIE on the basis of the *Estadísticas del Gasto Público en Educación* (Statistics of Public Expenditure in Education, Ministry of Education).

TABLE 4.3. AWARDED GRANTS AND FINANCIAL ASSISTANCE, PUPILS RECEIVING THE GRANTS AND AMOUNT (EXPRESSED IN THOUSANDS OF EUROS), BROKEN DOWN BY THE EDUCATION ADMINISTRATION FUNDING THEM AND THE REGIONAL GOVERNMENT WHERE THE GRANTS ARE RECEIVED, IN ALL TYPES OF EDUCATION. SCHOOL YEAR 2007/08 (1).

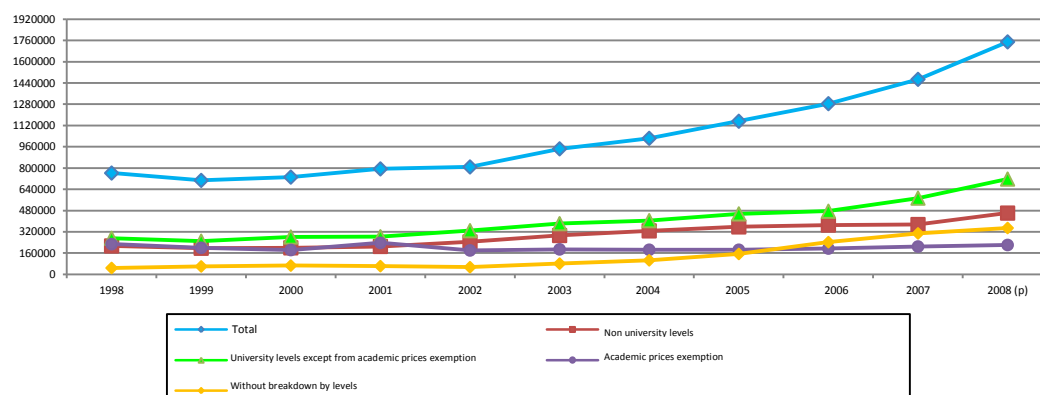
	Grants and aids (1)			Grant holders (1)			Amount		
	TOTAL	Ministry of Education	Autonomous Communities	TOTAL	Ministry of Education	Autonomous Communities	TOTAL	Ministry of Education	Autonomous Communities
Andalusia	779.823	364.999	414.824	451.613	207.919	243.694	328.975	269.312	59.663
Aragon	24.103	19.748	4.355	16.059	11.746	4.313	21.686	19.060	2.625
Asturias	78.888	78.864	58.092	69.041	69.031	58.078	22.048	17.562	4.485
Balearic Islands	28.772	25.752	3.020	22.942	19.922	3.020	10.309	8.757	1.552
Canary Islands	147.937	75.205	72.732	115.722	46.224	69.498	62.526	45.618	16.908
Cantabria	42.998	42.663	27.713	37.928	37.663	27.643	12.092	8.911	3.180
Castile-La Mancha	60.537	46.250	14.287	38.397	24.117	14.280	56.421	41.172	15.249
Castile-Leon	319.912	149.497	170.415	284.742	115.228	169.514	106.396	81.677	24.719
Catalonia	203.585	198.449	95.148	150.289	145.307	94.994	95.245	91.058	4.187
Valencia	338.090	292.170	214.326	248.085	230.888	185.603	142.726	100.738	41.988
Extremadura	133.986	90.428	43.558	110.816	67.502	43.314	47.863	44.674	3.189
Galicia	107.069	92.961	14.108	53.762	40.600	13.162	83.854	80.849	3.005
Madrid	529.542	331.173	420.962	487.619	289.383	420.829	189.400	98.654	90.745
Murcia	80.649	70.684	9.965	62.685	52.720	9.965	38.630	34.627	4.002
Navarre	35.347	17.492	17.855	29.944	12.496	17.448	16.373	11.054	5.319
Basque Country	184.593	5.097	179.496	116.355	4.099	112.256	62.804	6.470	56.333
Rioja	6.591	5.090	1.501	5.180	3.703	1.477	3.940	3.146	794
Ceuta	4.612	4.612	0 (2)	4.265	4.265	0 (2)	916	916	0 (2)
Melilla	3.190	3.190	0 (2)	2.712	2.712	0 (2)	1.023	1.023	0 (2)
Without specification Regional Government/University	11.182	10.093	1.089	10.678	10.060	618	16.511	12.603	3.908
Distance University	24.843	24.490	353	12.176	12.011	165	13.410	13.195	215
TOTAL	3.146.249	1.948.907	1.763.799	2.331.010	1.407.596	1.489.871	1.333.159	991.084	342.074

(1) The financial assistance for buying books and materials co-financed by the Ministry of Education and the Education Departments of certain Autonomous Communities by means of agreements have been included both in the column of the Ministry of Education and in that of the Autonomous Communities' education authorities. However, in order to avoid duplicating data, the column of all the education authorities includes this assistance only once.

(2) Ceuta and Melilla are managed by the Ministry of Education.

Source: Drawn up by the IFIIE on the basis of the *Estadísticas del Gasto Público en Educación* (Statistics of Public Expenditure in Education, Ministry of Education).

FIGURE 4.5. EVOLUTION OF THE PUBLIC EXPENDITURE IN GRANTS AND FINANCIAL ASSISTANCE (EXPRESSED IN THOUSANDS OF EUROS). YEARS 1998 TO 2008.

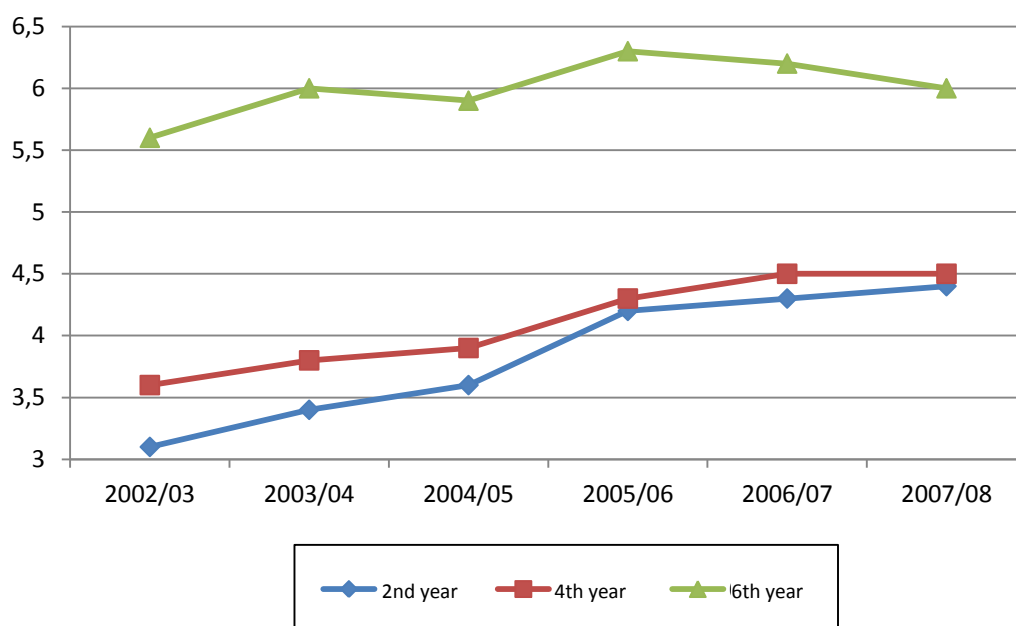


(p) Provisional data.

Source: Drawn up by the IFIE on the basis of the Estadísticas del Gasto Público en Educación (Statistics of Public Expenditure in Education, Ministry of Education).

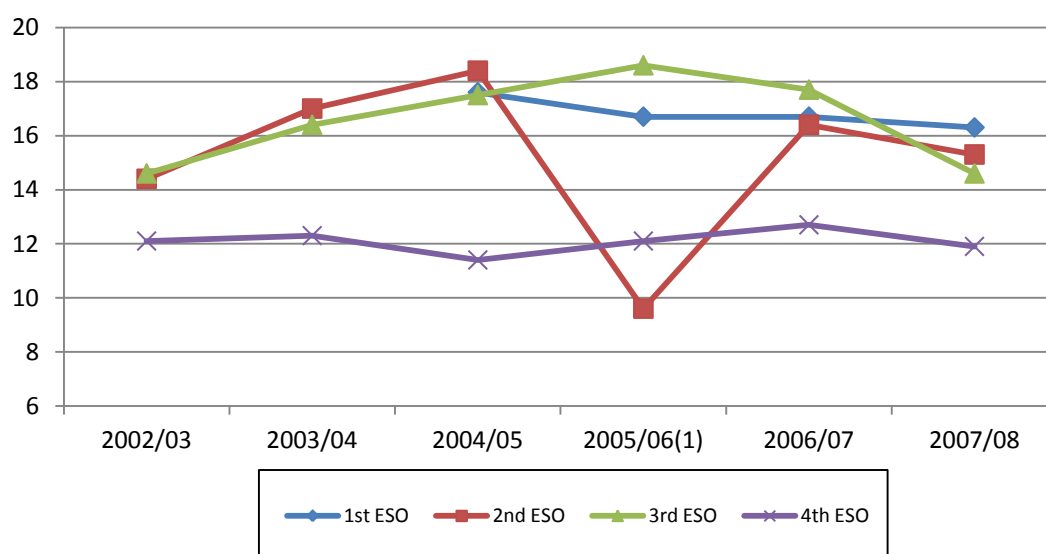
5. ACTIONS AND MEASURES TO PROMOTE EQUITY AND PREVENT SCHOOL FAILURE

FIGURE 5.1. EVOLUTION OF THE REPETITION RATES IN PRIMARY EDUCATION. SCHOOL YEARS 2002/03 TO 2007/08.



Source: Drawn up by the IFIIE on the basis of the National System of Education Indicators 2010 (Ministry of Education).

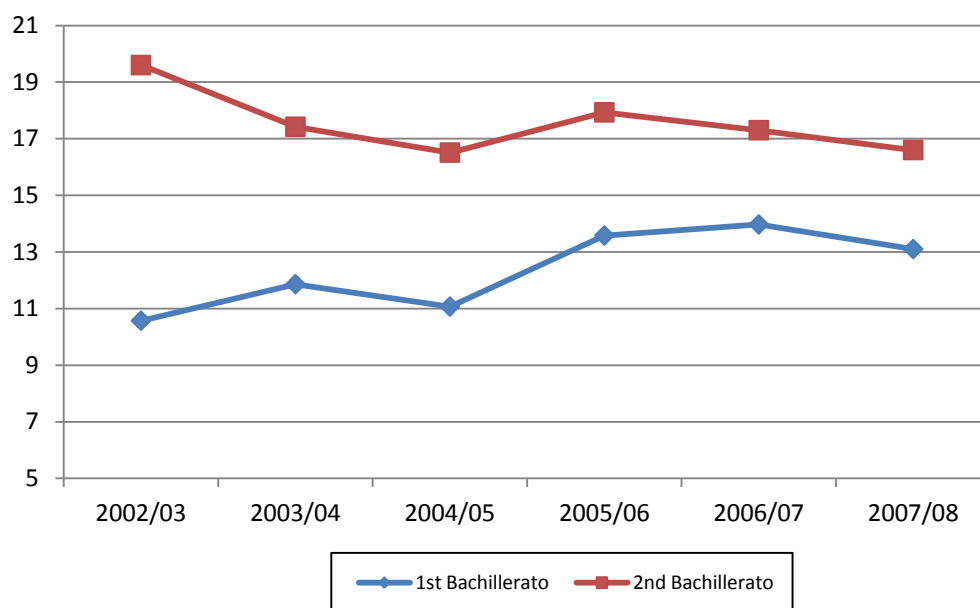
FIGURE 5.2. EVOLUTION OF THE REPETITION RATES IN COMPULSORY SECONDARY EDUCATION (ESO). SCHOOL YEARS 2002/03 TO 2007/08.



(1) In the school year 2004-05, due to changes in the education regulations, students started to be able to repeat a year in ESO. As a consequence, the highest decrease took place in the percentage in the second year of ESO between 2004-05 and 2005-06, with an almost 9% decrease.

Source: Drawn up by the IFIIE on the basis of the National System of Education Indicators 2010 (Ministry of Education).

FIGURE 5. 3. EVOLUTION OF THE REPETITION RATES IN BACHILLERATO. SCHOOL YEARS 2002/03 TO 2007/08.



Source: Drawn up by the IFIIE on the basis of the Ministry of Education's statistics.

TABLE 5.1. ORGANIZATION OF SUBJECTS IN *ESO*.

Organization of subjects from 1st to 3rd grade		
Subjects that all pupils must take in each of the three first grades	Subject to be taken by all pupils in one of the first three grades	Subjects to be taken by all pupils throughout the three first grades
Nature Sciences (1) Social Sciences, Geography and History Physical Education Spanish Language and Literature and, where applicable, Co-official Language and Literature Foreign Language Mathematics	Citizenship Education	Plastic and Visual Education Music Technologies Some optional subject (2)
Organization of subjects in 4th grade		
Subjects to be taken by all pupils in 4 th grade	Subjects out of which pupils must choose three in 4 th grade (3)	
Social Sciences, Geography and History Ethic and Civic Education Physical Education Spanish Language and Literature and, where applicable, Co-official Language and Literature Mathematics (4) One or more optional subjects	Biology and Geology Plastic and Visual Education Physics and Chemistry Computer Science Latin Music Second Foreign Language Technology	

- (1) Education authorities may establish that this subject splits into Biology and Geology/Physics and Chemistry in the third grade.
- (2) This offer must include a second foreign language and classical culture. Education authorities may include the second foreign language from the first to the third grade.
- (3) Schools must provide all these subjects. With the aim of guiding pupils' election, they may group subjects in different options.
- (4) Mathematics is organized in two options: option B targets pupils for whom this subject has a final nature, while option A is for pupils who intend to follow studies connected to this subject.

Source: Drawn up by the IFIIE on the basis of regulations [L5.02].

TABLE 5.2. COMMON AND BRANCH SUBJECTS IN *BACHILLERATO*.

Common subjects			
Sciences for the Contemporary World			70 hours
Physical Education			35 hours
Philosophy and Citizenship			70 hours
History of Philosophy			70 hours
History of Spain			70 hours
Spanish Language and Literature and, where applicable, Co-official Language and Literature			210 hours
Foreign Language			210 hours
Branch subjects (90 hours per subject)			
Arts		Humanities and Social Sciences	Sciences and Technology
Pathway: Plastic Arts, Image and Design	Pathway: Performing Arts, Music and Dance		
Audiovisual Culture	Musical Analysis I and II	Economy	Biology
Artistic Drawing I and II	Applied Anatomy	Business Economy	Biology and Geology
Technical Drawing I and II	Performing Arts	Geography	Earth and Environmental Sciences
Design	Audiovisual Culture	Greek I and II	Technical Drawing I and II
History of Art	History of Music and Dance	History of Art	Electrotechnology
Graphic and Plastic Expression Techniques	World Literature	History of the Contemporary World	Physics
Volume	Musical Language and Practice	Latin I and II	Physics and Chemistry
		World Literature	Mathematics I and II
		Mathematics Applied to Social Sciences I and II	Chemistry
			Industrial Technology I and II

Source: Drawn up by the IFIIE on the basis of regulations [L5.03].

TABLE 5.3. OPTIONAL *BACHILLERATO* SUBJECTS, BROKEN DOWN BY GRADE AND AUTONOMOUS COMMUNITY.

	Grade	Optional subjects
Andalusia	1st	Integrated Project I and Second Foreign Language.
	2nd	Integrated Project II, Second Foreign Language and ICTs; History of Music and Dance in the Humanities and Social Sciences branch.
Aragon	1st	Second Foreign Language
	2nd	Second Foreign Language and Integrated Research Project; Geology and Mechanics in the Sciences and Technology branch.
	1st or 2nd	ICTs; Fundamental Principles of Administration and Management and Psychology, in the Humanities and Social Sciences branch; Arts Workshops in the Arts branch.
Asturias	1st	Second Foreign Language, Asturian Language and Literature.
	2nd	Second Foreign Language, Asturian Language and Literature and Integrated Research Project.
	1st or 2nd	ICTs.
Balearic Islands	1st	ICTs, Placements, Second Foreign Language I.
	2nd	Second Foreign Language II and Psychology; Volume Workshop, Artistic Applications Workshop and Sociology in the Arts branch; Further Mathematics, Geology, Mechanics and Fundamental Principles of Electronics in the Sciences and Technology branch; Fundamental Principles of Administration and Management and Sociology in the Humanities and Social Sciences branch
	1st or 2nd	Arts Workshops in the Arts branch; Experimental Techniques in the Sciences and Technology branch; History and Culture of the Balearic Islands, Spanish Literature and Catalan Literature in the Humanities and Social Sciences branch.
Canary Islands	1st or 2nd	Second Foreign Language and ICTs.
Cantabria	1st	Second Foreign Language I.
	2nd	Second Foreign Language II, Geology and Research in Social Sciences.
	1st or 2nd	ICTs, Fundamental Principles of Administration and Management, Music and Psychology.
Castile-La Mancha	1st	Second Foreign Language I, ICTs.
	2nd	Second Foreign Language II, Psychology, Fundamental Principles of Administration and Management, Geology, and Mechanics; Arts Workshops in schools providing only the Arts branch
Castile- Leon	1st	Second Foreign Language I, ICTs; History of Music, Psychology and Applied Statistics in the Humanities and Social Sciences branch and the Sciences and Technology branch; Arts Workshops in the Arts branch, Plastic Arts, Image and Design pathway; Choir and Interpretation in the Arts branch, Performing Arts, Music and Dance pathway; Fundamental Principles of Electronics in the Sciences and Technology branch.
	2nd	Second Foreign Language II; Mathematics of Form, Further Technical and Graphic Systems of Representation and Volume II in the Arts branch, Plastic Arts, Image and Design pathway; Fundamental Principles of Administration and Management in the Humanities and Social Sciences branch; Geology and Economy in the Sciences and Technology branch.
Catalonia	1st or 2nd	Second Foreign Language, Placements and Psychology and Sociology.
Valencia(1)	1st	Second Foreign Language I, ICTs I, Spanish Language: Language and Documentation, Lexical Fundamentals of Sciences and Technology, Psychology and Valencian Language: Language and Image.
Extremadura	1st	Second Foreign Language.
	2nd	Second Foreign Language.
	1st or 2nd	ICTs; Mathematics of Form, Arts Workshops, Volume II in the Plastic Arts, Image and Design pathway; Geology, Mechanics, Psychology, Music and Audiovisual Culture in the Sciences and Technology branch; Fundamental Principles of Administration and Management, Psychology, Music and Audiovisual Culture in the Humanities and Social Sciences branch.

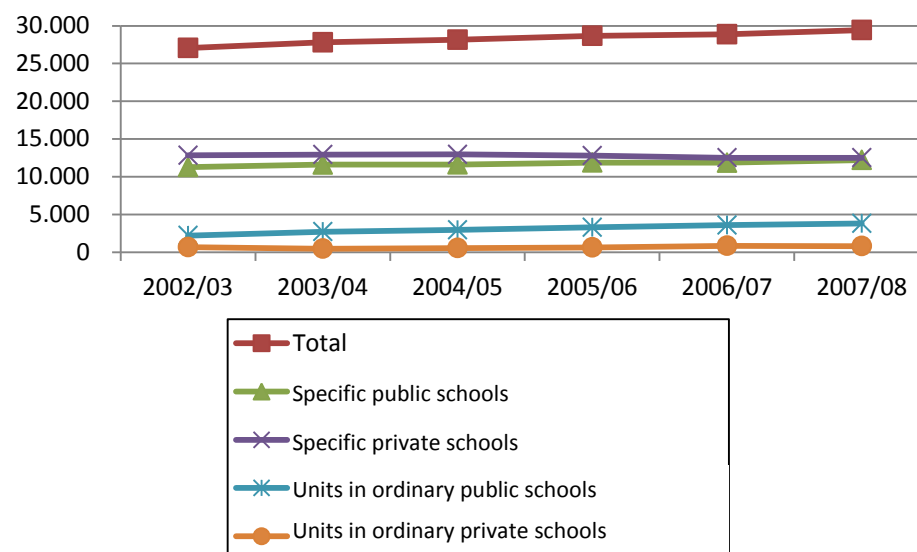
Galicia	1st	Second Foreign Language, ICTs, Anthropology, Music and Hispanic Literatures.
	2nd	Second Foreign Language, Ethics and Philosophy of Law, Philosophy of Science and Technology, Statistical and Numerical Methods, Geography and History of Galicia and 20 th Century and Contemporary Galician Literature.
Madrid	1st	Second Foreign Language I and Further Second Language: Oral Comprehension and Expression I; Mathematics of the Form in the Arts branch, Plastic Arts, Image and Design pathway; Experimental Techniques in Science in the Sciences and Technology branch; History of Music in the Humanities and Social Sciences branch.
	2nd	Second Foreign Language II and Further Second Language: Oral Comprehension and Expression II; Volume II in the Arts branch, Plastic Arts, Image and Design pathway; Geology, Fundamental Principles of Electronics and Psychology in the Sciences and Technology branch; Psychology in the Humanities and Social Sciences branch.
	1st or 2nd	ICTs.
Murcia	1st	Second Foreign Language I.
	2nd	Second Foreign Language II; Sports Sciences, Fundamental Principles of Administration and Management in the Humanities and Social Sciences branch; Sports Sciences, Statistics, Geology and Mechanics in the Sciences and Technology branch.
	1st or 2nd	ICTs; Computer-assisted Design, Music and Resources and Fundamental Principles of Painting in the Arts branch, Plastic Arts, Design and Image pathway; Body Language and Dance in the Arts branch, Performing Arts, Music and Dance pathway; Image and Communication, Music and Psychology in the Humanities and Social Sciences branch; Image and Communication, Music and Psychology in the Sciences and Technology branch.
Navarre	1st	Second Foreign Language I.
	2nd	Second Foreign Language II; Geology and Mechanics in the Sciences and Technology branch.
	(2)	ICTs, Geography and History of Navarre; Volume II and Arts Workshops in the Arts branch; History of Music in the Humanities and Social Sciences branch; Electronics and Technical Communication in the Sciences and Technology branch.
Basque Country	(2)	Second Foreign Language, History of the Basque Country and ICTs.
Rioja	1st	Second Foreign Language I, ICTs I; Arts Workshop in the Arts branch; Psychology in the Humanities and Social Sciences branch; Fundamental Principles of Electronics in the Sciences and Technology branch.
	2nd	Second Foreign Language II, ICTs II; Volume II in the Arts branch; Fundamental Principles of Administration and Management in the Humanities and Social Sciences branch; Geology in the Sciences and Technology branch.
Ceuta	1st	Second Foreign Language I and ICTs.
	2nd	Second Foreign Language II.
Melilla	1st	Second Foreign Language I and ICTs
	2nd	Second Foreign Language II.

(1) The Valencia has only established the timetable for the first grade of *Bachillerato*.

(2) Regulations do not specify the grade in which this subject must be taught.

Source: Drawn up by the IFIIE on the basis of regulations [L5.05] to [L5.15].

FIGURE 5.4. EVOLUTION OF PUPILS ENROLLED IN (NOT INTEGRATED) SPECIAL EDUCATION, BROKEN DOWN BY TYPE OF SCHOOL. SCHOOL YEARS 2002/03 TO 2007/08.



Source: Drawn up by the IFIIE on the basis of the *Estadísticas de las Enseñanzas no Universitarias* (Non-university Education Statistics, Ministry of Education).

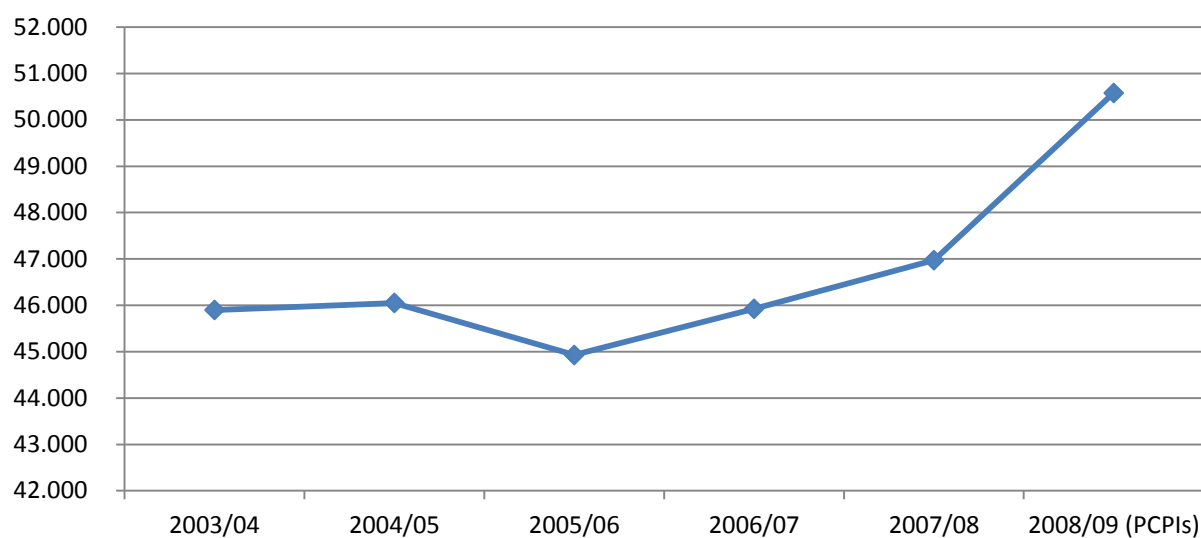
TABLE 5.4. EXPENDITURE IN COMPENSATORY EDUCATION IN REGARD TO THE EXPENDITURE IN NON-UNIVERSITY EDUCATION, BROKEN DOWN BY REGIONAL GOVERNMENT. YEAR 2007.

Territorial Scope	Expenditure in Compensatory Education (thousands of Euros)	Educative non university expenditure (thousands of Euros)	Expenditure in compensatory education/educative non university expenditure (%)
Ministry of Education	39.640,0	940.883,0	4,21%
Andalusia	163.343,1	5.140.540,5	3,18%
Aragon	(1)	806.679,5	-
Asturias	(1)	646.453,7	-
Balearic Islands	10.889,0	674.817,0	1,61%
Canary Islands	20.166,0	1.353.242,0	1,49%
Cantabria	(1)	397.289,2	-
Castile-Leon	10.881,0	1.642.587,0	0,66%
Castile y La Mancha	430,4	1.531.904,8	0,03%
Catalonia	18.434,1	4.618.592,9	0,40%
Valencia	1.908,3	3.033.120	0,06%
Extremadura	42,7	803.821,7	0,005%
Galicia	362,4	1.806.635,3	0,02%
Madrid	67.123,0	3.262.565,7	2,06%
Murcia	9.506,9	972.909,1	0,98%
Navarre	5.650,7	489.052,7	1,16%
Basque Country	11.433,7	1.928.122,5	0,59%
Rioja	2.873,2	204.301,2	1,41%
Total	362.684,5	20.786.109,60	1,19%

(1) There are no disaggregated data available.

Source: Drawn up by the IFIIE on the basis of the *Estadísticas del Gasto Público en Educación* (Statistics of Public Expenditure in Education, Ministry of Education).

FIGURE 5.5. EVOLUTION OF PUPILS ENROLLED IN SOCIAL GUARANTEE PROGRAMMES AND *PCPIs*. SCHOOL YEARS 2003/04 TO 2008/09 (1).



(1) Pupils enrolled in the first grade of *PCPI*.

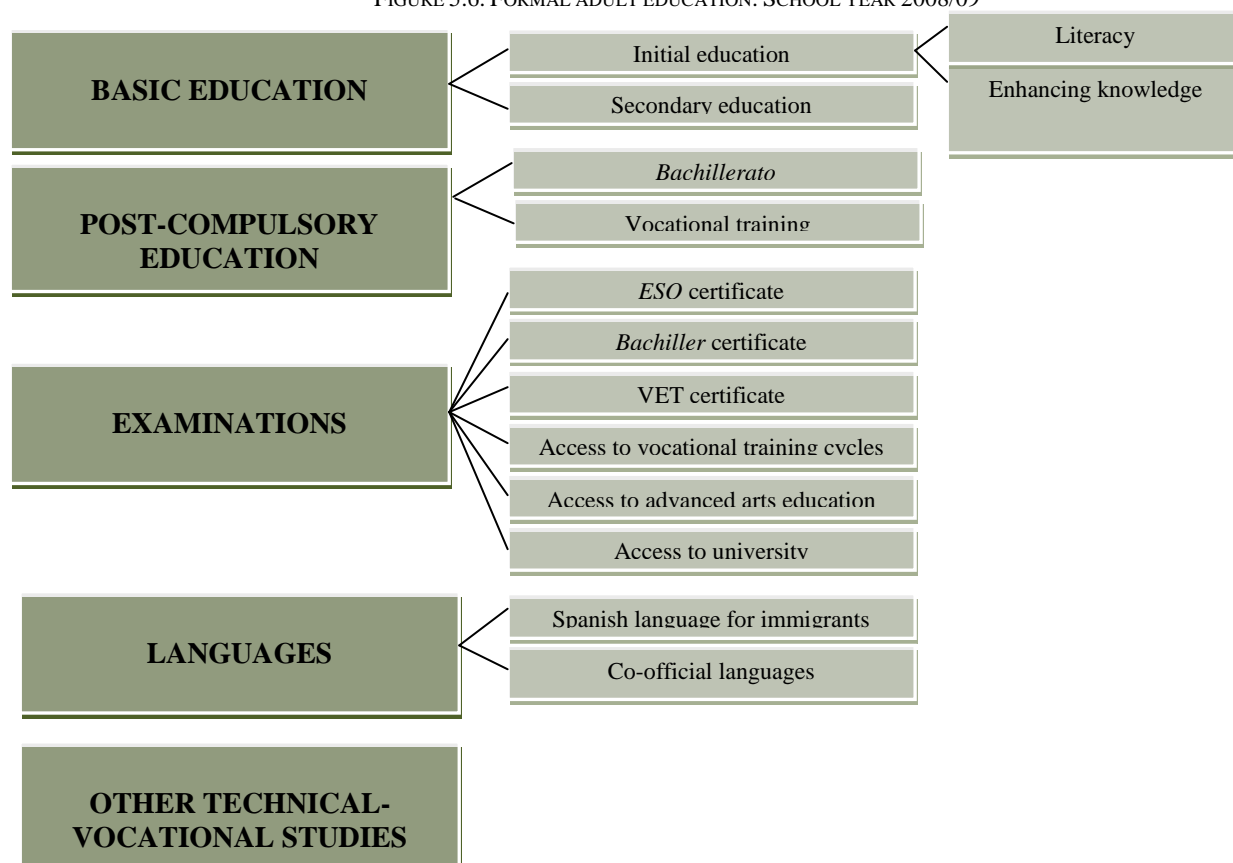
Source: Drawn up by the IFIE on the basis of the *Estadísticas de las Enseñanzas no Universitarias* (Non-university Education Statistics, Ministry of Education).

TABLE 5.5. ATTENTION TO DIVERSITY MEASURES SPECIFIC TO CERTAIN REGIONAL GOVERNMENTS

ATTENTION TO DIVERSITY MEASURES		COMUNIDAD AUTÓNOMA
Coordination and collaboration measures between the school and hospital classrooms for pupils with special health situations and long hospitalization periods.		Castile-La Mancha
Specific measures for tutorial action and enriching the curriculum for pupils with high intellectual capacities, especially focused on promoting a balanced development of the different types of capacities established in each stage's objectives, as well as achieving a complete and balanced development of their potentials and personality.		Andalusia, Aragon, Canary Islands, Catalonia y Castile-Leon
Establishing specialised tutorships, in order to provide attention to other needs of pupils, in the terms established by the relevant education authority.		Aragon
Area Tutorship Teams, aimed to provide attention to unschooled young people who, due to family, social or education reasons have not achieved basic education's minimum objectives, do not hold basic qualifications and do not have a professional qualification so as to incorporate to active life, then being in risk of social exclusion. This is why the goal of these teams is providing their targets with basic and vocational training to make it possible for them to incorporate to active life.		Canary Islands
Replacing the Second Foreign Language with a programme to reinforce basic skills or a basic instrumental reinforcement programme, with the aim of improving the conditions to start <i>ESO</i> , to successfully follow these studies and to be in conditions to obtain the corresponding certificate on completion of the stage.		Andalusia, Canary Islands, Cantabria, Extremadura y Murcia
Increasing the ratio of teachers per unit in order to provide a more personalised attention to pupils with difficulties.		Basque Country y Andalusia
Other educational compensation measures, whose aim is making these pupils develop positive attitudes towards their mates, teachers and social environment, so that pupils may advance in achieving a personal and social adaptation and, on completion of this period, may rejoin the process of developing the objectives of <i>ESO</i> (school dropout prevention).	Units having their own curriculum. Targeting: Pupils with severe disabilities who cannot follow the ordinary curriculum but can develop basic communication and social integration capacities. Goal: Having a stable space to be able to structure different environments at the same time, hence facilitating the teaching-learning process.	Balearic Islands
	Programmes to improve the school climate Targeting: <i>ESO</i> pupils with difficulties Goal: favorecer la reincorporación a un régimen normalizado de enseñanza adecuando los objetivos de la etapa a las necesidades del alumno. Integran los contenidos de las distintas materias con la intervención en la mejora de la adaptación personal, de la adaptación social y de la adaptación escolar. Favouring the reincorporation in mainstream education adapting the stage's objective to the pupil's needs. They integrate the contents of the different subjects and the intervention in the improvement of personal, social and school adaptation.	Canary Islands
	Adapted curriculum programmes Targeting: <i>ESO</i> pupils with disorders of behaviour, curricular lag and inadaptation interfering in the teaching-learning process. Goal: Favouring the development of basic skills in these pupils, for them to be able to achieve the stage's general objectives.	Castile-La Mancha, Navarre
	Complementary schooling programmes Targeting: <i>ESO</i> pupils with specific needs for educational support due to severe personal conditions or school record conditions. Goal: Developing positive attitudes towards the educational process, their mates, teachers and social environment, so that pupils may advance in achieving a personal and social adaptation and, on completion of this period, may rejoin the process of developing the objectives of <i>ESO</i> .	Basque Country
	Intercultural dynamization classrooms Goal: Supporting and collaborating with schools mainly through the figure of intercultural coordinator, in order to create an intercultural culture in schools.	Cantabria
	Programme to prevent and monitor school absenteeism.	Cantabria
	External Classrooms Targeting: <i>ESO</i> pupils having severe behaviour disorders or severe difficulties to adapt to the school and are in risk of dropping out. Goal: Providing an alternative to favour pupils' permanence in the school system, to facilitate their social insertion and transition to adult life.	La Rioja
	Educational compensation classrooms. Targeting: Pupils in the 3rd and 4th grades of <i>ESO</i> (15-year-olds and, exceptionally, 14-year-olds) who, apart from notably lagging behind in most areas, have a negative attitude towards school environment and have severe difficulties to adapt, have been late arrivals or their schooling has been very irregular. The curriculum of the educational compensation classrooms is organized into three fields: practical field, socio-linguistic field and scientific-mathematic field, incorporating the objectives and contents of <i>ESO</i> areas and subjects, as well as the necessary adaptations for providing educational attention to these pupils. Goal: Pupils' subsequent enrollment in a Initial Vocational Qualification Programme.	Madrid

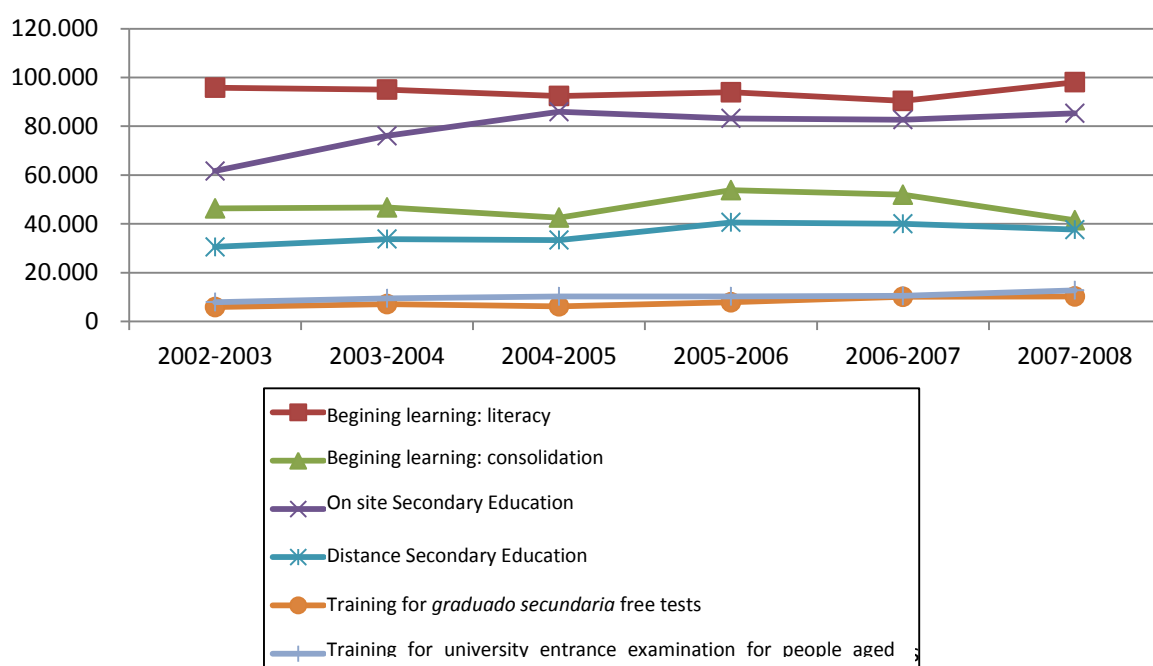
Source: Drawn up by the IFIE on the basis of regulations [L5.16] to [L5.35]

FIGURE 5.6. FORMAL ADULT EDUCATION. SCHOOL YEAR 2008/09



Source: Drawn up by the IFIIE on the basis of regulations.

FIGURE 5.7. EVOLUTION OF PUPILS ENROLLED IN ADULT EDUCATION BROKEN DOWN BY MODALITY. SCHOOL YEARS 2002/03 TO 2007/08.



Source: Drawn up by the IFIIE on the basis of the Estadísticas de las Enseñanzas no Universitarias (Non-university Education Statistics, Ministry of Education)

TABLE 5.6. ATTENTION TO DIVERSITY MEASURES FOR LATE ARRIVALS, BROKEN DOWN BY REGIONAL GOVERNMENT.

	Reception programmes	Teaching the language of the host society	Teaching the language and culture of the countries of origin	Educational programmes	Teachers	Resource centres	Intercultural and/or school mediation	Translation and Interpreting Services	School organization	Community measures	Funding	Creating forums
Andalusia	•	•	•	•	•	•	•	•	•	•	•	•
Aragon	•	•	•	•	•	•	•		•	•	•	
Asturias	•	•		•	•	•			•			
Balearic Islands	•	•		•	•	•	•	•		•	•	
Canary Islands	•	•		•	•		•			•	•	•
Cantabria	•	•		•		•	•		•	•		•
Castile-La Mancha	•	•	•	•	•	•			•	•		
Castile-Leon	•	•	•	•	•	•			•	•	•	•
Catalonia	•	•	•	•	•	•	•	•	•	•	•	
Valencia	•	•		•	•	•	•		•	•	•	•
Extremadura	•	•		•	•		•	•	•	•	•	
Galicia	•	•	•	•	•	•			•	•	•	•
Madrid	•	•	•	•	•		•	•		•		
Murcia	•	•	•	•	•	•	•	•	•	•	•	
Navarre	•	•		•	•				•		•	•
Basque Country	•	•	•	•	•			•	•	•	•	•
Rioja, La	•	•	•		•				•	•	•	•
Ceuta y Melilla	•	•		•		•						

Source: Drawn up by the IFIE on the basis of the regional plans including measures to provide attention to immigrants ([B5.03] to [B5.26]).

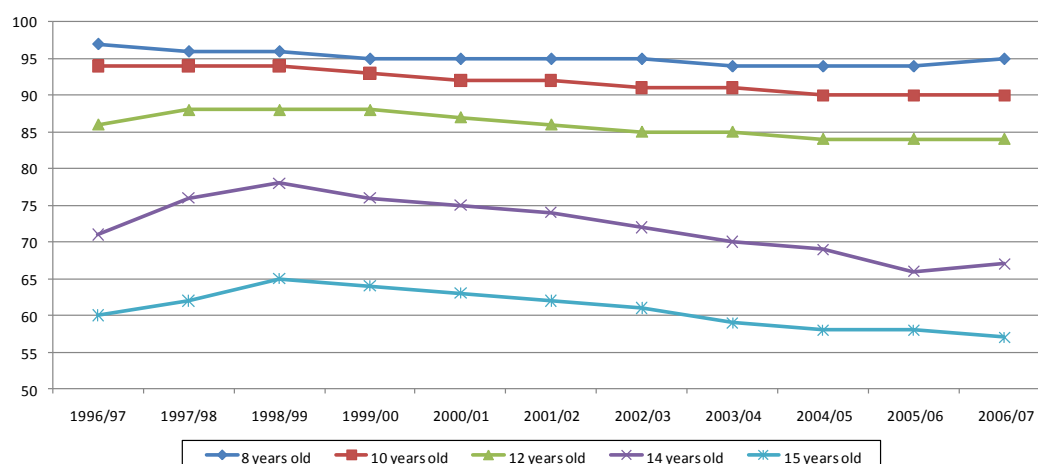
7. INSTITUTIONAL ASSESSMENT OF THE ACHIEVEMENT OF EQUITY IN THE SPANISH EDUCATION SYSTEM

TABLE 7.1. NATIONAL SYSTEM OF EDUCATION INDICATORS. 2007.

Dimensions	Indicators	Priority
Context	Proportion of population at schooling age	
	GDP per citizen	
	Relation between the population and the economic activity	
	Adults' level of studies	•
	Expectations regarding the maximum level of studies	
Resources	Total expenditure in education in regard to the GDP	•
	Public expenditure in education	•
	Expenditure in education per adult	•
	ICT in the education system	
	Proportion of active population working as teachers	
	Pupils per group and teacher	
Schooling	Schooling in each education stage	
	Schooling and population	•
	Evolution of schooling rates at non-compulsory education ages	•
	Access to higher education	•
	Foreign pupils	•
	Attention to diversity: pupils with special educational needs	
Educational processes	Participation in lifelong learning	•
	Headship tasks	
	Number of teaching hours	
	Pupil grouping	
	Participation of families in schools	
	Teamwork	
	Teachers' teaching style	
	Afterschool activities for pupils	
	Tutorship and educational guidance	
	Teacher continuing training	
Educational results	Relations in the classroom and in the school	
	Primary education results	
	Compulsory secondary education (<i>ESO</i>) results	
	Key competences at 15 years of age	•
	Acquisition of attitudes and values	
	Pupils' age adequacy	•
	Early school leaving	•
	Graduation rates	•
	Parents' education and working situation and children's education	
	Employment and unemployment rates according to the level of studies	
	Differences in earnings according to the level of studies	

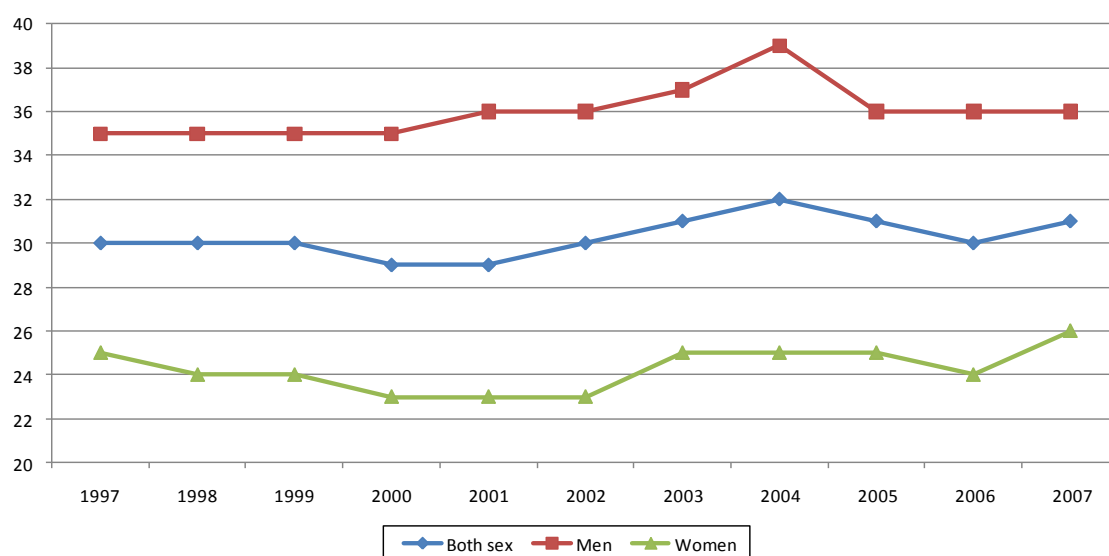
Source: Drawn up by the IFIIE on the basis of the National System of Education Indicators 2007.

FIGURE 7.1. EVOLUTION OF THE AGE ADEQUACY RATES AT 8, 10, 12, 14 AND 15 YEARS OF AGE. SCHOOL YEARS 1996/97 AND 2006/07.



Source: Drawn up by the IFIIE on the basis of the National System of Education Indicators 2009. Institute of Evaluation.

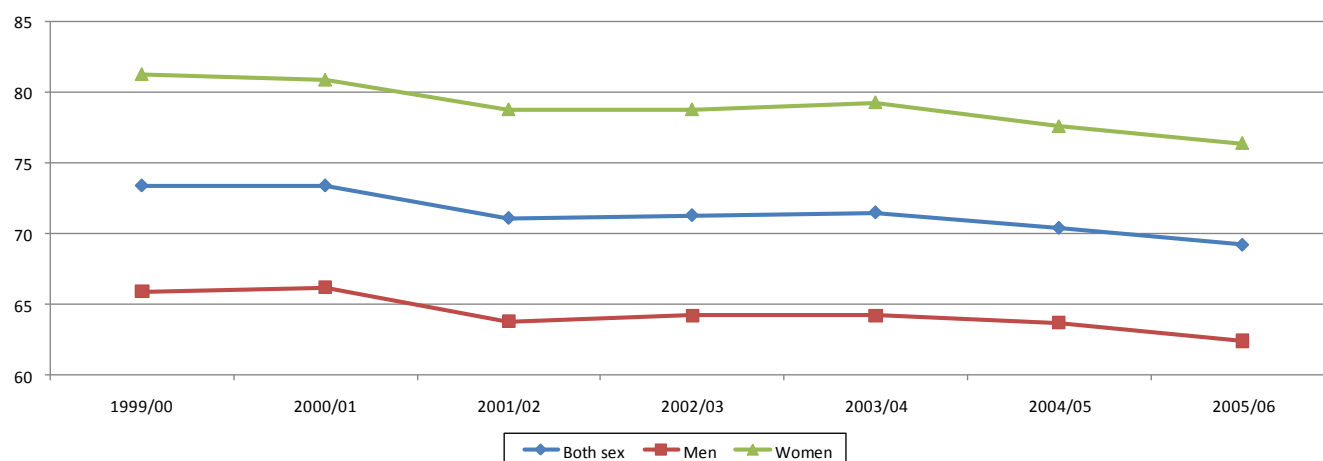
FIGURE 7.2. EVOLUTION OF THE PERCENTAGE OF POPULATION BETWEEN 18 AND 24 WHO HAVE LEFT THE EDUCATION SYSTEM EARLY, BROKEN DOWN BY SEX. 1997 TO 2007 (1)



(1) Due to the implementation in 2005 of harmonized concepts and definitions, there is a lack of comparability with previous years.

Source: Drawn up by the IFIIE on the basis of the National System of Education Indicators 2009. Institute of Evaluation.

FIGURE 7.3. EVOLUTION OF THE GROSS GRADUATION RATE IN COMPULSORY SECONDARY EDUCATION. SCHOOL YEARS 1999/00 TO 2005/06.



Source: Drawn up by the IFIE on the basis of the National System of Education Indicators 2009. Institute of Evaluation.

REFERENCES AND LEGISLATION: SECTION I

2. BRIEF DESCRIPTION OF THE SPANISH EDUCATION SYSTEM

Legislation used in this Report:

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[L2.02] Ley Orgánica 4/2007, de 12 de abril, de modificación de la Ley Orgánica de Universidades de 2007 (BOE 13-04-2007).

[L2.03] Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales (BOE 30-10-2007).

[L2.04] Ley 7/1985, de 2 de abril, Reguladora de las Bases del Régimen Local (BOE 3-4-1985).

[L2.05] Real Decreto 1558/2005, de 23 de diciembre, por el que se regulan los requisitos básicos de los centros integrados de Formación Profesional (BOE 30-12-2005). Modificado por Real Decreto 564/2010, de 7 de mayo (BOE 25-5-2010).

[L2.06] Decreto 334/2009, de 22 de septiembre, por el que se regulan los centros integrados de Formación Profesional en la Comunidad Autónoma de Andalucía (BOJA 5-10-2009).

[L2.07] Decreto 190/2009, de 3 de noviembre, del Gobierno de Aragón, por el que se regulan los centros integrados de Formación Profesional en la Comunidad Autónoma de Aragón (BOA 17-11-2009).

[L2.08] Decreto 96/2010, de 30 de julio, por el que se regulan los centros integrados de Formación Profesional dentro del ámbito de la Comunidad Autónoma de las Islas Baleares (BOIB 7-8-2010).

[L2.09] Decreto 207/2010, de 14 de septiembre, por el que se regulan los requisitos específicos de los centros integrados de Formación profesional en la Comunidad Autónoma de Castilla-La Mancha (DOCM 17-9-2010).

[L2.10] Decreto 49/2010, de 18 de noviembre, por el que se regula la organización y funcionamiento de los centros integrados de Formación Profesional de la Comunidad de Castilla y León (BOCYL 24-11-2010).

[L2.11] Decreto 115/2008, de 1 de agosto, por el que se regulan los centros integrados de Formación Profesional en la Comunidad Valenciana (DOGV 5-8-2008).

[L2.12] Decreto 266/2007, de 28 de diciembre, por el que se regulan los centros integrados de Formación Profesional en la Comunidad Autónoma de Galicia (DOG 28-1-2008).

[L2.13] Decreto 56/2008, de 11 de abril, de creación de centros integrados de Formación Profesional de la Región de Murcia (BORM 16-4-2008).

[L2.14] Decreto Foral 63/2006, de 4 de septiembre, por el que se regulan los centros integrados de Formación Profesional en el ámbito de la Comunidad Foral de Navarra (BON 27-9-2006).

[L2.15] Orden Foral 198/2010, de 1 de diciembre, del Consejero de Educación, por la que se designan los Centros integrados públicos dependientes del Departamento de Educación y se crea la red pública de Centros Integrados de Navarra (BON 20-12-2010).

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References used in this Report:

[B2.01] Consejo de Coordinación Universitaria (2008), *Datos Básicos del Sistema Universitario Español. Curso 2008/2009*, Madrid, Secretaría General Técnica MEPSYD.

3. EQUITY WITHIN THE SPANISH EDUCATION SYSTEM

Legislation used in this Report:

[L3.01] Consejo de la Unión Europea (2009), Conclusiones del Consejo de la Unión Europea, de 12 de mayo de 2009, sobre un marco estratégico para la cooperación europea en el ámbito de la educación y la formación “ET 2020” (DOUE 28-5-2009).

[L3.02] Ley Orgánica 2/2006, de 3 de mayo, de Educación (BOE 4-6-2006).

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Websites used in this Report:

[W3.01] Instituto de Evaluación <http://www.institutodeevaluacion.mec.es>

4. INSTITUTIONAL ACTIONS AND MEASURES TO PROMOTE EQUITY AND INCLUSION IN EDUCATION

Legislation used in this Report:

[L4.01] Ley Orgánica 8/1985, de 3 de julio, Reguladora del Derecho a la Educación (BOE 4-7-1985). Modificada por Ley Orgánica 2/2006, de 3 de mayo (BOE 4-5-2006).

[L4.02] Ley Orgánica 2/2006, de 3 de mayo, de Educación (BOE 4-5-2006).

[L4.03] Decreto 53/2007, de 20 de febrero, por el que se regulan los criterios y el procedimiento de admisión del alumnado en los centros docentes públicos y privados concertados, a excepción de los universitarios (BOJA 23-2-2007).

[L4.04] Decreto 32/2007, de 13 de marzo, del Gobierno de Aragón, por el que se regula la admisión de alumnos en los centros docentes públicos y privados concertados en las enseñanzas de segundo ciclo de Educación Infantil, Educación Primaria, Educación Especial, Educación Secundaria Obligatoria, Bachillerato y Formación Profesional de la Comunidad Autónoma de Aragón (BOA 14-3-2007).

[L4.05] Decreto 61/2007, de 26 de marzo, por el que se regula la admisión del alumnado de enseñanzas no universitarias en los centros docentes públicos y privados concertados de la Comunidad Autónoma de Canarias (BOC 3-4-2007).

[L4.06] Decreto 27/2007, de 15 de marzo de 2007, por el que se regula el procedimiento de admisión de alumnos en los centros públicos y centros privados concertados que imparten Educación Infantil, Educación Primaria o educación secundaria (BOC 23-3-2007).

[L4.07] Orden EDU/7/2008, de 6 de febrero, por la que se desarrollan determinados aspectos del procedimiento de admisión de alumnos en los centros públicos y centros privados concertados que imparten Educación Infantil, Educación Primaria o educación secundaria (BOC 14-2-2008).

[L4.08] Decreto 2/2007, de 16 de enero de 2007, de admisión del alumnado en los centros docentes públicos y privados concertados no universitarios de Castilla-La Mancha (DOCM 19-1-2007).

[L4.09] Orden de 22 de enero de 2007, de la Consejería de Educación y Ciencia, de desarrollo del proceso de admisión del alumnado en los centros docentes públicos y privados concertados que imparten enseñanzas del segundo ciclo de Educación Infantil, Educación Primaria, Educación Secundaria Obligatoria y Bachillerato en Castilla-La Mancha (DOCM 31-1-2007).

[L4.10] Orden EDU/133/2007, de 1 de febrero, por la que se modifica la Orden EDU/184/2005, de 15 de febrero, por la que se desarrolla el proceso de admisión del alumnado en los centros docentes que imparten, sostenidas con fondos públicos, enseñanzas de Educación Infantil, Primaria, Secundaria Obligatoria y Bachillerato en la Comunidad de Castilla y León (BOCyL 1-2-2007).

[L4.11] Decreto 8/2007, de 25 de enero, por el que se modifica el Decreto 17/2005, de 10 de febrero, por el que se regula la admisión del alumnado en centros docentes sostenidos con fondos públicos de la Comunidad de Castilla y León (BOCyL 31-1-2007).

[L4.12] Decreto 75/2007, de 27 de marzo, por el que se establece el procedimiento de admisión del alumnado en los centros en las enseñanzas sufragadas con fondos públicos (DOGC 29-3-2007).

[L4.13] Decreto 33/2007, de 30 de marzo, por el que se regula el acceso a los centros docentes públicos y privados concertados que imparten Enseñanzas de Régimen General (DOCV 3-4-2007).

[L4.14] Orden de 27 de abril de 2007, de la Consejería de Cultura, Educación y Deporte, por la que se regula el procedimiento de admisión del alumnado en los centros docentes públicos y privados concertados que imparten enseñanzas de Educación Infantil, Educación Primaria y educación secundaria de la Comunidad Valenciana (DOCV 2-5-2007).

[L4.15] Decreto 42/2007, de 6 de marzo, por el que se regula la admisión del alumnado en los centros docentes públicos y privados concertados en la Comunidad Autónoma de Extremadura (DOE 8-3-2007).

[L4.16] Orden de 4 de febrero de 2008 por la que se regula el proceso de admisión del alumnado de Educación Infantil, Primaria, Secundaria Obligatoria y Bachillerato en centros sostenidos con fondos públicos para el curso escolar 2008-2009 (DOE 19-2-2008).

[L4.17] Decreto 20/2009, de 6 de febrero, por el que se modifica el Decreto 42/2007, de 6 de marzo, por la que se regula la admisión del alumnado en los centros docentes públicos y privados concertados, en la Comunidad Autónoma de Extremadura (DOE 12-2-2009).

[L4.18] Decreto 30/2007, de 15 de marzo, por el que se regula la admisión del alumnado en centros docentes sostenidos con fondos públicos que imparten las enseñanzas reguladas en la Ley orgánica 2/2006, de 3 de mayo, de educación (DOG 16-3-2007).

[L4.19] Orden de 17 de marzo de 2007 por la que se regula el procedimiento para la admisión del alumnado en el segundo ciclo de Educación Infantil, Educación Primaria, Educación Secundaria Obligatoria y Bachillerato en centros docentes sostenidos con fondos públicos (DOG 19-3-2007).

[L4.20] Orden 1848/2005, de 4 de abril, de la Consejería de Educación, por la que se establece el procedimiento para la admisión de alumnos en centros docentes sostenidos con fondos públicos de segundo ciclo de Educación Infantil, Educación Primaria, Educación Secundaria y Educación Especial (BOCM 6-4-2005).

[L4.21] Resolución, de 27 de enero de 2009, conjunta de las Viceconsejerías de Educación y de Organización Educativa por la que se dictan instrucciones sobre la participación en el proceso de admisión de alumnos en centros docentes sostenidos con fondos públicos de Educación Infantil, Educación Primaria y Educación Secundaria Obligatoria y Bachillerato de la Comunidad de Madrid, para el curso escolar 2009/10.

[L4.22] Orden de 16 de enero de 2009, de la Consejería de Educación, Formación y Empleo, por la que se regula el procedimiento de admisión de alumnos en centros docentes sostenidos con fondos públicos que imparten enseñanzas de segundo ciclo de Educación Infantil, Educación Primaria, Educación Secundaria Obligatoria, Bachillerato y Programas de Cualificación Profesional Inicial en la Región de Murcia (BORM 29-1-2009).

[L4.23] Decreto Foral 31/2007, de 2 de abril, por el que se regula la admisión del alumnado en los centros públicos y privados concertados de la Comunidad Foral de Navarra que imparten enseñanzas no universitarias (BON 27-4-2007).

[L4.24] Resolución 16/2008, de 1 de febrero, del director general de inspección y servicios, por la que se aprueban las bases que van a regular el procedimiento de admisión de alumnado en los centros de enseñanzas no universitarias sostenidos con fondos públicos, para cursar enseñanzas de Educación Secundaria Obligatoria, Bachillerato y ciclos formativos de grado medio y de grado superior en la Comunidad Foral de Navarra, para el curso 2008/2009 (BON 2-2-2008).

[L4.25] Decreto 35/2008, de 4 de marzo, por el que se regula la admisión de alumnado en los centros públicos y privados concertados de Educación Infantil, Educación Primaria, Educación Secundaria Obligatoria, Bachillerato y Formación Profesional de grado medio y de grado superior, de la Comunidad Autónoma del País Vasco (BOPV 6-3-2008).

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[L4.27] Ley Orgánica 6/2001, de 21 de diciembre, de Universidades (BOE 24-12-2001).

[L4.28] Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades (BOE 13-4-2007).

[L4.29] Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales (BOE 30-10-2007).

[L4.30] 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 (BOE 24-11-2008).

[L4.31] Real Decreto 1721/2007, de 21 de diciembre, por el que se establece el régimen de las becas y ayudas al estudio personalizadas (BOE 17-1-2008).

[L4.32] Constitución Española de 1978 (BOE 29-12-1978).

[L4.33] Resolución de 13 de mayo de 2010, de la Secretaría de Estado de Educación y Formación Profesional, por la que se convocan ayudas para adquisición de libros de texto y materiales didáctico e informático, en los niveles obligatorios de la enseñanza, para el curso académico 2010-2011 (BOE 31-5-2010).

[L4.34] Resolución de 21 de junio de 2010, de la Secretaría de Estado de Educación y Formación Profesional, por la que se convocan ayudas para la adquisición de libros de texto y materiales didáctico e informático para alumnado matriculado en educación primaria en la ciudad de Ceuta en el curso 2010-2011 (BOE 15-7-2010).

[L4.35] Resolución de 21 de junio de 2010, de la Secretaría de Estado de Educación y Formación Profesional, por la que se convocan ayudas para la adquisición de libros de texto y materiales didáctico e informático para alumnado matriculado en Melilla en el curso 2010-2011 (BOE 15-7-2010).

[L4.36] Orden EDU/1461/2010, de 20 de mayo, por la que se convocan ayudas para alumnado con necesidad específica de apoyo educativo para el curso académico 2010-2011 (BOE 5-6-2010).

[L4.37] Orden EDU/1782/2010, de 29 de junio, por la que se convocan becas y ayudas al estudio de carácter general y de movilidad, para el curso académico 2010-2011, para alumnado que curse estudios postobligatorios y superiores no universitarios (BOE 3-7-2010).

[L4.38] Orden EDU/1781/2010, de 29 de junio, por la que se convocan becas de carácter general y de movilidad para el curso académico 2010-2011, para estudiantes de enseñanzas universitarias (BOE 3-7-2010).

[L4.39] Orden EDU/3108/2009, de 17 de noviembre, por la que se regulan los préstamos ligados a la posesión de una renta futura para realizar estudios de posgrado de Máster Universitario o de Doctorado (BOE 19-11-2009).

[L4.40] Orden EDU/3083/2009, de 6 de noviembre, por la que se convocan ayudas para becas y contratos de Formación de Profesorado Universitario del Programa Nacional de Formación de Recursos Humanos de Investigación, en el marco del Plan Nacional de Investigación Científica, Desarrollo e Innovación Tecnológica 2008-2011 (BOE 17-11-2009).

[L4.41] Real Decreto 922/2009, de 29 de mayo, por el que se establecen los umbrales de renta y patrimonio familiar y las cuantías de las becas y ayudas al estudio del Ministerio de Educación para el curso 2009-2010 (BOE 30-5-2009).

[L4.42] Orden EDU/2311/2010, de 3 de agosto, por la que se convocan ayudas para la matrícula en un Máster, destinadas a titulados universitarios en situación laboral de desempleo, para el curso 2010-2011 (BOE 1-9-2010).

[L4.43] 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 (BOE 30-10-2007).

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[L4.46] Resolución de 14 de octubre de 2009, de la Consejería de Administraciones Públicas y Portavoz del Gobierno, por la que se aprueba el Plan Regional de Formación Permanente del Profesorado para el curso académico 2009/2010 (BOPA 30-10-2009)

[L4.47] Orden de 5 de agosto de 2008, de la Consejera de Educación y Cultura, por la cual se aprueba el Plan Cuadrienal de Formación Permanente 2008-2012 (BOIB 23-8-2008).

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[B4.14] Instituto de Evaluación (2009), *Sistema Estatal de Indicadores de la Educación. Edición 2009*, Madrid, Secretaría General Técnica, Ministerio de Educación.

Websites used in this Report:

[W4.01] Ministerio de Educación <http://www.educacion.es>

5. ACTIONS AND MEASURES TO PROMOTE EQUITY AND PREVENT SCHOOL FAILURE

Legislation used in this Report:

[L5.01] Ley Orgánica 2/2006, de 3 de mayo, de Educación (BOE 4-5-2006).

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[L5.03] Real Decreto 1467/2007, de 2 de noviembre, por el que se establece la estructura del Bachillerato y se fijan sus enseñanzas mínimas (BOE 6-11-2007).

[L5.04] Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la formación profesional del sistema educativo (BOE 3-1-2007).

[L5.05] Orden de 5 de agosto de 2008, por la que se desarrolla el currículo correspondiente al Bachillerato en Andalucía (BOJA 26-8-2008).

[L5.06] Instrucciones de la Dirección General de Administración, Ordenación e Inspección Educativas sobre el desarrollo del Bachillerato en las Islas Baleares para el curso 2008-2009.

[L5.07] Orden de 25 de junio de 2008, de la Consejería de Educación y Ciencia, por la que se establecen el horario y la distribución de las materias del Bachillerato en la Comunidad Autónoma de Castilla-La Mancha (DOCM 25-6-2008).

[L5.08] Orden de 1 de agosto de 2008 por la que se regulan determinados aspectos relativos a la ordenación e implantación de las enseñanzas de establecidas por la Ley Orgánica 2/2006, de 3 de mayo, de Educación (DOE 13-8-2008).

[L5.09] Orden de 25 de junio de 2008 por la que se establece la relación de materias optativas de Bachillerato, su currículo y se regula su oferta (DOG 27-6-2008).

[L5.10] Orden de 23 de septiembre de 2008 por la que se amplía la oferta de materias optativas de Bachillerato y se establece su currículo (DOG 29-9-2008).

[L5.11] Resolución de 7 de julio de 2008, de la Dirección General de Educación Secundaria y Enseñanzas Profesionales, por la que se establecen las materias optativas del Bachillerato en la Comunidad de Madrid (BOCM 29-7-2008).

[L5.12] Orden de 24 de septiembre de 2008, de la Consejería de Educación, Ciencia e Investigación, por la que se regulan para la Comunidad Autónoma de la Región de Murcia la implantación y desarrollo del Bachillerato (BORM 1-10-2008).

[L5.13] 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 (BON 9-6-2008).

[L5.14] 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 (BOLR 12-9-2008).

[L5.15] Orden ESD/1729/2008, de 11 de junio, por la que se regula la ordenación y se establece el currículo del Bachillerato (BOE 18-6-2008).

[L5.16] Orden de 25 de julio de 2008, por la que se regula la atención a la diversidad del alumnado que cursa la educación básica en los centros docentes públicos de Andalucía (BOJA 22-8-2008).

[L5.17] Orden de 1 de agosto de 1996 por la que se regulan las condiciones y el procedimiento para flexibilizar, con carácter excepcional, la duración del periodo de escolarización obligatoria de los alumnos y alumnas con necesidades educativas especiales asociadas a condiciones personales de sobredotación intelectual (BOJA 29-8-1996).

[L5.18] 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 (BOA 1-6-2007).

[L5.19] Resolución de 29 de octubre de 2007, de la Dirección General de Política Educativa del Departamento de Educación, Cultura y Deporte, por la que se autoriza la aplicación con carácter experimental del Programa de Desarrollo de Capacidades y se dictan instrucciones para su desarrollo en centros públicos de Educación Infantil y Primaria de la Comunidad Autónoma de Aragón (Dirección General de Política Educativa).

[L5.20] Orden de la consejera de Educación y Cultura, de 29 de enero de 2009, por la cual se regula la creación y el funcionamiento de las unidades educativas con currículo propio en centros ordinarios para los niveles obligatorios de los centros sostenidos con fondos públicos (BOIB 26-2-2009).

[L5.21] 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 (BOC 7-6-2007).

[L5.22] Orden de 7 de junio de 2007, por la que se regulan las medidas de atención a la diversidad en la enseñanza básica en la Comunidad Autónoma de Canarias (BOC 21-6-2007).

[L5.23] Resolución de 31 de mayo de 2007, por la que se aprueban instrucciones de funcionamiento de los Equipos Zonales de Tutorías de Jóvenes de la Comunidad Autónoma de Canarias (BOC 25-6-2007).

[L5.24] Decreto 98/2005, de 18 de agosto, de ordenación de la atención a la diversidad en las enseñanzas escolares y la educación preescolar en Cantabria (BOC 29-8-2005).

[L5.25] Decreto 138/2002, de 08-10-2002, por el que se ordena la respuesta educativa a la diversidad del alumnado en la Comunidad Autónoma de Castilla-La Mancha (DOCM 11-10-2002).

[L5.26] Orden de 30-03-2007, de la Consejería de Educación y Ciencia, por la que se regula la atención educativa al alumnado hospitalizado y convaleciente escolarizado en los centros docentes no universitarios sostenidos con fondos públicos, se crean los Equipos de Atención Educativa y Hospitalaria y Domiciliaria y se ordena la estructura de funcionamiento de los Equipos de Atención Educativa Hospitalaria y Domiciliaria de la Comunidad Autónoma de Castilla-La Mancha (DOCM 10-4-2007).

[L5.27] Resolución de 8 de febrero de 2008, de las Direcciones Generales de Recursos Humanos; Planificación, Ordenación e Inspección Educativa; y Calidad, Innovación y Formación del Profesorado, por la que se desarrollan los aspectos básicos del «Programa para la Mejora del Éxito Escolar» (BOCyL 12-2-2008).

[L5.28] Decreto 143/2007, de 26 de junio, por el que se establece la ordenación de las enseñanzas de la Educación Secundaria Obligatoria (DOGC 29-6-2007).

[L5.29] Instrucción 4/2009 de la Dirección General de Calidad y Equidad Educativa sobre los procesos de recuperación y el “Plan específico de refuerzo para la consecución de los niveles imprescindibles de promoción y titulación de Extremadura”, destinados al alumnado en situación de fundado riesgo de tener que realizar las pruebas extraordinarias de junio, y desarrollo de los mismos durante el curso 2008/09 (Documento interno Consejería de educación).

[L5.30] Resolución de 21 de julio de 2006, de la Viceconsejería de Educación, por la que se dictan instrucciones para la organización de las actuaciones de compensación educativa en el ámbito de la enseñanza básica en los centros docentes sostenidos con fondos públicos de la Comunidad de Madrid (BOCM 14-8-2006).

[L5.31] Decreto número 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 (BORM 24-9-2007).

[L5.32] Resolución 47/2009, de 13 de febrero, de la Directora General de Ordenación, Calidad e Innovación, por la que se dictan instrucciones que regulan la organización y funcionamiento del Programa de Currículo Adaptado (PCA) para el alumnado de Educación Secundaria Obligatoria que precisa medidas educativas específicas que le permitan alcanzar los objetivos generales de la etapa (BON 27-3-2009).

[L5.33] 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 (BOPV 13-11-2007).

[L5.34] Instrucciones de 31 de marzo de 2008 la Dirección General de Ordenación e Innovación Educativa, por la que se establecen experimentalmente medidas de Intervención Educativa para el alumnado escolarizado en Educación Secundaria Obligatoria con necesidad específica de apoyo educativo que manifieste graves dificultades de adaptación escolar mediante aulas externas.

[L5.35] Resolución de la Secretaría General Técnica de la Consejería de Presidencia, de 19 de abril de 2010, por la que se dispone la publicación del resumen del Convenio de Colaboración entre el Gobierno de La Rioja, a través de la Consejería de Educación, Cultura y Deporte y la Fundación Pioneros, para el desarrollo del programa Atención educativa al alumnado de Educación Secundaria Obligatoria con graves problemas de conducta mediante aulas externas (BOR 26-4-2010).

[L5.36] 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 (BOE 20-10-1992).

[L5.37] 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 (BOE 24-11-2008).

[L5.38] 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 (BOE 4-7-2003).

[L5.39] Convenio Cultural entre España y Portugal, firmado en Madrid el día 22 de mayo de 1970.

[L5.40] Convenio de Cooperación Cultural entre el gobierno de España y el reino de Marruecos, hecho en Rabat el 14 de octubre de 1980.

[L5.41] Resolución de 29 de mayo de 2007 de la dirección general de política educativa por la que se autoriza el programa de acogida y de integración de alumnos inmigrantes y se dictan instrucciones para su desarrollo (Dirección General de Política Educativa del Departamento de Educación y Ciencia del Gobierno de Aragón).

[L5.42] Circular de 13 de junio de 2007 de la Consejería de Educación y Ciencia, por la que se dictan instrucciones para la implantación en el curso 2007/08 de las enseñanzas definidas en el Decreto 56/2007, de 24 de mayo, por el que se regula la ordenación y establece el currículo de la Educación Primaria en el Principado de Asturias.

[L5.43] Circular de 19 de junio de 2007 de la Consejería de Educación y Ciencia, por la que se dictan instrucciones para la implantación en el curso 2007-2008 de las enseñanzas definidas en el Decreto 74/2007, de 14 de junio, por el que se regula la ordenación y establece el currículo de la Educación Secundaria Obligatoria en el Principado de Asturias.

[L5.44] Resolución de 17 de mayo de 2010, de la Dirección General de Planificación, Ordenación e Inspección Educativa, por la que se organiza la atención educativa al alumnado con integración tardía en el sistema educativo y al alumnado en situación de desventaja socioeducativa, escolarizado en el segundo ciclo de Educación Infantil, Educación Primaria y Educación Secundaria Obligatoria (BOCyL 27-5-2010).

[L5.45] Resolución 3072/2008 por la que se regulan los Espacios de Bienvenida Educativa (DOGC 23-10-2008)

[L5.46] Decreto 359/2009, de 30 de octubre, por el que se establece y regula la respuesta educativa a la diversidad del alumnado en la Comunidad Autónoma de la Región de Murcia (BORM 3-11-2009).

[L5.47] Orden Formal 93/2008, de 13 de junio, del Consejero de Educación por la que se regula la atención a la diversidad en los centros educativos de Educación Infantil y Primaria y Educación Secundaria de la Comunidad Foral de Navarra (BON 30-7-2008).

[L5.48] Resolución de 20 de abril de 2007, de la Dirección General de Enseñanza, por la que se establecen los criterios y el procedimiento para la autorización del funcionamiento durante el curso académico 2007-2008, del Programa de Acogida al Sistema Educativo (PASE) en centros docentes sostenidos con fondos públicos, que impartan Educación Primaria o Educación Secundaria Obligatoria (DOCV 7-5-2007).

[L5.49] Orden EDU/849/2010, de 18 de marzo, por la que se regula la ordenación de la educación del alumnado con necesidad de apoyo educativo y se regulan los servicios de orientación educativa en el ámbito de gestión del Ministerio de Educación, en las Ciudades Autónomas de Ceuta y Melilla (BOE 6-4-2010).

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[B5.02] Calero, J. (2006), *La equidad en educación. Informe analítico del sistema educativo español*, Madrid, Ministerio de Educación y Ciencia-Centro de Investigación y Documentación Educativa.

[B5.03] Plan de Inmigración de Andalucía, 2010-2014.

- [B5.04] Plan Integral para la Convivencia Intercultural de Aragón, 2008-2011.
- [B5.05] Plan Autonómico de Inclusión Social de Asturias, 2009-2011.
- [B5.06] II Plan Integral de Atención a las Personas Inmigradas de las Islas Baleares, 2005.
- [B5.07] Programa de Educación Intercultural de Canarias, 2001-indefinido.
- [B5.08] Plan Canario para la Inmigración, 2005-2007.
- [B5.09] Plan de Interculturalidad de Cantabria, 2005-2006.
- [B5.10] Plan Estratégico de Servicios Sociales de Cantabria, 2008-2011
- [B5.11] Modelo de educación Intercultural y Cohesión Social de Castilla-La Mancha, 2005-indefinido.
- [B5.12] Plan Regional para la Integración Social de Castilla-La Mancha, 2001-2005.
- [B5.13] Plan de Atención al Alumnado Extranjero y de Minorías Castilla y León, 2003-2007.
- [B5.14] Plan Integral de Inmigración de Castilla y León, 2005-2009.
- [B5.15] Plan Marco de Atención Educativa a la Diversidad para Castilla y León, 2002-2007.
- [B5.16] Plan para de Ciudadanía e Inmigración de Cataluña, 2009-2012.
- [B5.17] Plan Director de Inmigración y Convivencia de Valencia, 2008-2011.
- [B5.18] Plan de Inclusión Social de Extremadura, 2008-2011.
- [B5.19] Plan Gallego de Inclusión Social, 2007-2013.
- [B5.20] Plan Gallego de Ciudadanía, Convivencia e Integración, 2008-2011.
- [B5.21] Plan de Integración de Madrid, 2009-2011.
- [B5.22] Plan Estratégico de Ciudadanía e Integración de Murcia, 2007-2010.
- [B5.23] Plan para la Integración Social de la Población Inmigrante de Navarra, 2002-2006.
- [B5.24] Plan Estratégico de Servicios Sociales de Navarra, 2008-2012.
- [B5.25] Programa de Interculturalidad y de Inclusión del Alumnado Recién Llegado del País Vasco, 2007-2010.
- [B5.26] II Plan Integral de Inmigración de La Rioja, 2009-2012.

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[L6.03] Real Decreto 395/2007, de 23 de marzo, por el que se regula el subsistema de formación profesional para el empleo (BOE 11-4-2007).

[L6.04] Real Decreto 1128/2003, de 5 de septiembre, por el que se regula el Catálogo Nacional de Cualificaciones Profesionales (BOE 17-9-2003). Modificado por Real Decreto 1416/2005, de 25 de noviembre (BOE 3-12-2005).

[L6.05] Real Decreto 1538/2006, de 15 de diciembre, por el que se establece la ordenación general de la Formación Profesional del sistema educativo (BOE 3-1-2007).

[L6.06] Real Decreto 1224/2009, de 17 de julio, de reconocimiento de las competencias profesionales adquiridas por experiencia laboral (BOE 25-08-2009).

[L6.07] Ley Orgánica 2/2006, de 3 de mayo, de Educación (BOE 4-5-2006).

[L6.08] Resolución de 30 de abril de 1996, de la Dirección General de Renovación Pedagógica, por la que se dictan instrucciones sobre el Plan de actividades de los departamentos de Orientación de los Institutos de Educación Secundaria (BOMECE 13-5-1996).

[L6.09] Resolución del Consejo, de 27 de junio de 2002, sobre la educación permanente (DOCE 2002/C 163/01).

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[B6.03] Ministerio de Trabajo e Inmigración (2009), *Informe anual 2009*. Madrid, Servicio Público de Empleo Estatal.

7. INSTITUTIONAL ASSESSMENT OF THE ACHIEVEMENT OF EQUITY IN THE SPANISH EDUCATION SYSTEM

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[L7.02] Ley Orgánica 6/2001, de 21 de diciembre, de Universidades (BOE 24-12-2001).

[L7.03] Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001 de 21 de diciembre, de Universidades (BOE 13-4-2007).

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[B7.03] Grañeras Pastrana, M. y Vázquez Aguilar, E. (coord.) (2009), *Prevención de la violencia y mejora de la convivencia en las escuelas: investigación educativa y actuaciones de las Administraciones Públicas*, Madrid, Ministerio de Educación, Política Social y Deporte.

[B7.04] Coba Arango, E. y Grañeras Pastrana, M. (2009), *Informe del sistema educativo español 2009*. Volúmenes 1 y 2, Madrid, Secretaría General Técnica, Ministerio de Educación.

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[B7.06] Grañeras Pastrana, M. (coord.) (2009), *Las mujeres en el sistema educativo II*, Madrid, Instituto de la mujer/IFIIE.

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[W7.02] Ministerio de Educación <http://www.educacion.es/>

REPORT SECTION II

INTRODUCTION

Section II of this report provides answers to the questionnaire regarding policy measures, the implementation of initiatives and the assessment of their impact, using the structure of the 2007 OECD's Report *No More Failures: Ten Steps to Equity in Education*. Unfortunately, in most cases we have no reliable data available on the assessment of these measures, neither of their efficiency nor their impact on educational practice, due to the fact that they have only been recently implemented. In the case of less recent studies or measures, we have tried to provide more detailed information.

First of all, the report presents graphic representations of the step or steps taken towards equity in education and how they relate to each of the measures, highlighting the support from policies and educational practices to equity, inclusion and prevention of school failure (see Table 1 below). Secondly, we include the answers to the questionnaire according to each specific measure, thus providing the necessary information to establish comparisons. If a measure requires so, tables and figures are provided too, including complementary information or the relevant legislation which regulates its implementation and development (see Section II annex).

The measures have been organised according to two variables: the year when they were implemented and the mechanisms used by the Ministry of Education put them into practice. The first measure makes direct reference to the Act on Education 3/2006, of May 3rd, (*Ley Orgánica de Educación, LOE*), which is the basic act organising the Spanish education system at non-university levels. The next ones deal with a group of programmes aimed at achieving the principles and goals of the education system established in the Act, and contained within in the Support Plan for the Implementation of the LOE, to be completed in 2010. The rest of the measures undertaken the Ministry of Education are included in the Action Plan and the Territorial Cooperation Programmes, designed in order to continue modernising and providing flexibility to the education system, and to involve different education authorities in this reform process. Although some of the measures were launched as part of the Support Plan for the Implementation of the *LOE* which is about to end, they are still being implemented. Besides, some new actions which are currently being devised and will be carried out and assessed in the near future have also been included in this report.

The Ministry of Education has also established a series of collaboration mechanisms with other public administrations, with the aim of tackling equity, inclusion and prevention of school failure in terms of social cohesion. These joint initiatives comprise other actions beyond the scope of education; however, this section highlights only measures towards equity in the area of education.

Last but not least, some initiatives encouraged by the education authorities in the Regional Governments or municipalities are also presented as examples of good practices, since these actions have in mind the same goal as the measures devised at national level.

In order to be more specific about the social and institutional support received by the initiatives included in this report, section G, "Comments", which appears in most of the measures below, presents the opinion of social agents in this regard. The information has been provided by the National Education Board (*CEE*)²⁰, one of the units of the Ministry of Education which integrates the National Consulting Commission. The graphics in the next sections show not only which measures of the Ministry of Education have been approved as a consequence of recommendations proposed by the social agents to the National Education Board, but also which challenges are still to be faced, in spite of the efforts made by the Ministry of Education so far (see Table 2 in this introduction).

²⁰ The National Education Board (*CEE*) is a collegiate body which operates at national level. Its aim is to allow all the different agents of the educational community to participate in the general planning of education. It also provides counselling concerning bills, acts or regulations put forward or passed by the Government. This body is made up of 105 representatives of different sectors in education: families, students, teachers' unions, trade unions, private school employers' organisations, universities, representatives from women rights organisations, representatives from local governments (mayors), relevant social figures and, more recently, the presidents of the education boards of the 17 Regional Governments.

Table 1. Actions undertaken by education authorities in order to ensure equity in education

		Step 1: Postpone streaming (1)	Step 2: Manage school choice	Step 3: Attention to upper secondary education	Step 4: Second chances	Step 5: Reduce year repetition	Step 6: Links between school and home	Step 7: Respond to diversity and successful inclusion of migrants and minorities	Step 8: Early childhood provision and basic schooling	Step 9: Direct resources to students and regions with greater needs	Step 10: Specific targets for equity, particularly related to low school achievement and dropouts
Schooling Pupils in Public and Publicly-Funded Private Schools			•							•	
Plan to Support the Implementation of the <i>LOE</i>				•	•	•	•	•	•		
TERRITORIAL COOPERATION PROGRAMMES MINISTRY OF EDUCATION 2010-2011	<i>Educa3</i> Plan						•		•	•	
	Programme to Consolidate Basic Competences as the Core of the Curriculum					•	•		•		
	Reading to Learn Programme: Reading in the Digital Era			•		•	•		•	•	
	<i>PROA</i> Plan					•	•	•	•	•	
	Programme to Deepen Knowledge			•			•		•	•	
	Programme Contracts with Schools to Increase School Success			•		•	•	•	•		•
	Programme to Reduce Education and Training Dropout			•	•	•	•	•	•	•	
	Recognition of Professional Competences Acquired by Means of Work Experience				•						
	Vocational Training Provision for the Entire Population. Distance Vocational Training Platform			•	•					•	•
	Integrated Vocational Information and Guidance System				•						
	Spanish Network of Information on Education		•	•	•	•	•	•	•	•	•
	Diagnostic Assessments			•		•	•	•	•		•
	Continuing Teacher Training			•		•	•	•	•		
	<i>ARCE</i> Programme									•	
	<i>Escuela2.0</i>						•		•	•	

		Step 1: Postpone streaming (1)	Step 2: Manage school choice	Step 3: Attention to upper secondary education	Step 4: Second chances	Step 5: Reduce year repetition	Step 6: Links between school and home	Step 7: Respond to diversity and successful inclusion of migrants and minorities	Step 8: Early childhood provision and basic schooling	Step 9: Direct resources to students and regions with the greatest needs	Step 10: Specific targets for equity, particularly related to low school achievement and dropouts
TERRIT ORIAL COOPE RATIO N	Plan to Promote Second Language Learning			•				•	•		
MINISTR Y OF EDUCATI ON'S ACTION PLAN 2010-2011	Specific Inclusive Education Plan			•		•	•	•	•	•	•
	Plan to Promote a Peaceful School Climate					•	•		•		
COOPERATION AMONG PUBLIC AUTHORITIES	Plan to Reform Vocational Training			•	•						
	National Strategic Plan for Infancy and Adolescence			•		•	•	•	•	•	
	National Action Plan for Social Inclusion				•	•		•	•	•	•
	Strategic Plan for Citizenship and Integration					•		•			
EXAMPLES OF GOOD PRACTICES AT REGIONAL GOVERNMENTS AND MUNICIPALITIES	Project to Prevent School Absenteeism and School Dropout			•	•	•	•	•	•		
	Programme for Providing Educational Attention to Pupils in Lower Secondary Education with Severe Behaviour Problems			•		•			•	•	•
	Municipal Network of Labour and Social Centres			•	•				•	•	•
	Units for Vocational Training and Insertion			•	•			•		•	•
	@vanza Programme. Online Adult Education			•	•					•	

(1) Unlike other European education systems, where there are optional paths at some point in compulsory education, Spain has chosen to structure education at this stage comprehensively. All students have access to the same learning opportunities, comprising all curricular areas that have been formally established with no different education pathways (Teese, R. (Rapporteur) (2006), *Equity in Education. Thematic Review. Spain. Country Note*. OECD).

Table 2. Response from the Ministry of Education to the proposals of the National Education Board, and current challenges according to this national body

		Response from the Ministry of Education to the proposals of the National Education Board	Current challenges
Schooling Pupils in Public and Publicly-Funded Private Schools		▪	- To improve educational provision
Plan to Support the Implementation of the <i>LOE</i>		---	---
TERRITORIAL COOPERATION PROGRAMMES MINISTRY OF EDUCATION 2010-2011	<i>Educa3</i> Plan	▪	- To increase efforts towards widening public provision for the first cycle of pre-primary education - To establish assessment indicators in order to guarantee quality at this stage and to ensure its educational character. - To carry out research on the advantages and disadvantages of separating the two cycles in pre-primary education.
	Programme to Consolidate Basic Skills as the Core of the Curriculum	---	---
	Reading to Learn Programme: Reading in the Digital Era	▪	---
	PROA Plan	▪	- To increase investment in the Plan. - To strengthen evaluation of the Plan. - To review inequalities in the implementation of the Plan in different Regional Governments, so as to pinpoint possible shortcomings and, whenever necessary, establish new quality criteria.
	Programme to Deepen Knowledge	---	---
	Programme Contracts with Schools to Increase School Success	▪	---
	Programme to Reduce Education and Training Dropout	▪	- To improve options for further training for students who leave compulsory schooling without a certificate. - To carry out research on the effect of repeating a course on school success, on actual taught time in secondary education, on teacher absenteeism and its possible causes, and on the reasons behind impact on gender on school success.
	Recognition of Professional Competences Acquired by Means of Work Experience	▪	- To carry out an equivalent and coordinated assessment, recognition and accreditation of competences for the whole of the State, taking the National Catalogue of Professional Qualifications. This assessment, recognition and accreditation must also include all types of vocational training.
	Vocational Training Provision for the Entire Population. Distance Vocational Training Platform	▪	---
	Integrated Vocational Information and Guidance System	▪	---

		Response from the Ministry of Education to the proposals of the National Education Board	Current challenges
TERRITORIAL COOPERATION PROGRAMMES MINISTRY OF EDUCATION 2010-2011	Spanish Network of Information on Education	---	---
	Diagnostic Assessments	▪	- To establish mechanisms in order to analyse results, to draw up actions plans based on these analyses and to make sure schools incorporate into their educational projects the agreements reached by families, students and schools.
	Continuing Teacher Training	▪	- To strengthen teacher training within working hours and on-line training, as well as their connection with the training actions undertaken in schools. - To increase the number of those training agreements with universities which give priority to the new teacher training needs.
	ARCE Programme		---
	Escuela2.0	▪	---
	Plan to Promote Second Language Learning	▪	- To carry out research on bilingual and trilingual projects in different regions
MINISTRY OF EDUCATION'S ACTION	Specific Inclusive Education Plan	▪	- To establish the International Convention for the rights of persons with disabilities, signed by the United Nations in 2006 and in force in Spain since May 2008, as the reference framework for public authorities in the development of legislation, policies and educational practice. And more specifically, article 24, devoted to inclusive education of persons with disabilities. - To include the attention to students with disabilities among the quality indicators of the education system.-To foster measures towards improving individualized counselling to families.
	Plan to Promote a Peaceful School Climate	▪	- To issue a Royal Decree in order to update the one in force since 1995 regarding students' rights and obligations, so as to make it more adequate to the needs of the new education system and to provide a common framework of reference for all students. Furthermore, it would be necessary to review school rules of coexistence, as well as the impact of good educational practice and of awareness campaigns, organised by the administrations and by the educational community, aimed at students in lower secondary education (ESO) and their families, in order to promote learning and to strengthen non-sexist and non-racist education and further professional practice, both in ESO and in Bachillerato.

		Response from the Ministry of Education to the proposals of the National Education Board	Current challenges
COOPERATION AMONG PUBLIC ADMINISTRATIONS	Plan to Reform Vocational Training	▪	<ul style="list-style-type: none"> - To strengthen current measures aimed at increasing enrolment in intermediate vocational training, to complete the National Catalogue of Vocational Qualifications within the framework of the 2006 Act on Education (LOE), to increase the number of schools which offer this type of provision, guaranteeing their quality, and to promote work placement (FCT). - To contribute to the creation of specific financial support for vocational training, and the possibility for students and employers to receive incentives so as to allow for the development of combining training and employment, allowing them to combine part-time employment and education. - To promote specific attention to adults who do not hold a diploma in upper secondary education (Bachiller) and who could re-enter the education system, preferably in programmes to obtain a Certificate in Compulsory Secondary Education or to intermediate vocational training programmes. In order to do so, it is necessary to diversify the number of qualifications being offered, including Social Volunteering programmes, to increase flexibility in in-class training, allowing for the possibility of evening classes, and to develop on-line training and distance learning programmes. - To increase the number of educational institutions within the Integrated Schools Network, making sure that the rest of schools do not suffer any damage in their provision or resources.
	National Strategic Plan for Infancy and Adolescence	▪	See the challenges pointed out in the measures for “ <i>Educa3</i> Plan”
	National Action Plan for Social Inclusion	▪	See the challenges mentioned in “Specific Inclusive Education Plan”
	Strategic Plan for Citizenship and Integration	▪	See the challenges mentioned in “Plan to Promote a Peaceful School Climate”

		Response from the Ministry of Education to the proposals of the National Education Board	Current challenges
EXAMPLES OF GOOD PRACTICES AT REGIONAL GOVERNMENTS AND MUNICIPALITIES	Project to Prevent School Absenteeism and to Combat School Dropout	▪	See the challenges mentioned in “Programme to Reduce Education and Training Dropout”
	Programme for Providing Educational Attention to Pupils in Lower Secondary Education with Severe Behaviour Problems	▪	
	Municipal Network of Labour and Social Centres	▪	
	Units for Vocational Training and Insertion	▪	
	@Vanza Programme. Online Adult Education	▪	- To increase the number of qualifications being offered, including Social Volunteering

MEASURE 1: SCHOOLING PUPILS IN PUBLIC AND PUBLICLY-FUNDED PRIVATE SCHOOLS (*Escolarización del alumnado en centros públicos y privados concertados*) (May 3rd 2006, 2/2006 Act on Education – *Ley Orgánica de Educación, LOE*) (See 4.2.1 in Section I).

A. Description:

The need to achieve equitable schooling of pupils in the double network of schools, comprising public and publicly-funded private schools, within a framework of respect of the right to education and free choice of school, has been a constant concern since this network was established. The Act on the Right to Education (*LODE*, 1985) had already included specific measures to guarantee equity for all students as regards admission to public and publicly-funded private schools, in order to ensure a balanced distribution of students in all institutions. Despite the success in fair admission for children to publicly-funded private schools, achieved thanks to the Act on the Right to Education (*LODE*, 1985), in 2006 the Spanish government decided that it was necessary to supplement the measures enforced by the 1985 Act with further actions, which were included in the 2006 Act on Education (*LOE*)

B. State:

It began in 1985, when the Act on the Right to Education (*Ley Orgánica Reguladora del Derecho a la Educación, LODE*) was passed, and continued after its modification by the *LOE* in 2006.

C. Scope and level:

1. **Scope:** State and Regional Governments.
2. **Level:** Non-university education.

D. Results and impact:

1. Planned results:

- Collaboration between education authorities and other institutions to guarantee the authenticity of the data provided by the interested parties and the schools during the pupils' admission procedure.
- Considering a public school and another public school attached to it providing a different educational stage as a single institution when it comes to applying the criteria for pupils' admission. In this case, and in the case of a public school providing several educational stages, the initial admission procedure is applied at the stage corresponding to the younger age. The procedure and the requirements for pooling different schools together are established by the education authorities.
- Enrolment in a public or publicly-funded private school involves respecting its educational project, without prejudice to the rights of pupils and their families acknowledged by education regulations.
- Education authorities receive directly from the National Tax Administration Office (*Agencia Estatal de Administración Tributaria*) and the relevant institutions in the Regional Governments of the Basque Country and Navarre the information they need so as to verify the financial requirements to be met by pupils' for admission procedures.
- Establishing the same influence and border areas for public and publicly-funded schools in municipalities or geographical areas for pupils' admission procedures. The education authorities in each Regional Government publish lists periodically. These lists specify the territorial area of influence of each school, so as to inform families about the number of points that each child will receive during the admission process, depending on the distance between the school selected by the parents and their home or working place. The area of influence established for each school is essential during the admission process, since proximity to the family's home or working place to the schools is one of the most important criteria for admission to public and publicly-funded schools.

- Education authorities set up commissions or bodies responsible for fair admission when the demand of school places in a given school is greater than the offer. These commissions monitor the admission process and the observance of its regulations, and they propose the measures they deem appropriate to the education authorities. They are made up of representatives of the education authorities, local authorities, parents, teachers, and public and publicly-funded schools.
- Education authorities decide on the number of pupils with specific needs for educational support that have to be schooled in each of the public and publicly-funded schools, guaranteeing the necessary personal and financial resources so that schools may provide such support.
- Education authorities set aside a number of places in public and publicly-funded schools until the end of the pre-registration and enrolment periods. This is how they facilitate schooling and ensure the right to education of pupils with a specific need for educational support. The education authorities in each Regional Government have the responsibility to reserve a certain number of places for children with specific educational needs. They also establish a maximum number of this type of pupils in each class. Thus, a balanced distribution of children with special educational needs in each class is achieved.
- Increasing up to 10% the maximum number of pupils per classroom in public and private schools in the same area in order to respond to the immediate schooling needs of late arrivals.
- All publicly-funded schools have to school pupils until the end of compulsory education, unless they are transferred to another institution at their family's request or as a consequence of a disciplinary process according to the regulations on pupils' rights and duties.
- Explicit sanction to publicly-funded schools for charging families for free education, imposing families the obligation to pay contributions to foundations or associations or establishing compulsory services associated to education. These categories do not include afterschool and complementary activities, as well as voluntary school services.

In Spain there are two institutions which watch over compliance with the regulations established in the Act on the Right to education (LODE, 1985), the Act on Education (LOE, 2006) and the rest of legislation regarding fair admission of pupils: The Higher Inspectorate, and the Education Inspectorate (for more detailed information about these bodies, see Chapter 7, Section I of this report)

2. Impact:

In order to prevent the growing differences observed in the admission processes between the network of public schools and publicly-funded private schools, the social agents submitted to the National Education Board a report on the school year 2008-2009 in which they urged education authorities to continue improving educational provision, in order to achieve complete and balanced schooling, as well as to promote the integration in public and publicly-funded private schools of foreign children, of children who enter the system late, of those at risk of dropping out of school or of social exclusion, as well as of pupils with special educational needs. In order to carry out this task education authorities must provide schools with the necessary human and material resources.

3. Formal assessment of the impact:

There has been no formal evaluation on the Act on the Right to Education (LODE, 1985) so far. However, as it was stated in section D.2, in Spain there are some bodies in charge of overseeing compliance with education laws. These bodies carry out a valuable task which allows detecting whether there are new needs in the system which would call for changes in legislation. For this reason, as it was stated in Section A of this report, in spite of the achievements in the area of

equitable schooling of children in publicly-funded schools thanks to the Act on the Right of Education (LODE 1985), in 2006 the Spanish government decided to supplement the existing measures included in the 1985 Act with new ones approved in the Act on Education (LOE, 2006).

E. Political conditions:

This initiative is widely supported by education authorities, both national and regional.

F. Research:

G. Comments:

This initiative responds to the OECD's 13th and 14th recommendations to Spain, included in the 2006 OECD report *Equity in Education. Thematic Review. Spain. Country Note*.

MEASURE 2: PLAN TO SUPPORT THE IMPLEMENTATION OF THE 2006 ACT ON EDUCATION (LOE) (*Plan de apoyo a la implantación de la Ley Orgánica de Educación, LOE, 2006*)

A. Description:

Group of programmes aimed at achieving the principles and goals of the education system established by the *LOE* (2006). These programmes target teacher training, second language learning, improving pupils' school success, decreasing school dropout and extending or modifying school time. In addition, there are some other actions with national scope, namely: the design of didactic, guiding and diffusion materials; the creation of a network of guidance and reinforcement platforms, open for the entire population; the organisation of awareness and diffusion campaigns, as well as of conferences, seminars and symposiums.

Since this Plan to Support the Implementation of the *LOE* was launched, the Ministry of Education has signed collaboration agreements with all the Regional Governments but the Basque Country and Navarre every year, with the aim of enabling the implementation of the Plan's actions. The budget that the different education authorities earmarked for the implementation of each of these programmes during 2009 is presented in Tables 7, 8 and 9.

B. State:

It started in 2007 and finished in 2010. Despite the period to develop these initiatives has already expired, we have considered it necessary to include them in this report, since they are the starting point for new actions. For this reason, there are no answers for the questions asked in this section. The Spanish government will provide continuity for these measures through the Territorial Cooperation Programmes 2010-2011 (see 4.1. in Section I, and measures 3-18 in the present section).

C. Scope and level:

1. **Scope:** State and Regional Governments (Tables 1, 2, 3, 4, 5 and 6).
2. **Level:** Non-university education.

D. Results and impact:

1. Planned results:

- Improving teacher training so as to face the current challenges of the Spanish education system.
- Implementing a wide range of reinforcement mechanisms so that pupils are able to pursue their education successfully.
- Decreasing the impact of certain factors on school dropout without qualifications.
- Improving second language teaching and teacher training in this area.
- Modifying the usual parameters in school calendar and schedules, or the duration of the school day in compulsory education stages, in order to obtain better results.

2. Impact:

Since this Plan to Support the Implementation of the *LOE* was launched, the Ministry of Education has signed collaboration agreements with all the Regional Governments but the Basque Country and Navarre every year, with the aim of enabling the implementation of the Plan's actions. The budget that the different education authorities earmarked for the implementation of each of these programmes during 2009 is presented in Tables 7, 8 and 9.

3. Formal assessment of the impact:

The Ministry of Education and the Regional Government with which the collaboration agreement is signed establish the creation of a mixed-membership commission to assess it. This commission is made up of six members, two of which are appointed by the Ministry of Education, one by the Government Delegation in the Regional Government and three by the Regional Government.

The evaluation of these measures has been postponed, since the Spanish government has decided to continue their implementation through the Territorial Cooperation Programmes 201-2011 (see 4.1. in Section I, and measures 6, 8, 9, 15 y 18 in this section).

E. Political conditions:

This initiative is widely supported by education authorities, both national and regional.

F. Research:

In the year 2010, the Ministry of Education's Institute for Teacher Training and Educational Research and Innovation (*IFIIE*) initiated several studies related to the programmes of the Plan to Support the Implementation of the *LOE*:

- Immigrants' school performance in the Spanish education system on the basis of PISA.
- Design of interventions to avoid Roma population's school dropout in compulsory secondary education.
- The cost of school failure
- Research on school dropout in Spain: the pupils' point of view
- Didactic activities in classrooms and schools, performance and attitudes towards Science in PISA 2006.
- The impact of primary education teaching methodology on the training of competences.

As far as the studies that have already been published are concerned, there is a brief description of their conclusions in section F of measure 8, and a link to the complete report. In the case of studies which are still being carried out or whose research projects are being drawn up, there are no available data yet. However, as soon as these studies are published, we will be delighted to provide you with a copy of them.

Furthermore, the following studies are being carried out through Eurydice, the European network for education information, administratively linked to the *IFIIE*:

- Key Data on Teaching Languages at Schools in Europe (3rd edition).
- Reading Literacy at Schools.
- Mathematics Teaching at Schools.
- Sciences Teaching at Schools.

G. Comments:

Since the Plan to Support the Implementation of the *LOE* came to an end in the school year 2009/10, the Ministry of Education has issued a Programme for Territorial Cooperation and an Action Plan for 2010/11 with the aim of giving continuity to the actions of the Plan to Support the Implementation of the *LOE*. They include actions related to teacher training, second language learning, improving pupils' achievement, decreasing school dropout and extending or modifying school time. More precisely, the plans to improve pupils' achievement and to modify school time are grouped in the programme contract signed with schools to promote school success (see 4.1 in Section I, and related measure in Section II).

This initiative responds to the OECD's 1st, 2nd, 3rd, 20th and 21st recommendations to Spain, included in the 2006 OECD report *Equity in Education. Thematic Review. Spain. Country Note*.

TABLE 1. MAIN ACTIONS REGARDING TEACHER TRAINING, BROKEN DOWN BY REGIONAL GOVERNMENTS . YEAR 2009.

		Andalusia	Aragon	Asturias	Balearic Islands	Canary Islands	Cantabria	Castile – La Mancha	Castile and Leon	Catalonia	Valencia	Extremadura	Galicia	Madrid	Murcia	Rioja
Training in general aspects of the <i>LOE</i>	Basic skills	•	•	•	•	•	•	•	•	•	•	•	•		•	•
	Diagnostic assessment	•	•	•		•	•		•		•	•	•	•		•
	School climate	•							•	•		•				
	Other				•		•					•				
Training in didactic, guiding and planning strategies to prevent school dropout		•		•		•			•	•		•			•	
Training in areas and subjects that are new in the curriculum or have been deeply modified	Sciences in the Contemporary World			•		•		•	•		•	•		•		
	Citizenship Education, in their different modalities		•	•		•	•	•	•		•	•		•		
	Spanish Language in primary and secondary education			•		•	•		•		•	•				•
	Music in secondary education			•		•	•		•		•	•				•
	Computer Science in <i>ESO</i>					•		•				•				•
	Initial Vocational Qualification Programmes	•	•	•	•	•		•	•		•	•		•		
	Subjects of the Performing Arts, Music and Dance pathway in the Arts <i>Bachillerato</i>			•		•		•	•		•	•				
	Other		•			•								•		•
The subjects are not specified		•	•		•								•		•	
Training for educators and teachers in the first cycle of pre-primary education working in publicly-funded schools. Continuing training activities for professionals from pre-primary schools or nurseries for 0 to 3-year-olds that are going to become pre-primary schools are also included.		•	•	•	•	•	•	•	•		•	•		•	•	•
Training for tutors of students completing their teaching practice period, in collaboration with universities, in order to guarantee that the training processes requiring practice is completed successfully. This is especially the case in official Primary Teaching Degrees and Secondary Teaching Master's, but also in the case of tutors in charge of prospective teachers who have passed the competitive examinations to become state-employed teachers.		•	•			•			•		•	•		•	•	

Source: Drawn up by the *IFIIE* on the basis of regulations [L02] to [L16].

TABLE 2.MAIN ACTIONS TO IMPROVE SCHOOL SUCCESS, BROKEN DOWN BY REGIONAL GOVERNMENT . YEAR 2009.

		Andalusia	Aragon	Asturias	Balearic Islands	Canary Islands	Cantabria	Castile-La Mancha	Castile and Leon	Catalonia	Valencia	Extremadura	Galicia	Madrid	Murcia	Rioja
Reinforcement programmes targeting pupils who move on to the next grade in primary education and/or <i>ESO</i> without receiving positive evaluation in all the areas or subjects. Also, programmes to reinforce non-acquired learning.		●	●	●	●	●	●		●	●	●	●	●		●	●
Actions in primary education and <i>ESO</i> , areas and subjects with the lowest success rates.	Organisational changes in schools, regarding flexible grouping, splitting groups, increasing the number of teachers per classroom, reducing the number of pupils per class.	●		●	●	●	●	●		●	●	●		●	●	
	Carrying out activities to improve linguistic skills.	●	●	●	●	●	●		●	●	●	●	●	●	●	●
	Carrying out activities to improve mathematical skills.	●	●	●	●	●	●		●	●	●	●	●	●	●	●
Increasing and spreading curricular diversification programmes.		●	●							●				●	●	
Tutorship reinforcement programmes, especially in <i>ESO</i> .			●	●	●	●		●		●	●					
Programme to develop capacities, aimed at supporting the assessment and integration of pupils with higher abilities in a specific area or higher learning abilities in general.			●	●		●					●				●	●

Source: Drawn up by the *IFIIE* on the basis of regulations [L02] to [L16].

TABLE 3. MAIN ACTIONS REGARDING THE PROGRAMME TO SUPPORT SECOND LANGUAGE LEARNING (PALE), BROKEN DOWN BY REGIONAL GOVERNMENT . YEAR 2009.

	Andalusia	Aragon	Asturias	Balearic Islands	Canary Islands	Cantabria	Castile - La Mancha	Castile and Leon	Catalonia	Valencia	Extremadura	Galicia	Madrid	Murcia	Rioja
Training of teachers involved in second language teaching, in teaching subjects in a second language and non-linguistic subjects (language courses in Official Language Schools, linguistic immersion courses, conversation workshops, training activities on didactic and methodological issues, training activities organized by universities, seminars in teaching schools, courses or stays in schools abroad, workshops in coordination with other entities).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Maintenance, increase and/or diversification of the countries of origin of second language assistants in schools, in order to support teachers and pupils.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Splitting second language groups in lower secondary education (especially in 3 rd and 4 th grades).	●		●	●	●				●				●		
Hiring substitute teachers.				●											
Setting up working groups or promoting cooperative working with colleagues so as to draw up materials, exchange experiences and spreading good practices.					●		●	●		●	●				
Drawing up and distributing materials.								●				●			
Conferences and symposiums.						●			●						

Source: Drawn up by the IFIIE on the basis of regulations [L02] to [L16].

TABLE 4. MAIN ACTIONS TO REDUCE SCHOOL DROPOUT, BROKEN DOWN BY REGIONAL GOVERNMENT . YEAR 2009.

		Andalusia	Aragon	Asturias	Balearic Islands	Canary Islands	Cantabria	Castile-La Mancha	Castile -Leon	Catalonia	Valencia	Extremadura	Galicia	Madrid	Murcia	Rioja
Analysis, awareness and diffusion measures	Carrying out research in order understand and analyse the causes of school dropout, and evaluate possibilities for intervention	•							•							
	Awareness campaigns targeting pupils and their families		•	•				•	•			•	•		•	
Inter-institutional coordination to improve the participation of the community and the school environment		•					•	•	•				•		•	•
Collaboration with employers' organisations				•	•						•					
Preventive measures to reduce the number of pupils at risk of exclusion in an inclusive context in <i>ESO</i>	Monitoring and accompanying pupils at risk of dropping out and working with their families	•	•	•			•		•	•	•		•			•
	Specific programmes to prevent pupils with behaviour problems, disabilities and/or specific learning difficulties from dropping out.	•		•		•			•	•			•	•	•	•
	Reinforcing curricular diversification programmes.							•		•						
Guidance and monitoring measures to bring back pupils who have dropped out of the education system	Guidance units, either inside or outside the system, to monitor and support working or unemployed youth.			•					•	•						
	Establishing networks to support study and/or tutorials for young people with difficulties to join mainstream education	•		•				•		•						
	Increasing the provision of vocational training and distance <i>Bachillerato</i> .				•							•				
	Preparatory courses to gain access to adult secondary education and to vocational training for groups of young people with difficulties to return to the education system.	•	•	•	•	•			•			•	•	•	•	•
	Increasing the provision of Initial Vocational Qualification Programmes.				•	•		•							•	•
	Promoting vocational training within the education system, vocational training for employment and adult education.	•			•			•				•		•		
Programmes for certain youth groups where school dropout is common.		•		•			•									•
Providing extraordinary resources (among others, social counsellors and social integration technicians) in certain areas to carry out monitoring activities with pupils and families.		•			•					•						

Source: Drawn up by the *IFIIE* on the basis of regulations [L02] to [L16].

TABLE 5. MAIN ACTIONS REGARDING PILOT PROGRAMMES TO INCREASE OR MODIFY SCHOOL TIME, BROKEN DOWN BY REGIONAL GOVERNMENT. YEAR 2009.

	Andalusia	Aragon	Asturias	Balearic Islands	Canary Islands	Cantabria	Castile-La Mancha	Castile- Leon	Catalonia	Valencia	Extremadura	Galicia	Madrid	Murcia	Rioja
Extending the school day in primary education schools	●	●	●						●					●	
Extending the school day in secondary education schools	●														
Implementing a school timetable with a lunch break in primary education and <i>ESO</i>			●												
Carrying out activities out of the ordinary school calendar or timetable, targeting pupils who lag behind or who have failed subjects	●	●	●	●	●	●	●	●		●	●	●	●	●	●
Extracurricular activities within the school day							●								
Other actions		●		●		●						●	●		

Source: Drawn up by the *IFIIE* on the basis of regulations [L02] to [L16].

TABLE 6.MAIN ACTIONS IN ALL REGIONAL GOVERNMENTS . YEAR 2009.

	Andalusia	Aragon	Asturias	Balearic Islands	Canary Islands	Cantabria	Castile-La Mancha	Castile - Leon	Catalonia	Valencia	Extremadura	Galicia	Madrid	Murcia	Rioja
Drawing up didactic, guidance and diffusion materials with goals linked to the different programmes of this Plan, and diffusion of good practices related to them.										●					
Online platforms for guidance or reinforcement, open to the entire population															
Awareness and diffusion campaigns.															
Organizing conferences, seminars and symposiums.	●			●			●	●				●			

Source: Drawn up by the IFIIE on the basis of regulations [L02] to [L16].

TABLE 7. TOTAL BUDGET ALLOCATED TO THE PLAN TO SUPPORT THE IMPLEMENTATION OF THE LOE, BROKEN DOWN BY THE CONTRIBUTION MADE BY EACH REGIONAL GOVERNMENT AND THE CONTRIBUTION MADE BY THE MINISTRY OF EDUCATION (IN EUROS) (1). YEAR 2009.

	Total budget	Contribution from the Regional Governments	Contribution from the Ministry of Education
Andalusia	63,330,250	37,758,150	25,572,100
Aragon	6,524,555	3,914,733	2,609,822
Asturias	4,503,294	2,701,977	1,801,317
Balearic Islands	7,714,734	4,388,841	3,325,893
Canary Islands	14,192,246	8,515,348	5,676,898
Cantabria	2,867,627	1,720,577	1,147,050
Castile-La Mancha	15,431,653	9,018,992	6,412,661
Castile- Leon	12,581,473	7,308,884	5,272,589
Catalonia	41,123,315	24,673,989	16,449,326
Valencia	30,141,988	18,046,193	12,095,795
Extremadura	8,531,724	5,119,035	3,412,689
Galicia	13,370,478	7,980,287	5,390,191
Madrid	29,412,606	17,647,564	11,765,042
Murcia	11,258,433	6,755,060	4,503,373
Rioja	1,750,636	1,050,382	700,254
Total	262,735,012	156,600,012	106,135,000 (2)

(2) Navarre and the Basque Country, due to their different financing regime, do not receive direct contributions from the State by means of collaboration agreements.

(3) For Ceuta and Melilla, the Ministry of Education allocated 666,630 Euros.

Source: Drawn up by the IFIIE on the basis of regulations [L02] to [L16] and other information available on the Ministry of Education's website.

TABLE 8. TOTAL BUDGET ALLOCATED BY THE MINISTRY OF EDUCATION TO THE PLAN TO SUPPORT THE IMPLEMENTATION OF THE LOE AND DISTRIBUTION AMONG THE DIFFERENT PROGRAMMES. YEAR 2009.

PROGRAMMES	BUDGET (Euros)
Training programmes	7,000,000
Programme to support second language learning (PALE)	17,000,000
Programmes to improve school success	35,000,000
Programmes aimed at reducing school dropout	37,200,000
Pilot programmes to extend or modify school time	8,200,000
Programmes for all the Regional Governments	1,800,000
Programmes within the Ministry of Education's area of influence	666,630
Total	108,000,000

Source: Drawn up by the IFIIE on the basis of regulations [L01].

TABLE 9. TOTAL BUDGET BROKEN DOWN BY PROGRAMMES OF BOTH THE MINISTRY OF EDUCATION AND THE REGIONAL GOVERNMENTS AND REGIONAL GOVERNMENT'S PERCENTAGE OF THE PLAN TO SUPPORT THE IMPLEMENTATION OF THE *LOE* (IN EUROS) (1). YEAR 2009.

	Total budget		Teacher Training		Programme to support second language learning		Improving school success		School dropout		Extending or modifying school time		State actions	
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Andalusia	63,330,250	100	3,293,687	5.20	9,155,915	14.46	21,128,313	33.36	25,019,605	39.51	4,332,730	6.84	400,000	0.63
Aragon	6,524,555	100	530,150	8.13	1,234,667,50	18.92	2,349,802,5	36.01	1,806,840	27.69	603,095	9.24	0	0.00
Asturias	4,503,294	100	416,288	9.24	788,598	17.51	1,633,178	36.27	1,200,120	26.65	465,110	10.33	0	0.00
Balearic Islands	7,714,734	100	442,905	5.74	1,044,018	13.53	1,977,158	25.63	3,397,383	44.04	453,270	5.88	400,000	5.18
Canary Islands	14,192,246	100	846,978	5.97	2,131,945	15.02	4,716,343	33.23	5,354,515	37.73	1,142,465	8.05	0	0.00
Cantabria	2,867,627	100	260,498	9.08	496,535	17.32	988,258	34.46	840,163	29.30	282,173	9.84	0	0.00
Castile-La Mancha	15,431,653	100	961,065	6.23	2,212,935	14.34	5,103,990	33.07	5,598,758	36.28	1,154,905	7.48	400,000	2.59
Castile-Leon	12,581,473	100	1,074,863	8.54	2,246,925	17.86	4,553,905	36.20	3,034,155	24.12	1,271,625	10.11	400,000	3.18
Catalonia	41,123,315	100	2,998,590	7.29	6,928,838	16.85	13,115,575	31.89	14,734,672	35.83	3,345,640	8.14	0	0.00
Valencia Community	30,141,988	100	1,994,325	6.62	4,778,323	15.85	9,918,340	32.91	11,197,400	37.15	2,188,600	7.26	65,000	0.22
Extremadura	8,531,724	100	530,150	6.21	1,233,118	14.45	2,884,573	33.81	3,179,455	37.27	704,428	8.26	0	0.00
Galicia	13,370,478	100	1,168,820	8.74	2,327,860	17.41	4,915,690	36.77	3,463,993	25.91	1,424,115	10.65	70,000	0.52
Madrid	29,412,606	100	2,204,295	7.49	5,992,643	20.37	10,174,905	34.59	8,786,433	29.87	2,254,330	7.66	0	0.00
Murcia	11,258,433	100	656,783	5.83	1,642,345	14.59	3,466,330	30.79	4,750,235	42.19	742,740	6.60	0	0.00
Rioja	1,750,636	100	120,605	6.89	285,338	16.30	573,643	32.77	636,275	36.35	134,775	7.70	0	0.00
Total	262,735,012	100	17,500,002	6.66	42,500,004	16.18	87,500,004	33.30	93,000,002	35.40	20,500,001	7.80	1,735,000	0.66

(1) Navarre and the Basque Country, due to their different financing regime, do not receive direct contributions from the State by means of collaboration agreements.

Source: Drawn up by the *IFIIE* on the basis of regulations [L02] to [L16].

MEASURE 3: EDUCA3 PLAN. PLAN TO PROMOTE PRE-PRIMARY EDUCATION IN 0-3 YEARS (*Plan Educa3. Plan de Impulso de la Educación Infantil, 0-3 años*)

A. Description:

It is the first comprehensive programme aimed at providing citizens with sufficient and quality education provision in the first cycle of pre-primary education, which contributes to school success and to reconciling family and professional life. Thus, pre-primary education turns into an efficient means to establish the foundations for pupils' subsequent learning, to improve equity in results and the global development levels of basic skills. In order to do so, the pre-primary school model which is favoured is the one implemented by education professionals who have the required initial training and who form highly qualified working groups.

B. State: Development phase (2008-2012).

C. Scope and level:

1. **Scope:** State and Regional Governments.
2. **Level:** First cycle of pre-primary education in public schools.

D. Results and impact:

1. Planned results:

- Raising of public awareness and training on the benefits of schooling 0 to 3-year-olds.
- Increasing the number of pre-primary education schools.
- Offering more school places in existing pre-primary schools.
- Expanding the pre-primary school network by transforming nurseries and other public childcare schools.
- Offering more places in advanced vocational training cycles leading to a certificate of the pre-primary education technician.
- Validating the training of people who have experience in the field of pre-primary education and promoting specific training provision, either as distance or in-class programmes.
- Promoting the exchange of experiences among pre-primary schools, as well as their participation in European programmes.
- Spreading materials among families to facilitate their participation in school life.
- Spreading and exchanging educational resources, experiences and didactic materials through a website targeting both professionals and families.
- Improving the educational attention to children living in rural areas with scattered population.

2. Impact:

In the year 2009, 89,320,602 euros were allocated to this Plan (Table 10), which has a total budget of 1,087,000 euros, 50% financed by the Ministry of Education and 50% financed by the Regional Governments, with the collaboration of local authorities. In May 2010 the Ministry of Education included this Plan in the Programmes to Improve Pupils' Performance, within the Territorial Cooperation Programmes 2010-11, with a total investment of 101,600,600 euros (see <http://www.educacion.es/portada.html>).

During the school year 2008/2009, 174,629 children aged 0-3 attended public schools. On 1st June 2009, the total number of children under 3 in the country reached 1,484,031. These figures show that, despite the efforts of the Ministry of Education to increase the number of places in public schools for children from 0 to 3, there is still a need for school places for this age group. However, it is important to highlight three relevant aspects:

- Schooling of children aged between 0 and 3 is not compulsory.
- During the school years 1998/1999 y 2008/2009, schooling rates increased 17.3 points in children below 2, and 28.44 in 2-year-olds.
- The schooling rate for children under 3 rises considerably if we include those children who receive socio-educational attention in institutions independent form educational authorities. Between 2008 and 2009, approximately 823 new schools and 52,901 school places were created. The quality and equity conditions included in the *LOE* have been used as points of reference, both regarding educational attention, facilities and professional qualifications related to direct attention to children.

3. Formal assessment of the impact:

The assessment and monitoring the programme, as well as the control of funds allocated to premises, equipment and operation of pre-primary schools, falls under the responsibility of the Directorate General for Assessment and Territorial Cooperation in the Ministry of Education, and of the Department of Education of the Regional Government with which the collaboration agreement is signed, by setting up a mixed-membership commission.

E. Political conditions:

The *Educa3* Plan is an initiative highly supported by political authorities; hence, it was included in the Spanish Plan to Stimulate Economy and Employment (*Plan E*).

F. Research:

In the year 2010, the Institute for Teacher Training and Educational Research and Innovation (*IFIIE*), dependent on the Ministry of Education, started several studies related to pre-primary education:

- Educational research on pre-primary education.
- Education policies regarding early childhood attention, at national and international levels.
- Study to identify good practices in pre-primary education schools.

The first report is currently being reviewed and will be probably published after Easter; the research project for the second one is also being designed and the third report is being written. As soon as these reports are published, we will be delighted to provide you with a copy of them.

G. Comments:

- In a report on the academic year 2005-2006, the social agents represented at the National School Council urged the education authorities to continue increasing the provision for places in public schools, and to raise public expenditure in first cycle of pre-primary education. In subsequent reports, they demanded the design of a Special Plan for Pre-Primary Education within the Education Sector Conference. Later on, during the 2008-2009 school year, notwithstanding the great effort made by the Ministry, the education and the local authorities in schooling children in the first cycle of pre-primary education within the framework of the *Educa3* Plan, they continued encouraging the different authorities to make an additional effort to allocate funds for the creation of a sufficient number of places in public schools to meet current schooling needs, to overcome the differences between public and private provision in the first cycle of pre-primary education, and, on the basis of these actions, to fulfil the European objectives proposed for 2010 as regards schooling at this educational stage. Furthermore, social agents also demand an evaluation the Plan *Educa3*, and the establishment of a series of quality indicators to assess pedagogical projects, of minimum requirements for schools, for educational services, for the qualification of professionals in charge of the children, and so on.

- Through the Ministry of Education's Directorate General for Assessment and Territorial Cooperation, collaboration agreements are signed every year between the Ministry of Education and the Regional Governments to finance public places in the first cycle of pre-primary education, within the framework of the Educa3 Plan.
- This initiative responds to the OECD's 14th and 20th recommendations to Spain, included in the 2006 OECD report Equity in Education. Thematic Review. Spain. Country Note.

TABLE 10. MINISTRY OF EDUCATION'S INVESTMENT IN THE *EDUCA3* PLAN AND NUMBER OF SCHOOLS AND PLACES SUBSIDIZED, BROKEN DOWN BY REGIONAL GOVERNMENT (IN EUROS) (1). YEAR 2009.

	Investment	Number of schools	Number of places
Andalusia (2)	19,998,492	78	5,716
Aragon	3,431,800	46	1,458
Asturias	1,775,320	6	363
Balearic Islands	3,023,972	15	603
Canary Islands (2)	5,339,966	26	1,107
Cantabria	1,148,323	12	252
Castile-La Mancha	5,706,623	16	1,143
Castile- Leon	5,787,742	17	1,173
Catalonia	2,573,624	9	551
Valencia	11,340,478	(3)	(3)
Extremadura	2,479,434	44	1,157
Galicia	5,274,098	21	1,037
Madrid (2)	15,250,921	23	3,562
Murcia	3,919,413	8	795
Rioja	685,536	3	176
Ceuta	792,430	2	154
Melilla	792,430	(3)	(3)
Total	89,320,602	326	19,247

(1) Navarre and the Basque Country, due to their different financing regime, do not receive direct contributions from the State by means of collaboration agreements.

(2) This information corresponds to the year 2008.

(3) Not available.

Source: Drawn up by the *IFIIE* on the basis of regulations [L17] to [L33].

MEASURE 4: PROGRAMME TO CONSOLIDATE BASIC COMPETENCES AS THE CORE OF THE CURRICULUM (*Programa para la Consolidación de las Competencias Básicas como Elemento Central del Currículo*)

A. Description:

This programme aims to support the curricular integration of basic competences by means of different initiatives, such as programmes targeting the main bodies of education departments and the Inspectorate, the teacher training network, the schools' management teams and the teachers.

In May 2010, the Ministry of Education included this Plan in the Programmes to Improve Pupils' Performance, within the Territorial Cooperation Programmes 2010-2011, with an investment of 2,000,000 Euros (see <http://www.educacion.es/portada.html>). It is noted that 1,000,000 Euros will be allocated for the Ministry of Education's actions and 1,000,000 Euros will be earmarked for the Regional Governments' actions, co-financing them on a 50%-basis.

B. State: The project was completed at the end of the last quarter of 2010. Throughout 2011, the programme will be implemented and monitored. In addition, a diffusion plan will be designed.

C. Scope and level:

1. **Scope:** State and Regional Governments.
2. **Level:** Compulsory education levels. It targets all members of the education community (pupils, teachers, management teams, families...).

D. Results and impact:

1. Planned results:

- Supporting the curricular development of training in competences, with the aim of increasing pupils' skill levels, favouring the development of creativity, preventing and reducing school failure and boosting the development of lifelong learning.
- Obtaining a current diagnosis of the implementation of competences, always knowing the starting point and the development of education to enable assessing the level and quality of their implementation.
- Establishing a professional teaching profile, improving initial and continuing teacher training.
- Establishing effective information and communication ways to spread the project throughout the school community.
- Creating a website providing resources from the different education authorities.

2. Impact:

In May 2010, the Ministry of Education included this Plan in the Programmes to Improve Pupils' Performance, within the Territorial Cooperation Programmes 2010-2011, with an investment of 2,000,000 Euros (see <http://www.educacion.es/portada.html>). It is noted that 1,000,000 Euros will be allocated for the Ministry of Education's actions and 1,000,000 Euros will be earmarked for the Regional Governments' actions, co-financing them on a 50%-basis.

3. Formal assessment of the impact:

A monitoring commission is intended to be set up, on the basis of the joint elaboration of periodical progress reports and the use of reference indicators and levels. The monitoring

reports will be based on previous reports drawn up by the Regional Governments. These joint reports will be the basis to establish the priority lines of action.

E. Political conditions:

This initiative is widely supported by both central and regional education authorities.

F. Research:

In 2011, with the aim of monitoring the implementation of the programme and identifying good practices, the Ministry of Education has considered the need to carry out studies and research on key competences. Thus, the Institute for Teacher Training and Educational Research and Innovation (*IFIIE*) plans to start the following studies:

- Good practices in the teaching of basic competences in schools of all the Regional Governments.
 - Towards initial teacher training on how to carry out competence-based work with pupils.
- Both studies are underway. The first one will probably be published at the end of 2011, and the second one will be released in May 2011. As soon as they are available, we will be delighted to send you a copy of them.

The *IFIIE* is also elaborating reference materials for teachers:

- Practical approach to mathematical skills.
- Media education and key competences.

G. Comments:

In accordance with the 2006 Act on Education (*Ley Orgánica de Educación, LOE*), basic competences are part of compulsory education's core curriculum, together with the objectives, contents and assessment criteria of each area. This Act establishes that basic competences do not substitute other elements of the curriculum; on the contrary, they are the core referent for these elements. Therefore, it is necessary to establish a relationship between basic competences and objectives, contents and assessment criteria, if we intend to develop basic competences in everyday educational practice.

This initiative responds to the OECD's 2nd, 7th, 20th, 21st and 22nd recommendations to Spain, included in the 2006 OECD report *Equity in Education. Thematic Review. Spain. Country Note*.

MEASURE 5: READING TO LEARN PROGRAMME: READING IN THE DIGITAL ERA (*Programa Leer para Aprender: Leer en la Era Digital*)

A. Description:

It is a group of measures to turn reading into a basic competence and a learning tool.

B. State:

Its implementation began in the second half of 2010 and will be developed throughout 2011.

Some of the actions included in this Programme had been previously implemented, such as the improvement of school libraries that has been carried out in collaboration with the Regional Governments since 2005, or the creation of the online platform www.leer.es in 2009.

C. Scope and level:

1. Scope: State and Regional Governments.

2. Level: Non-university levels, training network advisors, teachers, students and families.

D. Results and impact:

1. Planned results:

- Improving the management and equipment of school libraries and promoting pupils' use of them, providing the necessary resources to respond to their education needs.
- Producing materials to promote the linguistic communication skills at all stages, areas or subjects, especially using digital formats and devices.
- Creating and improving online resources to promote reading, such as the Ministry of Education's website www.leer.es, to provide citizens with up-to-date information about conferences and other initiatives carried out in the field of reading.
- Teacher training on promoting reading skills in all areas of the curriculum and in all formats.
- Public awareness and increasing research and innovation on this issue by means of an annual symposium.

2. Impact:

In May 2010, the Ministry of Education included this Plan in the Programmes to Improve Pupils' Performance, within the Territorial Cooperation Programmes 2010-2011, with an investment of 12,400,000 Euros (see <http://www.educacion.es/portada.html>).

Due to the fact that the programme began to be implemented in 2010 there are no specific data on its impact yet. The only information available so far is the number of visitors to the webpage.

The website www.leer.es includes the actions that are being carried out, such as the organization of contests for students who want to develop an idea to make teenagers aware of the importance of reading or, within the framework of measures to promote school libraries, the National Contest of Good Practices to Dynamize and Innovate in School Libraries, first celebrated in 2006.

3. Formal assessment of the impact:

External assessment reports will be carried out by the Regional Governments and other prestigious institutions, as well as periodical assessments, both on the website www.leer.es and the rest of activities making up this Programme.

E. Political conditions: This initiative is widely supported by both central and regional authorities.

F. Research:

At present, the Eurydice Spanish Unit, within the Institute for Teacher Training and Educational Research and Innovation (*IFIIE*), is taking part in a European comparative study on reading literacy. This study is currently being reviewed at the central unit of the Eurydice Network in Brussels. We expect it to be published by June 2011. As soon as this report is released, it will be our pleasure to send you a copy of it.

G. Comments:

- The concern for promoting reading, in order to develop reading competence in the students, has always been shared by social agents. In their report on the school year 2008-2009, they pointed out that even though they appreciate the efforts made by the education authorities in encouraging reading, they consider it essential, as it was stated in their previous report, that education authorities develop a specific Plan (facilities, specialised staff, funding ...) to provide teachers with training, tools and resources to achieve this goal: 100% of students at the end of primary education must have acquired a habit and a taste for reading, and therefore, a good level in reading comprehension skills, which is the key to success in acquiring the rest of basic competences. In order to ensure success for the Plan, it must be accompanied by the necessary funding and by an evaluation of the results obtained.
- The Ministry of Education signs collaboration agreements with the Regional Governments regarding actions related to school libraries, where they establish the relevant co-funding conditions.
- This initiative responds to the OECD's 2nd and 20th recommendations to Spain, included in the 2006 OECD report *Equity in Education. Thematic Review. Spain. Country Note*.

MEASURE 6: PROA PLAN (REINFORCEMENT, GUIDANCE AND SUPPORT PROGRAMMES) (*Plan PROA, Programas de Refuerzo, Orientación y Apoyo*)

A. Description:

This Plan aims at improving pupils' academic results by implementing direct support measures and by providing schools with resources. It is made up by two types of programmes:

- School Accompaniment Programme, the goal of which is to improve school perspectives of pupils with difficulties in the last cycle of primary education and first grades of lower secondary education.
- Secondary education Support and Reinforcement Programme, aimed at providing schools with complementary resources to allow them improve their educational action in a comprehensive way.

This initiative is targeted at schools which have a significant number of disadvantaged students due to their socio-cultural background (children of families with low socio-cultural level, economically disadvantaged families, lack of educational resources, children from ethnic minorities, immigrants –whether their mother tongue is the same or different from the language of instruction, etc.).

B. State: Development phase, for an indefinite period.

It started as an experimental plan in some regions during the last quarter of the school year 2004/05 and was implemented by all Regional Governments during the school year 2006/07.

C. Scope and level:

1. **Scope:** State and Regional Governments.
2. **Level:** Initially, the Plan was put into practice in public schools between the 5th and 6th grade of primary education and 1st, 2nd, 3rd grade of *ESO*. The Plan has in four levels of simultaneous intervention: pupils, families, schools and community.

D. Results and impact:

1. Planned results:

- Improving the reading habit, study techniques and educational results in instrumental areas.
- Reducing school absenteeism.
- Improving the integration of the most vulnerable groups in classrooms and schools.
- Enhancing communication with families to achieve a better general adaptation of pupils.
- Increasing the involvement of the community in schools' educational tasks.

2. Impact:

From the school years 2005/06 to 2009/10, the number of primary and secondary education schools participating in the Plan increased from 609 to 3,474, which means that 2,865 more schools take part nowadays, spread among the different Regional Governments and the Autonomous cities of Ceuta and Melilla. The School Accompaniment Programme in primary education is the initiative presenting the highest increase (figure 1).

As regards funding, from the first year when it was experimentally implemented (2004/2005) to 2009/10, its budget has increased considerably. There was a big increase between 2004/2005 and 2007/2008, from 356,500 to 97,154,712 Euros. This period coincides with the extension of the Plan to all the Regional Governments. From that moment, the increase has been very slight, the budget in 2009 being 98,512,596 Euros (Figure 2 and Table 11).

In May 2010, the Ministry of Education included the *PROA* Plan into the Programmes to Improve Pupils' Performance, within the Plans for Territorial Cooperation 2010-2011, with an

investment of 50,000,000 Euros (see <http://www.educacion.es/portada.html>). The main goal of this initiative is maintaining and improving the Plan. More precisely, the following new features have been included:

- Extending the reinforcement programmes to primary education third and fourth-graders, and to all grades in ESO.
- Incorporating publicly-funded private schools.
- Incorporating new comprehensive attention programmes, in collaboration with town councils and other institutions.

3. Formal assessment of the impact:

The Ministry of Education carries out assessment of the *PROA* Plan, in collaboration with the Education Departments in the Regional Governments through mixed-membership monitoring commissions. The last assessment dealt with putting the Plan into practice during the school year 2007/08. In total, 1.443 schools participated in the assessment. A computer application was designed to that end, where data from all the involved sectors of the education community (teachers, tutors, monitors, heads, families and pupils) were gathered, regarding the organization, attitude improvement, interest and expectations of pupils who took part in the Plan, as well as their degree of satisfaction with the Plan.

This evaluation shows that there is a positive perception about the effectiveness of the Plan, its impact on the general improvement of schools and its incidence in certain areas which are relevant to school success. Among other issues, it is important to highlight the following aspects:

- The Plan is more efficient in primary than in secondary education.
- According to the opinion of the 86% of teachers who coordinated the programmes in primary education and the 74,9% of teachers who coordinated the programmes in Secondary Education, the efforts made by the schools in order to implement the programmes had an adequate impact on the academic results of students.
- As regards the School Accompaniment Programme, 83% of the students in primary education progressed to the next course, with a rate of 13% of students who dropped out of the programme at this stage. In secondary education, 70% of the students progressed to the next level, with a 23% of them dropping out of the programme. In the case of the Support and Reinforcement Programme, 74.3% of the students progressed to the next level.
- The resources provided by the programmes are sufficient and they seem to be used correctly by schools.
- For more detailed information on the evaluation of these programmes, see: <http://www.educacion.es/educacion/comunidades-autonomas/programas-cooperacion/plan-proa/Evaluaci-n-del-Plan-PROA.html>

E. Political conditions:

In June 2010 the continuation and extension of the *PROA* Plan were included in the Ministry of Education's Action Plan 2010/11, whose aim is to achieve the objectives in education for the decade 2010-2020.

F. Research:

At present, the Institute for Teacher Training and Educational Research and Innovation (*IFIIE*), in collaboration with the Regional Governments and a group of experts in the field of learning difficulties, is starting a study with the aim of carrying out a diagnosis on the situation of dyslexic pupils in the education system. Information is being gathered at three specific

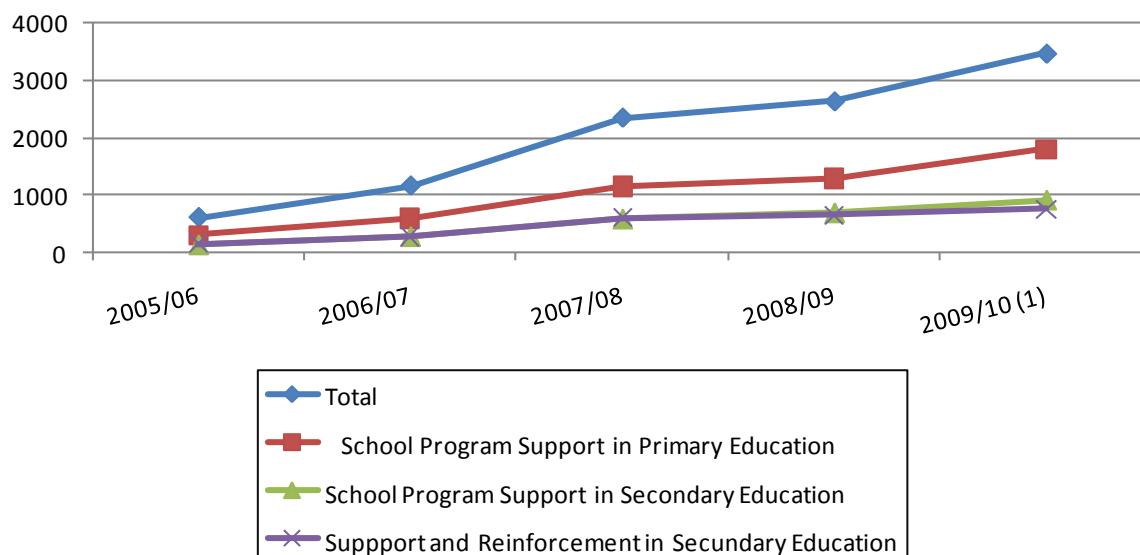
levels: 1) pupils with the specific need for educational support, 2) pupils with specific learning difficulties, and 3) dyslexic pupils.

This study is currently being elaborated. The definite report will be published at the end of September 2011. As soon as it is available, we will be delighted to send you a copy of it.

G. Comments:

- In their report on the school year 2005-2006, the social agents represented at the National Education Board advised education authorities to increase funding for the Reinforcement, Guidance and Support Programme (PROA), in order to help reduce the factors which lead to inequality, and to guarantee that vulnerable groups will receive the necessary attention to improve their education and to contribute to prevent the risk of social exclusion. In subsequent reports they have also asked for a consolidation of these plans and for an evaluation of their results. In addition, they have expressed their concern for the unequal implementation of the programmes in different regions, advising the Ministry of Education to lead a plan to detect their possible shortcomings and to establish new quality criteria.
- Through the Ministry of Education's Directorate General for Assessment and Territorial Cooperation, the collaboration agreements between the Ministry of Education and the Regional Governments to apply the PROA Plan are published every year. These agreements specify the budget allocated by the central authorities to put the programmes into practice, which is complemented by an equal contribution from the relevant Regional Government.
- This initiative responds to the OECD's 2nd, 10th, 20th and 23rd recommendations to Spain, included in the 2006 OECD report Equity in Education. Thematic Review. Spain. Country Note.

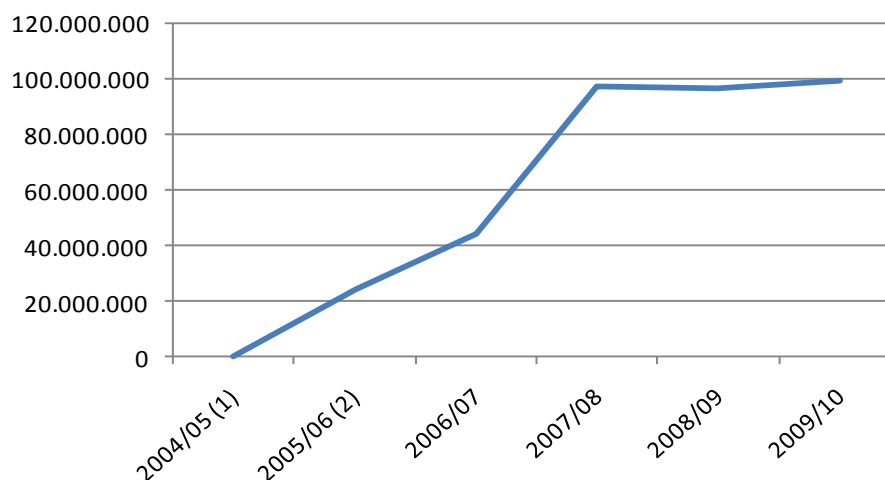
FIGURE 1. EVOLUTION IN THE NUMBER OF SCHOOLS TAKING PART IN THE *PROA* PLAN. SCHOOL YEARS 2005/06 TO 2009/10.



(1) The number of participating schools during the school year 2009/10 corresponds only to the first quarter of the school year, since the data for the year 2010 have not been officially published yet.

Source: Drawn up by the *IFIIE* on the basis of regulations [L34] to [L51].

FIGURE 2. EVOLUTION OF THE BUDGET ALLOCATED TO THE *PROA* PLAN (IN EUROS). SCHOOL YEARS 2004/05 TO 2009/10.



(1) Data corresponding to the experimental phase of the *PROA* Plan, carried out during the last quarter of the school year 2004/2005 only in seven Regional Governments and in the Autonomous Cities of Ceuta and Melilla.

(2) The Plan has not been implemented in all the Regional Governments yet. This year it will also be implemented in secondary education.

Source: Drawn up by the *IFIIE* on the basis of the information available on the Ministry of Education's website.

TABLE 11. BUDGET ALLOCATED TO THE *PROA* PLAN, BROKEN DOWN BY REGIONAL GOVERNMENT (IN EUROS) (1) (2). YEAR 2009.

	Total	Contribution from the Ministry of Education	Contributions from the Regional Governments
Andalusia	28,293,946	14,146,973	14,146,973
Aragon	2,837,326	1,418,663	1,418,663
Asturias	1,644,840	822,420	822,420
Balearic Islands	1,110,348	555,174	555,174
Canary Islands	5,984,744	2,992,372	2,992,372
Cantabria	1,217,372	608,686	608,686
Castile -Leon	5,897,406	2,948,703	2,948,703
Castile-La Mancha	5,559,532	2,779,766	2,779,766
Catalonia (3)	14,200,906	7,160,453	7,040,453
Valencia	10,288,890	5,144,445	5,144,445
Extremadura	3,515,464	1,757,732	1,757,732
Galicia	5,968,560	2,984,280	2,984,280
Madrid	7,716,222	3,858,111	3,858,111
Murcia	3,500,280	1,750,140	1,750,140
Rioja	776,760	388,380	388,380
TOTAL	98,512,596	49,316,298	49,196,298

(1) Navarre and the Basque Country, due to their different financing regime, do not receive direct contributions from the State by means of collaboration agreements.

(2) There is no available information on the budget allocated by the Ministry of Education to the Autonomous Cities of Ceuta and Melilla.

(3) 7,040,453 Euros of the quantity provided by the Ministry of Education were allocated by Catalonia's Department of Education to the *PROA* Plan programmes, and 120,000 Euros to organize a conference of teachers involved in reinforcement and support programmes in all the Regional Governments.

Source: Drawn up by the *IFIIE* on the basis of regulations [L34] to [L51] and information available on the Ministry of Education's website.

MEASURE 7: PROGRAMME TO DEEPEN KNOWLEDGE (*Programa de Profundización de Conocimientos*)

A. Description:

In order to improve equity and excellence in the education system, it is imperative that all students (including high-achievers) develop all their capacities to their maximum potential. For this reason, the goal of this plan is to promote a group of initiatives targeting pupils with a higher capacity and motivation to learn, for them to deepen knowledge, together with setting up research groups for young people.

B. State: During the last quarter of 2010, a working group was established in order to define the principles and criteria of the programme and to design a diffusion plan. Its implementation is planned for 2011.

C. Scope and level:

1. Scope: State and Regional Governments.

2. Level: It will be implemented in primary education, lower secondary education (*ESO*), *Bachillerato* and vocational training.

D. Results and impact:

1. Planned results:

- Design of programmes in schools, in order to develop and promote the school performance of pupils who stand out due to their high capacities and their motivation towards learning.
- Promotion of inter-school projects, in collaboration with foundations, universities and private companies.
- Design of a specific model with pedagogical and didactic strategies for teaching teams.
- Enhancing the role of guidance, the support measures for schools and coordination among those responsible for programmes to deepen knowledge.
- Setting up research, reflection and experience exchange groups in different knowledge fields targeting *Bachillerato* and vocational training pupils.
- Providing scholarships and aids to promote innovation and research in pupils participating in programmes to deepen knowledge.
- Actions to encourage the involvement of families.

2. Impact:

In May 2010, the Ministry of Education included this Plan in the Programmes to Improve Pupils' Performance, within the Territorial Cooperation Programmes 2010-2011. The Ministry of Education will be responsible for its funding in some cases. In other cases, the Ministry of Education and the Regional Governments will contribute 50% each. 1,000,000 Euros were allocated to the Ministry of Education's actions and 14,000,000 Euros were allocated to support the Regional Governments' actions (see <http://www.educacion.es/portada.html>).

3. Formal assessment of the impact:

A monitoring commission is planned to be set up, made up of representatives of the different education authorities, with the aim of drawing up joint progress reports on the basis of assessment indicators, such as the total number of pupils involved in the initiatives, number and quality of the resources provided to each Regional Government's education community, and degree of involvement and level of satisfaction of the education community with the project.

E. Political conditions:

This initiative is widely supported by education authorities, both at state level and in the Regional Governments.

F. Research:

In recent years the Ministry of Education has published several studies regarding pupils with a higher capacity and motivation to learn:

- Benito, Y. (2009), *Superdotación y asperger*, Ministry of Education, Madrid, EOS.
- Peñas Fernández, M. (2008), *Características socioemocionales de las personas adolescentes superdotadas. Ajuste psicológico y negación de la superdotación en el concepto de sí mismas*, Centre for Educational Research and Innovation-Ministry of Education, Madrid.
- Eurydice (2006), *Specific Educational Measures to Promote all Forms of Giftedness at Schools in Europe* (working document).
- Martín Gálvez, J. (et al.) (2000), *Manual práctico para utilización directa en las etapas de Educación Infantil, Primaria y Educación Secundaria Obligatoria, por los padres de alumnos y profesores interesados en el tema de la sobredotación*, Centre for Educational Research and Innovation-Ministry of Education, Madrid.

G. Comments:

This initiative responds to the OECD's 10th, 20th and 30th recommendations to Spain, included in the 2006 OECD report *Equity in Education. Thematic Review. Spain. Country Note*.

MEASURE 8: PROGRAMME CONTRACTS WITH SCHOOLS TO INCREASE SCHOOL SUCCESS (*Contratos-programa con Centros Educativos para el Incremento del Éxito Escolar*)

A. Description:

Schools, by signing a collaboration contract with the corresponding Department of Education, commit themselves to increasing pupils' school and personal success through an improvement project, so that they have the required training to continue post-compulsory education. In turn, education authorities commit themselves to provide the necessary resources to implement the project.

In May 2010, the Ministry of Education included this Plan in the Programmes to Improve Pupils' Performance, within the Plans for Territorial Cooperation 2010-2011. The Ministry of Education will be responsible for the total investment of 40,000,000 in some cases. In other cases, both the Ministry of Education and the Regional Governments will contribute. 1,500,000 Euros were allocated to the Ministry of Education's actions and 38,500,000 Euros were earmarked for support to the Regional Governments' actions (see <http://www.educacion.es/portada.html>).

B. State: During the last quarter of 2010, the procedure to select the participating schools will be established and a monitoring commission will be set up. During 2011 such selection will be made and the programme will be implemented and monitored.

C. Scope and level:

- 1. Scope:** State and Regional Governments.
- 2. Level:** It will be implemented in publicly-funded primary and secondary schools. The intervention scope will be education authorities, schools and families.

D. Results and impact:

1. Planned results:

The main intended results may be grouped under four levels of intervention:

- Central education authorities:
 - Carrying out studies and research.
 - Creating meeting spaces to exchange good practices.
 - Promoting contacts among those responsible for education policies, for them to jointly analyse the implemented programmes, their adequateness and their results.
- Education authorities at the Regional Governments:
 - Promoting school autonomy.
 - Promoting teacher training models at schools.
 - Providing more human resources and specific compensatory measures.
- Schools:
 - Reinforcing early detection of difficulties.
 - Reinforcing reading literacy and basic mathematical skills, as well as basic work and study skills.
 - Creating flexible groups.
 - Promoting coordination between primary education schools and secondary education schools.
- Families:
 - Participation of pupils' families in the organisation of academic and out-of-school activities.
 - Training parents at schools so that they may support their children's school work.

2. Impact:

3. Formal assessment of the impact:

A monitoring commission is planned to be set up, made up of representatives from the different education authorities, with the aim of drawing up periodical joint progress reports on the basis of assessment indicators, referring both to European and national results.

Two evaluations will be carried out at schools: one monitoring assessment in February and another one in June, at the end of the school year. The evolution of pupils' academic results and teachers' and families' opinion will be taken into account in these assessments.

As stated in part B of this measure, the Regional Governments are currently selecting participant schools. Consequently, there is no information available regarding the impact of this measure.

E. Political conditions:

This initiative is widely supported by education authorities, both at state level and in the Regional Governments.

F. Research:

In the year 2010, the Ministry of Education's Institute for Teacher Training and Educational Research and Innovation (*IFIIE*) started several studies related to the programmes of the Plan to Support the Implementation of the *LOE*:

- Immigrants' school performance in the Spanish education system, according to PISA results. Among the results from this study, we must highlight the decrease observed in the effect of being an immigrant, when this variable is isolated from other factors; the existence of significant effects related to the language spoken at home by the student; the existence of non-linear "peer effects" related to the presence of other immigrants in schools (scores start to decrease only in densities higher than 20% of immigrants at school).

The study warns about the special risk situation for this population group in our country, since their probability to be placed in the lowest PISA levels is about 40.2%, whereas the average is about 16.6%. Thus, a multilevel longitudinal analysis provides evidence for the impact of immigration-related variables: being a first generation immigrant and the existence of a high proportion of immigrants at school (above 20%) increases, all other factors being equal, the chances to obtain very low results in PISA.

The complete study is available at: <https://www.educacion.es/creade/>

- Design of interventions to avoid Roma population's school dropout in lower secondary education.

The main conclusion arising from this study is that intervention must be carried out at different levels: schools must adapt to offer adequate education to the needs of this population, but this adjustment must be accompanied by a change in the Roma minority, at individual, family and community level, in order for them to achieve success at school and at work.

This study is currently in press.

- The cost of school failure
Among the results of the study, the following are worth mentioning:
 - The eradication of school dropout has positive effects both at microeconomic (for the individual) and at macroeconomic (for society as a whole) levels. To be more specific, it contributes to the integration of women into the workforce, which entails a considerable raise in their income.
 - The higher the educational level achieved, the deeper the impact of the disappearance of school dropout.

- The elimination of school dropout entails an increase in wages, ranging from 4% to 25% in relation to the GDP, depending on the case. This percentage over GDP would be, therefore, the monetary cost derived from salary losses as a consequence of early school dropout.
- Research on school dropout in Spain: the point of view of pupils.
The project is currently being reviewed, so there are no preliminary results available yet. The study will be published in 2012.
- Didactic activities in classrooms and schools, performance and attitudes towards science in PISA 2006.
Among the conclusions drawn from the study, we must point out that the image of didactic activity projected by Spanish students in our science schools is not a poor one, objectively speaking. Besides, it is not too far away from the one perceived in the classes of French and Finnish students. However, the level of activity is generally lower than in the rest of countries, especially in certain aspects. All in all, Spanish classes are described pedagogically as being more theoretically-oriented, and less practically-oriented than the average. Spain is the country which shows the highest number of cases with little or virtually no activity based on laboratory work, on experimentation and on the application of theory to daily life and to the understanding of the world, on debates and on the search for conclusions.
This publication is available at the publications service ([servicio de publicaciones](#)) of the Ministry of Education.
- Primary education teaching methodology's impact on competence training.
The research project is currently being reviewed and there are no preliminary results available. It will be published by 2012.
These studies have been mentioned in section F regarding several measures, since they are related to each other.
Furthermore, through Eurydice, the European network for education information, administratively linked to the *IFIIE*, the following studies are being carried out:
 - Key Data on Teaching Languages at Schools in Europe (3rd edition).
 - Reading Literacy at Schools.
 - Mathematics Teaching at Schools.
 - Sciences Teaching at Schools.

In addition, the Ministry of Education plans to do research to identify the causes of school failure, which may be used as a point of reference to create intervention plans and to establish interrelations between theory and the teaching practice.

G. Comments:

- The Ministry of Education has decided to merge the Programme to Improve School Success and the Programme to Extend or Modify School Time, launched in 2006 through the Plan to Support the Implementation of the LOE (see the corresponding measure in this Section), into the Programme Contracts with Schools to Increase School Success.
- After analysing the results of external and internal evaluations of schools, the social agents represented at the National School Board proposed in their report on the school year 2008/2009, among other measures, the elaboration of a document about shared responsibilities. This document will specify the proposals to improve schools, human and material resources (ratios, flexible grouping, classroom arrangements, etc.), which are the responsibility of local governments in order to achieve the proposed quality

objectives; the document will also establish the mechanisms for assessment and accountability, in order to renovate the agreements annually.

- This initiative responds to the OECD's 2nd, 9th, 10th, 16th, 20th and 23rd recommendations to Spain, included in the 2006 OECD report Equity in Education. Thematic Review. Spain. Country Note.

MEASURE 9: PROGRAMME TO REDUCE EDUCATION AND TRAINING DROPOUT

(Programa para la Reducción del Abandono Escolar Temprano de la Educación y la Formación)

A. Description:

The goal of this programme is to reduce the factors leading students to drop out of the system without a certificate. Two aspects are dealt with: a preventive aspect, including actions aimed at keeping pupils at risk of dropping out in the education system, and a reactive aspect, targeting young people who have dropped out of education or training once they completed compulsory schooling.

In May 2010, the Ministry of Education gave continuity to this Plan in the Programmes to Improve Pupils' Performance, within the Plans for Territorial Cooperation 2010-2011. The financial commitment with the Plan is still high, with a total budget of 45,000,000 Euros in 2011 (figure 3). Out of this budget, 44,700,000 Euros are allocated to co-fund the implementation of the programmes by the Regional Governments, each of the signatory administrations contributing 50% to this budget.

B. State: Underway. The agreements with education authorities in the Regional Governments were to be signed in the second half of 2010. These agreements are related with the actions to be implemented in 2011.

The criteria for funding distribution will be set up in the first semester of 2011. During the second semester, the proposals that each Regional Government will carry out within the programme will be discussed, and the new collaboration agreements between the Ministry of Education and the Regional Governments will be signed.

This initiative is designed to continue the actions launched by the Ministry of Education after the Plan to Reduce School Dropout was passed, with the agreement of all education authorities, in November 2008 as a result of the Plan to Support the Implementation of the *LOE* (see Tables 4, 8 and 9).

C. Scope and level:

1. Scope: State and Regional Governments.

2. Level: Non-university education. The Plan targets education authorities in the Regional Governments, schools, teachers and pupils enrolled in lower secondary education, as well as families and young people who dropped out of the education system, companies, non-profit organizations, etc.

D. Results and impact:

1. Planned results:

- Drafting studies to identify and analyse the causes for dropping out of the education system, as well as the profile of pupils who leave with no qualification, with the aim of assessing and designing possible intervention channels.
- Awareness and information campaigns targeting society in general and specific campaigns for different social groups, on the value and importance of lifelong learning.
- Establishing specific strategies in schools to identify pupils in risk of dropping out and implementing measures for them to achieve school success.
- Specific programmes targeting all education agents (families, pupils and teachers) in those areas and social groups with the highest percentage of school dropout.
- Creation of guidance units, which may be inside or outside the education system, to monitor and support working and unemployed young people.
- Guidance plans for young people between 16 and 24 who are not enrolled in any type of education, through adult education schools, local authorities and non-profit organizations, in order to favour their reinsertion in the education system.

- Schooling programmes including the possibility of making the organisation of school more flexible and adaptable in order to facilitate the permanence and/or continuity in the education system of young people with temporary jobs. Also, shared schooling programmes by means of agreements with companies.
- Specific programmes for areas and social groups with a high school dropout rate, aimed to reinsert people between 16 and 25 years of age into the education system and to allow them to progress in it.
- Preparatory courses to pass the examinations to gain access to vocational training and to obtain the different qualifications established by the *LOE*: *Graduado en Educación Secundaria Obligatoria* (Certificate in Compulsory Secondary Education), *Técnico* (certificate in intermediate vocational training) and *Técnico Superior* (certificate in advanced vocational training).

2. Impact:

3. Formal assessment of the impact:

The Permanent Commission for School Dropout is responsible for monitoring and assessing this programme. This commission evaluates general progress in achieving the proposed action lines, on the basis of the information provided by the Regional Governments. To this end, the annual evolution of a series of provisional indicators will be looked at, taking into account that the specific assessment indicator is the school dropout rate and that this indicator has a long-term evolution. The indicators to be used are the following:

- Proportion of pupils obtaining the *ESO* certificate at the corresponding age.
- Proportion of pupils enrolled in the different post-compulsory education stages.
- Number of Initial Vocational Qualification Programmes (*PCPI*) in their different modalities.
- Number of intermediate vocational training programmes that have been experimentally designed to be taken as distance training or combining training and work.

The actions included in this Programme have started to be implemented in 2011 (see part B in this section). For this reason, there is no information available regarding their evaluation.

E. Political conditions:

This initiative is widely supported by both central and regional authorities.

F. Research:

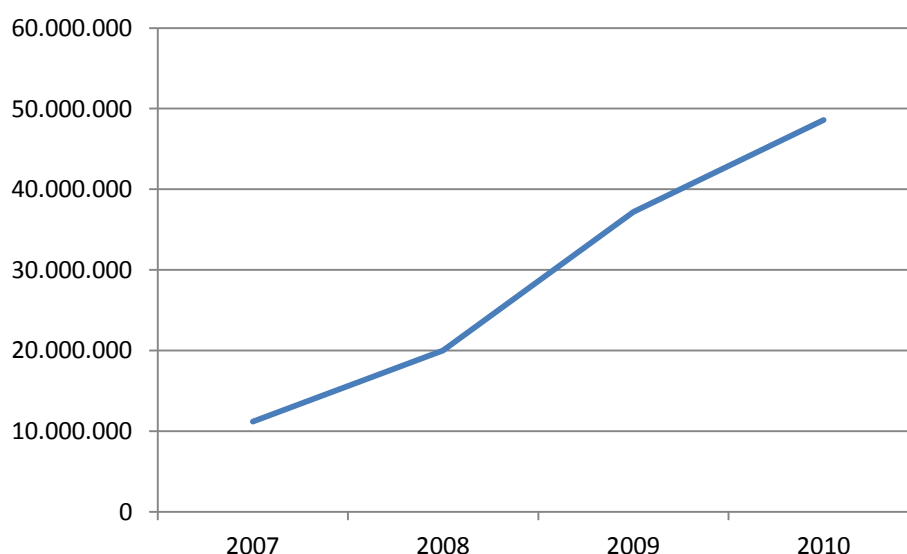
In the year 2010, the Institute for Teacher Training and Educational Research and Innovation (*IFIIE*) in the Ministry of Education started several studies related to the programmes of the Plan to Support the Implementation of the *LOE*:

- Immigrants' school performance in the Spanish education system according to PISA.
- Design of interventions to avoid Roma population's school dropout in lower secondary education.
- The cost of school failure
- Research on school dropout in Spain: the point of view of pupils.
- Didactic activities in classrooms and schools, performance and attitudes towards science in PISA 2006.
- The impact of primary education teaching methodology on the training of competences.

G. Comments:

- School dropout has been a constant concern for social agents, who have always considered it one of the most important shortcomings in our education system. This is the reason why, besides the proposals included in every report prepared by the National Education Board from 2005/2006 onwards, they have also made public a specific agreement on this subject. Furthermore, in their last annual report they regretted the fact that dropout figures continue being negative and there are significant differences between Regional Governments. Therefore, they stated that, even though the Plan for the Prevention of Early School Dropout approved by the Education Sector Conference has had a positive effect, it is urgent for Administrations to provide future training options for pupils who leave compulsory education without obtaining a certificate. For this reason, it is necessary to continue increasing the number of students who, after completing lower secondary education (ESO), may have the opportunity to receive further training, whether in upper secondary education (Bachillerato), vocational training or in initial vocational qualification programmes (PCPI). The Plan must be conceived so as to allow most students to obtain a certificate and, in any case, to enable them to receive an official statement of the basic competences acquired, which will let them continue their education in the future.
- This initiative responds to the OECD's 1st, 2nd, 4th, 5th, 10th, 16th and 23rd recommendations to Spain, included in the 2006 OECD report Equity in Education. Thematic Review. Spain. Country Note.

FIGURE 3. EVOLUTION OF THE BUDGET ALLOCATED TO FUND MEASURES AIMED TO REDUCE THE DROPOUT RATE (IN EUROS).
YEARS 2007 TO 2010.



Source: Drawn up by the IFIIE on the basis of the Ministry of Education's Territorial Cooperation Programmes 2010-2011.

MEASURE 10: RECOGNITION OF PROFESSIONAL COMPETENCES ACQUIRED THROUGH WORK EXPERIENCE (*Reconocimiento de Competencias Profesionales Adquiridas por Experiencia Laboral*)

A. Description:

The goal is to establish a system to assess, recognize and certify professional competences acquired by means of work experience and non-formal training. The ultimate objective is to improve citizens' mobility and employability, contributing to their continuing training.

In May 2010 the Ministry of Education included this measure into the Strategic Plan for Vocational Training, within the Territorial Cooperation Programmes 2010-2011, with an investment of 28 million Euros, completely funded by the central education administration (see <http://www.educacion.es/portada.html>).

The budget is distributed among the three abovementioned action lines:

- Training counsellors, advisors and assessors: 4,500,000 Euros.
- Drawing up assessment tools: 6,000,000 Euros.
- Assessing 50,000 candidates throughout Spain: 17,500,000 Euros.

B. State: It started in 2010. The annual calls to the different professional fields for assessment and accreditation of professional competences acquired through work experience and non-formal education have been published, in relation to the needs of people, the productive system and active employment policies. From 2011 on, the Ministry of Education in collaboration with the Regional Governments will implement specific training provision for accredited persons.

C. Scope and level:

1. **Scope:** State and Regional Governments.

2. **Level:** Citizens from 20 to 65 who want to validate their professional competences acquired via work experience or non-formal training.

D. Results and impact:

1. **Planned results:**

- Annual calls in the different professional fields for assessment and accreditation of professional competences acquired by means of work experience and non-formal education.
- Guidance and promotion of the participation of accredited persons in the complementary training provision required to obtain a vocational training certificate or a professional accreditation.
- Training of counsellors, advisors and assessors: training 3,000 agents in 2010 and 15,000 in 2011, proportionally distributed throughout the different Regional Governments.
- In 2011, drawing up of the different assessment tools: guides for candidates, guides to carry out guidance tasks, guides to implement assessment and guides including information from the different competence units. 2,433 information guides and questionnaires will be drawn up, as well as complementary materials that will be used by the assessment commissions.
- 8,000 candidates will be assessed in 2010 and 50,000 in 2011 by making calls in the different regions, in accordance with the accreditation of competence units established in the National Catalogue of Professional Qualifications corresponding to highly demanded profiles in the labour market and to emerging economic sectors.

2. Impact:

In May 2010, the Ministry of Education included this programme in the Strategic Plan for Vocational Training, within the Territorial Cooperation Programmes 2010-2011, with an investment of 28 million euros, financed totally by the national education authorities (see <http://www.educacion.es/portada.html>).

Funding is distributed into three areas:

- Training for counsellors, guidance officers and evaluators: 4,500,000 €.
- Elaboration of assessment instruments: 6,000,000 €.
- Evaluation of 50.000 candidates in all Spain: 17.500.000 €.

3. Formal assessment of the impact:

An interministerial commission will monitor the whole programme. Specific commissions set up under the collaboration agreements signed with each Regional Government will observe the implementation in each of them.

E. Political conditions:

This initiative is widely supported by both central and regional authorities.

F. Research:

G. Comments:

The social agents represented at the National Education Board had already proposed in their report on the school year 2007-2008 the creation of a Network of Schools for New Opportunities, where the basic competences acquired in relation to lower secondary education (ESO) would be accredited, and which could also provide certificates for Level 1 professional competences -included in the Professional Certificates issued by the Labour Administration. Furthermore, these institutions would organise educational provision leading to a certificate in ESO, or to acquire the required competences to enrol in programmes for Professional Certificates of levels 2 and 3. In view of the measures undertaken by education authorities in this regard, the 2008-2009 report issued by the National Education Board considered it very positive that Level 1 professional competences are now recognised and accredited as integral part of the Professional Certificates issued by the Labour Administration. However, for this measure to be fully implemented, and in order to guarantee workers' mobility, the National Education Board urges education authorities to coordinate and standardise the evaluation, recognition and accreditation of competences for the whole country, taking as a reference the National Catalogue of Professional Qualifications. This evaluation, recognition and accreditation must also include all types of vocational training provision.

MEASURE 11: VOCATIONAL TRAINING PROVISION FOR THE ENTIRE POPULATION.
DISTANCE VOCATIONAL TRAINING PLATFORM (*Oferta de Formación Profesional para toda la Población. Plataforma de Formación Profesional a Distancia*)

A. Description:

This programme consists in launching an online platform providing education equivalent to vocational training programmes. It includes the following lines of action:

- Managing and maintaining the VET website, including information related to the training provision in each Regional Government. The administrations in the Regional Governments collaborate in updating information in the website by providing the specific information from their region.
- Managing the online educational VET platform, through which distance training will be carried out.
- Drawing up online materials for VET.
- In-class training for the authors of materials for the online platform and training on the use of the VET platform by organizing an informative symposium on the use and possibilities it provides to teachers and pupils, and for teachers that will provide distance training.
- Promotion of VET distance provision.

B. State: The Distance Vocational Training Platform is being designed, from 2010 to 2012. Management and maintenance of the VET website and managing the online educational VET platform are permanent tasks.

C. Scope and level:

1. Scope: State and Regional Governments.

2. Level: Vocational training. Target: citizens over 18, especially workers and people with family responsibilities who cannot attend schools with regular schedules.

D. Results and impact:

1. Planned results:

- Offering 100 VET qualifications online during the school year 2011/12.
- Drawing up materials corresponding to 100 VET qualifications.
- Integrating materials in the appropriate format to be used in the online platform.
- Carrying out the planned training activities for the teams that are drawing up materials, representatives from the Regional Governments and teachers who use the platform.
- Producing materials.
- Developing assessment and quality control processes.

2. Impact:

In May 2010 the Ministry of Education included this measure into the Strategic Plan for Vocational Training, within the Territorial Cooperation Programmes 2010-2011, with an investment of 16 million Euros, completely funded by the central education administration (see <http://www.educacion.es/portada.html>).

During the school year 2010/2011, the Ministry of Education, in collaboration with the Regional Governments, launched the platform, providing equivalent modules to the vocational programmes of *Technician in Health Emergencies* and *Advanced Technician in Pre-Primary Education*.

3. Formal assessment of the impact:

The programme is monitored, on the one hand, by the Vocational Training Technical Committee and, on the other hand, by the group of distance VET representatives appointed by each of the Regional Governments. In addition, the VET Commission of the Education Sector Conference will assess the degree of fulfilment and implementation of the measures included in the agreement signed by the authorities to develop actions on distance VET.

E. Political conditions:

This initiative is widely supported by both central and regional education authorities.

F. Research:

G. Comments:

- This programme promotes equity by providing continuing and vocational training possibilities to employed workers, making it possible for them to combine work and training, adapted to each individual person's characteristics.
- Providing that lifelong learning is essential, in 2007, the social agents represented at the National Education Board started to advise the promotion of online and distance learning. In their last report in 2008-2009, they also insisted in their recommendation to continue the spread of online and distance training.

MEASURE 12: INTEGRATED VOCATIONAL INFORMATION AND GUIDANCE SYSTEM (*Sistema Integrado de Información y Orientación Profesional*)

A. Description:

It is an integrated vocational guidance system designed to make the election of training and/or work pathways easier. Networking enables ensuring both the advice to citizens in relation with training, employment and possibilities to recognise competences, and the coordination and complementarity of the different mechanisms dependent upon the education and labour authorities, local governments, social agents and any other institutions or entities providing guidance services.

B. State: It started in 2010 and will be developed during 2011.

C. Scope and level:

1. Scope: State and Regional Governments.

2. Level: Last grades of *ESO*, *Bachillerato* and vocational training. The targets are pupils, parents, teachers, guidance professionals and citizens in general.

D. Results and impact:

1. Planned results:

- Creating an information and guidance platform to recognize professional competences acquired by means of work experience. This includes a self-assessment tool to allow citizens to identify the competences they can validate and the training options they are associated to, as well as a tool for advisors, assessors and candidates to manage the platform.
- Launching of the *Todofp* vocational information and guidance website which will make the design of training and work pathways easier.
- Setting up the Technical Guidance Group, made up of a representative appointed by each Regional Government and representatives of the state administration, with the aim of improving the coordination within the education field among the education authorities and the central administration.
- Drawing up vocational guidance tools and resources for guidance professionals, students and citizens in general.
- Continuing training for counsellors.
- Drafting a vocational guidance resource map at state level.

2. Impact:

In May 2010 the Ministry of Education included this measure into the Strategic Plan for Vocational Training, within the Territorial Cooperation Programmes 2010-2011, with an investment of 2,000,000 Euros (see <http://www.educacion.es/portada.html>). This includes creating, maintaining and developing new applications for the *Todofp* website, the permanent update of the database and new applications for the vocational competence accreditation platform. This budget does not include actions related to training and drawing up materials and resources, nor the costs of the initiatives that are totally or partially subsidized by European projects.

The information and guidance platform for the procedure of recognising professional competences acquired by means of work experience is being set up during the school year 2010/11, as well as the *Todofp* website and the Technical Guidance Group, and a vocational guidance resource map is being drafted at state level.

3. Formal assessment of the impact:

The VET General Council's Vocational Guidance Working Group will monitor this initiative, together with the participating bodies (Technical Guidance Group and Vocational Training Technical Committee).

E. Political conditions:

This initiative is widely supported by education authorities, both at state level and in the Regional Governments.

F. Research:

G. Comments:

The social agents include in the different reports of the National Education Board the proposal to create an integrated system for information and vocational guidance. To be more precise, the report on the academic year 2008-2009 urges education authorities to establish an integrated system for information and vocational guidance, to promote awareness campaigns about training provision adequate to the demands of the market, and to allow for more flexibility among vocational training programmes, and between these and upper secondary education (*Bachillerato*) and university studies.

MEASURE 13: DIAGNOSTIC ASSESSMENTS (*Evaluaciones de Diagnóstico*)

A. Description:

Using as a reference the evaluation procedures regulated by the 2006 Act on Education (*Ley Orgánica de Educación, LOE*), the intention of education authorities is to reinforce the frequent use of diagnostic assessment as a means to gather information about the way the education system works, in order to promote innovation and improvement processes, as well as to inform and guide schools and families.

The proposed programme specifies the types of assessment that are going to be performed from 2009 onwards:

- *General assessment at the end of stages*, which will provide education authorities with enough information on the education system and the degree of acquisition of basic competences to make decisions to improve quality and equity of education, so as to guide education policies and promote efficiency and transparency in the education system.
- *Diagnostic assessments of pupils' performance*, aimed at improving the information and guidance provided to pupils, their families and all the schools. Their goal is to make it easier for pupils to receive the specific support measures to ensure a better academic performance and to facilitate their insertion in *ESO* or their receiving a certificate in compulsory secondary education, depending on the case.

In May 2010 the Ministry of Education included this measure in the 4th Block of the Territorial Cooperation Programmes 2010-2011, Information and Assessment as Factors to Improve Quality in Education (see <http://www.educacion.es/portada.html>). The Ministry of Education is responsible for financing the assessments carried out at the end of stages. Their total cost, taking into account the cost of the general assessments carried out in 2009 and 2010, is estimated at 4,000,000 Euros, half for each of the assessed stages. The cost of the preparation of diagnostic assessments is estimated at 735,000 Euros. The corresponding education authority is responsible for carrying out, monitoring and financing the diagnostic assessments.

B. State: Underway. However, the general diagnostic assessment and the diagnostic assessment established by the *LOE* have been performed since 2009.

C. Scope and level:

1. Scope: State and Regional Governments. The Territorial Cooperation Programme proposes that the diagnostic assessment be performed using common criteria by all education authorities, which makes it necessary for the relevant education authorities and the Ministry of Education to agree on the diagnostic assessment's approach, instruments, basis for analysis, assessment criteria and information.

2. Level:

- General assessments at the end of stages: pupils completing 6th grade of primary education and 4th grade of *ESO*.
- Diagnostic assessments: pupils completing 4th grade of primary education and 2nd grade of *ESO*.
-

D. Results and impact:

1. Planned results:

- Signing of a collaboration agreement between the Ministry of Education and the Regional Governments specifying the circumstances and procedures to follow in general assessments at the end of stages and in diagnostic assessments.

- Performing the general assessments at the end of stages in a representative sample of schools throughout the State, as well as the diagnostic assessments in all schools providing primary education and/or *ESO*.
- Establishing action and improvement plans in the last cycle of primary education and *ESO*, based on the results of the diagnostic evaluations, including specific measures to ensure the insertion of pupils in *ESO* and the conditions to award certificates in compulsory secondary education.

2. Impact:

In May 2010, the Ministry of Education included information and evaluation in Block 4th, as factors to enhance quality in education, within the Territorial Cooperation Programmes 2010-2011 (see <http://www.educacion.es/portada.html>). The Ministry of Education is in charge of financing the assessment carried out at the end of each stage. Its cost, according to the general evaluations carried out in 2009 and 2010, is estimated at 4,000,000 Euros, two million for each stage. The cost of the elaboration of diagnostic assessments reaches 735.000 Euros. Each regional education authority is responsible for the development, control and financing of these evaluations.

In 2009, a number of 887 schools and 28,708 students took part in general diagnostic assessments.

3. Formal assessment of the impact:

The Executive Council of the Ministry of Education's Institute of Evaluation (*Instituto de Evaluación, IE*) is responsible for monitoring and assessing this programme, under the supervision of the General Education Commission.

The Institute of Evaluation publishes reports on the general diagnostic assessment processes every year. The report defining the framework for assessment and providing the results of the year 2009 is available at the following link:

<http://www.institutodeevaluacion.educacion.es/ievaluacion/publicaciones/evaluacion-diagnostico.html>

E. Political conditions: This initiative is widely supported by education authorities, both at state level and in the Regional Governments.

F. Research:

At present, Spain is taking part in international evaluations such as:

- OECD's International Indicators of Education System, INES.
- OECD's Programme for International Student Assessment, PISA. In this case, Spain has also drawn up national reports based on the Spanish results in this assessment programme.
- OECD's Teaching and Learning International Survey, TALIS.
- Progress in International Reading Literacy Study, PIRLS, of the International Association for the Evaluation of Educational Achievement (IEA), which is a study carried out every five years.

Moreover, the Ministry of Education's Institute of Evaluation has several periodical publications on this matter, among which the yearly report *Sistema Estatal de Indicadores de la Educación* (State System of Education Indicators) stands out:

<http://www.institutodeevaluacion.educacion.es/ievaluacion/sistema-indicadores.html>

G. Comments:

- From 2005-2006 onwards, the social agents have stated in the National Education Board annual reports the relevance of diagnostic assessment for the improvement of the education system. In the last one, referring to the academic year 2008-2009, it is pointed out that after applying the first diagnostic assessment in 4th grade of Primary Education in spring 2009, the Board considers that its results must be used as an instrument to identify learning difficulties, and to contribute to the implementation of improvement measures. Thus, it urges the Administration to extend this type of assessment to all educational institutions, due to its value in terms of orientation and improvement for the whole educational community.
- This initiative responds to the OECD's 5th and 22nd recommendations to Spain, included in the 2006 OECD report Equity in Education. Thematic Review. Spain. Country Note.

MEASURE 14: CONTINUING TEACHER TRAINING (*Formación Permanente del Profesorado*)

A. Description:

This is a programme of the Ministry of Education, in collaboration with the Regional Governments, to carry out training activities on strategic issues in the education system, targeting teachers throughout the State.

B. State: Underway. The implementation started during the first quarter of 2010 and will go on during 2011. The development of the agreed training actions, as well as monitoring and assessment of the Joint Action Plan for Teacher Training, will take place in 2011.

C. Scope and level:

- 1. Scope:** State and Regional Governments.
- 2. Level:** Teachers of all non-university levels working in publicly-funded schools.

D. Results and impact:

1. Planned results:

- Agreement on priority teacher training lines, using as a reference international parameters and strategic objectives set up by the European Union.
- Increasing the training offer for teachers.
- Attention to minority groups, achieving better levels of optimisation of resources
- Creating spaces for teachers to collaborate and exchange experiences.
- Continuing joint actions to enable sharing good practices, so as to encourage the creation of projects for educational success.

2. Impact:

In May 2010, the Ministry of Education included this measure in the 5th Block of the Territorial Cooperation Programmes 2010-2011, *Teachers* (see <http://www.educacion.es/portada.html>). The programme's total budget is 6,000,000 €. The programme is entirely funded by the Ministry of Education. It allocates 3,000,000 € to the Regional Governments' initiatives and 3,000,000 € to the Ministry's actions.

The programme started in 2010, so there are no data on its impact yet. However, its importance may be assessed through other related initiatives, such as the investment already made in teacher training programmes included in the Plan to Support the Implementation of the *LOE*, with an investment of 7,000,000 Euros in 2009. Other indicators may be the organization of the 1st National Conference on Teacher Training *Conectando Redes* (Connecting Networks), which took place in Madrid in June 2010, or the organization of the 1st National Conference on the Master's in Secondary Education Teacher Training, which took place in Toledo in November 2010.

3. Formal assessment of the impact:

A Technical Group of Teacher Training Representatives was set up in June 2010, in order to make a proposal of common points and general working criteria. This Group holds the responsibility to act as a monitoring commission, jointly drafting periodical reports and assessing both the plan and each of its activities.

E. Political conditions:

This initiative is widely supported by education authorities, both at state level and in the Regional Governments.

F. Research:

Although this initiative started in 2010, there are many previous studies highlighting some characteristics and needs regarding continuing teacher training. These are some examples:

- Eurydice (2008), *Levels of Autonomy and Responsibilities of Teachers in Europe*, Eurydice, Brussels.

Also available online at: www.eurydice.org

- Colén, M.T. (2008), ¿Hacia dónde va la formación permanente del profesorado?, *Aula de innovación educativa*, 171, 64-69.
 - Blanco, P. (2007), La formación permanente del profesorado. Una competencia práctica del futuro, *Investigación en la escuela*, 61, 87-96.
 - Eurydice (2006), *Quality Assurance in Teacher Education in Europe*, Eurydice, Brussels.
- Also available online at: www.eurydice.org

G. Comments:

- The social agents, through the National School Board annual reports, have insisted repeatedly on the significance of teacher training as a key element to improve relevant aspects of the education system. Besides, in the report on the school year 2007-2008, they urged the Ministry of Education, the University Boards and the rest of education authorities to promote a new system of initial training, and to develop the necessary continuing training plans, which will enable teachers to meet the needs of the current social and educational context, and to receive the social recognition they deserve. The 2008-2009 report stated that continuing training is a right and an obligation for teachers. The National Education Board believes that teacher training must be conceived as a lifelong, systematic and organised process, which extends throughout their teaching career. Teacher training provision must be arranged within working hours, so as to contribute to reconcile family and professional life. It must also be linked to the general activity of the educational institutions, so that they may be able to decide on their teachers' training needs. Furthermore, it is necessary to increase the number of programmes offered in collaboration with universities, and to adapt this provision to current professional needs, among which the following are a priority: training in foreign languages, the development of basic competences in the classroom, the use of ICT, and early detection of special educational needs and their adequate educational treatment. In order to meet the demands for teacher training, the Board proposes an increase in online provision. Furthermore, education agents remind education administrations about the need to provide demanding initial training, to improve practicum modules and to give teachers the social recognition they deserve.
- This initiative responds to the OECD's 7th recommendation to Spain, included in the 2006 OECD report *Equity in Education. Thematic Review. Spain. Country Note*.

MEASURE 15: ARCE PROGRAMME (GROUPS OR NETWORKS OF SCHOOLS AND PUBLIC INSTITUTIONS IN THE FIELD OF EDUCATION) (*Programa ARCE – Agrupaciones o Redes de Centros Educativos e Instituciones Públicas del Ámbito de la Educación*)

A. Description:

This programme promotes the establishment of cooperation channels between schools and public institutions with the aim of designing and starting joint innovation initiatives to improve the quality of education. It enables carrying out projects to respond to specific needs and shared interests, promotes exchange among schools and the mobility of pupils, teachers and other education professionals.

In May 2010 the Ministry of Education included this measure in the Programmes to Modernize the Education System, within the Territorial Cooperation Programmes 2010-2011 (see <http://www.educacion.es/portada.html>). The programme's total budget is 3,000,000 € (Figure 4).

B. State: Underway.

This programme was launched in 2006 with the aim of contributing to improving the quality of education, facilitating the exchange of information, good practices and school management models. This is why the programme includes three modalities in 2010, two of for the implementation of new projects and one to continue established projects, in order to expand or develop the networks.

C. Scope and level:

1. Scope: State and Regional Governments.

2. Level:

- This programme targets all Spanish public schools which provide non-university education, located in any Regional Government or in the Autonomous Cities of Ceuta and Melilla, and all public institutions providing support to schools, education professionals, pupils and/or their families. Thus, this programme is open to teacher training centres, educational guidance teams, prisons, etc.
- The programme targets schools providing pre-primary education, primary education, lower secondary education, vocational training, adult education, arts and sports education and special education.

D. Results and impact:

1. Planned results:

- Setting up working groups and education networks between schools and other institutions.
- Creating spaces for joint debate and reflection on educational practice, education support models and research.
- Spreading conclusions, materials and tools drawn up in previous projects which may be applied to other education fields.

2. Impact:

During the 2006-2010 period, the number of participating schools increased from 69 schools forming 18 groups to 297 forming 99 groups (Figure 4).

The following 326 initiatives have been implemented between 2006 and 2010:

2006: 18	2008: 67	2010: 103
2007: 45	2009: 93	

3. Formal assessment of the impact:

This programme is monitored through the data obtained from analysing the Progress Reports and Final Reports of each of the subsidized programmes. A Final Report is a document that schools must present to describe the project's development and the achieved objectives. The description of the project's assessment is a very important part in these reports.

Likewise, the projects intending to become a part of the programme have to describe how the assessment is going to be made, when, which aspects or fields are going to be evaluated, and which instruments and indicators will be used for each of the activities.

An external assessment of the programme is planned for 2011, which will enable reorienting and making the relevant corrections.

E. Political conditions:

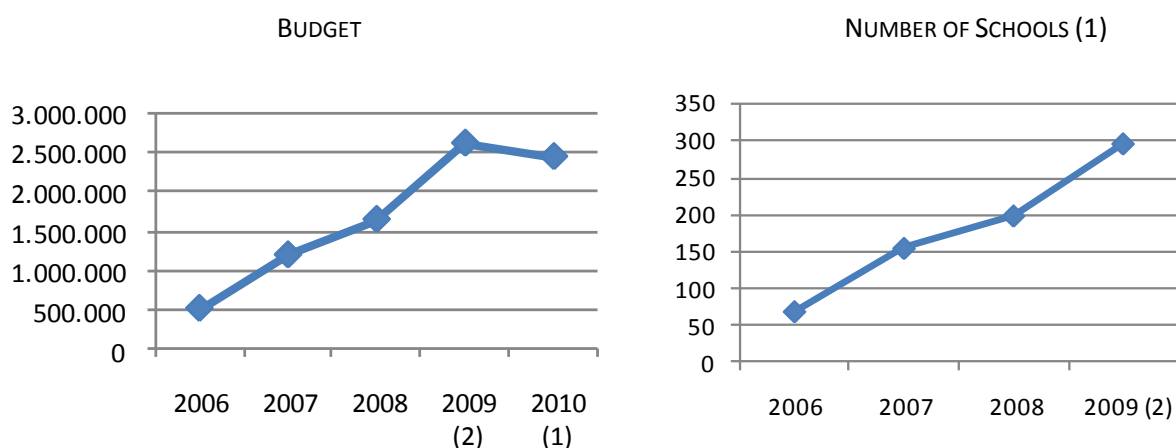
This initiative is widely supported by education authorities, both at state level and in the Regional Governments.

F. Research:

G. Comments:

This initiative responds to the OECD's 10th and 15th recommendations to Spain, included in the 2006 OECD report *Equity in Education. Thematic Review. Spain. Country Note*.

FIGURE 4. EVOLUTION OF THE BUDGET (IN EUROS) AND THE NUMBER OF SCHOOLS TAKING PART IN THE ARCE PROGRAMME. YEARS 2006 TO 2010.



(1) The resolution on the 2010 programme's call has not been made public yet, therefore the 2010 budget is not definitive. The total budget might be increased up to 3,000,000 if there is an incorporation of credit into this budget item before the resolution is published. In addition, no data on the 2010 participating schools and institutions will be available until the resolution is published.

(2) In 2009 subsidies were granted for the first time not only to schools but also to institutions providing support to the education community and to public schools providing different services. This is why there is a noteworthy increase in the budget allocated to the ARCE Programme in 2009, as well as in the number of schools.

Source: Drawn up by the IFIIE on the basis of regulations [L52] to [L56].

MEASURE 16: *ESCUELA 2.0*

A. Description:

The European Commission is promoting internet access for all citizens and that half of homes have a connection faster than 100 Mb by 2020. This is why the Ministry of Education includes the use of ICT in its objectives referring to new ways of teaching and learning, and seeks to increase their use as common instruments in all knowledge areas at the different education levels. The programme *Escuela 2.0* is intended to introduce innovative factors in this process of integrating and bringing ICT closer to the education system. This change entails turning technological resources into a common resource for all pupils, on a continuing basis. Personal computers have to become a tool for pupils, and connectivity must not be confined to classroom activities, but it must be extended to pupils' homes and families, even out of the teaching schedule and the school calendar.

The programme includes the use of a laptop for every pupil, which will become their ordinary individual equipment and contribute to moving from current classrooms to digital classrooms.

In May 2010 the Ministry of Education included this measure in the Programmes to Modernize the Education System, within the Territorial Cooperation Programmes 2010-2011, with an investment of 800 million Euros, co-financed on a 50%-basis by the State and the Regional Governments signing the collaboration agreement (see <http://www.educacion.es/portada.html>).

- B. State:** Underway (2009-2013). During the school year 2009/10 it was implemented in the 5th grade of primary education, and in the years to come it will be implemented in 5th and 6th grade of primary education and in the 1st and 2nd grades of *ESO*, depending on the Regional Governments. Actions regarding teacher training and digital resources will be carried out during the year 2011. A recent precedent is the *Plan AVANZA: Internet en el aula* (AVANZA Plan: Internet in the Classroom), which took place from 2005 to 2008.

C. Scope and level:

1. **Scope:** State and Regional Governments.
2. **Level:** 5th and 6th grades of primary education and 1st and 2nd grades of lower secondary education (*ESO*).

D. Results and impact:

1. Planned results:

The key elements of the programme are:

- Digital classrooms.
 - Internet connectivity.
 - Teacher training regarding technological aspects, as well as methodological aspects to integrate these resources into everyday teaching practice, to manage a classroom with technological equipment and to open to worldwide communication and information.
 - Encouraging and facilitating the access to educational digital materials through the *AGREGA* project, and also asking main companies in the sector to define the strategic collaboration lines to produce specific digital and online products for this project.
 - Involving pupils and families in purchasing, maintaining and using these resources.
- More than 1,500,000 laptops are planned to be distributed among pupils and more than 80,000 computers to teachers and classrooms, as well as the equipment and resources for about 80,000 digital classrooms.

2. Impact: More than 320,000 laptops were distributed in 2009/10 to pupils in the 14 participating Regional Governments. More than 15,000 digital classrooms and initial training classrooms have been equipped and more than 70,000 teachers throughout the entire State have been trained in technological aspects as well as in the methodology and the management of such classrooms.

3. Formal assessment of the impact:

To monitor and assess the programme there are commissions which watch over the agreements among the Ministry of Education, the Regional Governments and *Red.es*. In addition, there is an ICT expert in the Education Committee which organizes meetings at least every three months.

E. Political conditions:

This initiative is widely supported by education authorities, both at state level and in the Regional Governments.

F. Research:

OECD (2010), *Good Governance for Digital Policies: How to Get the Most Out of ICT: The Case of Spain's Plan Avanza*, OECD Publishing.

G. Comments:

- The report on the school year 2006-2007 issued by the National School Board had already stated the need to design curricula which require the use of ICT as an everyday classroom resource.
- This initiative responds to the OECD's 10th recommendation to Spain, included in the 2006 OECD report *Equity in Education. Thematic Review. Spain. Country Note*.

MEASURE 17: PLAN TO PROMOTE SECOND LANGUAGE LEARNING (*Plan de Impulso del Aprendizaje de las Lenguas Extranjeras*)

A. Description:

The goal of this programme is to foster the improvement of second language teaching and learning at all education stages, promoting the development of new methodologies.

B. State: Beginning phase: it will be implemented during 2011. Two more phases are planned, in 2012-2015 and 2016-2020.

As an antecedent to this initiative we must mention the *PALE* Programme (Programme to Support Second Language Teaching and Learning), carried out by the Ministry of Education in collaboration with the Regional Governments and aimed at improving teachers' linguistic competence, as well as promoting linguistic immersion programmes, the exchange of language assistants, European Classrooms (linguistic and cultural immersion programmes in France and the United Kingdom), grants and participation in mobility programmes and participation in European initiatives and programmes. This project was implemented between 2006 and 2010.

C. Scope and level:

1. **Scope:** State and Regional Governments.

2. **Level:** It targets students at all education stages, schools, training network counsellors, teachers and families.

D. Results and impact:

1. **Planned results:**

– Changes in the organization of bilingual schools and sections regulated by the Ministry of Education and managed by the Regional Governments.

– Improving teachers' initial and continuing training regarding second languages by means of grants for training stays abroad; co-funding teacher training programmes carried out by the Regional Governments; creating a new programme of training stays for state English language teachers by assigning them to schools in English-speaking countries; exchange of teachers among schools in different European countries, managed by the Ministry of Education and the Regional Governments, depending on the area of competence; signing agreements with foreign universities for student exchange programmes; exchanging experiences and good practices among Spanish teachers and teachers from other countries; participation of teachers in international projects and working groups; spreading the results of the Spanish-British integrated curriculum, and promoting European Union programmes carried out at schools.

– Providing more second language teaching and learning support by increasing the number of native teachers to assist second language teaching; launching a Visiting Foreign Teacher Programme at non-university levels; increasing support resources, such as language assistants; increasing the use of ICT in second language learning, and broadcasting programmes and films in their original language in the media.

– Increasing the number of multilingual schools developing integrated content and language learning methodologies, guaranteeing quality in education, enhancing the development of an integrated curriculum, reinforcing schools' staff, promoting the existence of specialized bilingual education trainers and encouraging the collaboration among teachers through a virtual platform which will allow sharing specific materials and resources.

– Improving the training offer as regards language teaching and learning, extending early second language learning to all schools, for pupils from 3 to 6; promoting pupils' stays in other countries to a second language; creating linguistic immersion programmes in Spain; promoting the use of documents like the European Language Portfolio or Europass, or using

the school accompaniment programme to improve second language learning in primary education.

2. Impact:

In May 2010 the Ministry of Education included this measure in the Programmes to Modernise the Education System, within the Territorial Cooperation Programmes 2010-2011 (see <http://www.educacion.es/portada.html>).

As it was stated in part B of this measure, this initiative has started to be implemented in 2011. For this reason, there is still no available information regarding its impact. However, in this section we have included some data related to the impact of a project which served as the basis for the Plan to Promote Second Language Learning (see part B above).

As the following statistics show, the Plan to Promote Second Language Learning, which was developed between 2006 and 2010, has had a very positive influence in second language learning. In the periods 1999-2000, and 2009-2010, 120 new Official Language Schools opened, 2,323 new teachers were hired and 108,924 new students were enrolled. It is very important to point out that participation in these specialised second language learning institutions is not compulsory.

We must also mention that the number of students participating in second language courses at lower education levels (pre-primary, primary and lower secondary education, upper secondary education (*Bachillerato*), intermediate and higher vocational training programmes) reached 960,913 students in the periods 1999-2000 and 2008-2009.

These figures have been drawn from the official statistics of the Ministry of Education (for more information, see the link below).

<http://www.educacion.es/mecd/jsp/plantilla.jsp?id=31&area=estadisticas>.

3. Formal assessment of the impact:

A Monitoring Commission is proposed to draft a report based on previous reports issued by the Regional Governments. It will also assess general progresses in achieving the proposed goals.

E. Political conditions:

This initiative is widely supported by both national and regional education authorities.

F. Research:

G. Comments:

- Social agents represented in the National Education Board have stated in several occasions the need to improve second language learning at early ages, and to extend second language learning to all educational institutions.
- This initiative responds to the OECD's 7th, 8th and 9th recommendations to Spain, included in the 2006 OECD report *Equity in Education. Thematic Review. Spain. Country Note*.

MEASURE 18: SPECIFIC INCLUSIVE EDUCATION PLAN (*Plan Específico de Educación Inclusiva*)

A. Description:

The goal of this plan is to design a wide range of measures to meet the challenges posed by inclusive education and equity in education. Some of these goals are: to identify and school pupils with specific needs early; to achieve educational success for all pupils; to promote the participation and collaboration of all sectors in the educational community; to provide schools with resources and guidance and to link education and training to adult life and employment.

The initial budget allocated by the Ministry Education was 4,495,000 Euros and the agreement included the possibility to increase it every year, if necessary.

B. State: Development phase. Its implementation is planned to start in the school year 2010/11 and to be continued during the three following school years.

C. Scope and level:

1. Scope: State.

2. Level: The Ministry of Education is responsible for designing the plan, with the collaboration of the Regional Governments and associations, represented by the Spanish Committee of Representatives of Disabled Persons (*CERMI*). The plan will be implemented at all education levels.

D. Results and impact:

1. Planned results:

- Coordination and collaboration among education authorities and other authorities and organizations to establish joint action lines.
- Early detection of specific needs for educational support.
- Promoting the development of basic competences in all students.
- Making transitions within the education system more flexible for pupils with special educational needs.
- Updating of qualifications and competences in initial and continuing training for teachers and educational guidance professionals.
- Reinforcement of educational guidance.
- Providing pupils with special educational needs with support resources to gain access to the different educational stages.

2. Impact:

3. Formal assessment of the impact:

E. Political conditions:

This initiative is one of the measures designed to achieve objective number 12 of the Ministry of Education's Action Plan 2010-2011: *Inclusive Education, Diversity and Interculturality – The Right to Be Different without Having Different Rights*.

F. Research:

G. Comments:

–In the 2008-2009 annual report, the National Education Board devoted a whole section to the inclusion of students with special educational needs arising from disabilities. The social agents considered it essential to include attention to these students among the quality indicators of the education system. They also urged the Ministry of Education and the education authorities to

provide schools with the material and human resources required to make inclusion possible, not only in terms of universal access, but also in the progress and permanence of these students in the system. Furthermore, they also asked the education authorities to establish the International Convention for The Rights of Persons with Disabilities, adopted by the United Nations in December 2006, and effectively in force in Spain since May 2008, as a reference framework for the development of legislation, policies, decisions and educational practice regarding this population group. To be more precise, Article 24 of this Convention establishes the right for inclusion in the education system of people with disabilities.

- This initiative responds to the OECD's 1st, 2nd, 3rd, 7th, 20th and 23rd recommendations to Spain, included in the 2006 OECD report Equity in Education. Thematic Review. Spain. Country Note.

MEASURE 19: PLAN TO PROMOTE A PEACEFUL SCHOOL CLIMATE (*Plan para la Promoción y Mejora de la Convivencia Escolar*)

A. Description:

Through this Plan, the Ministry of Education is looking for synergies with the actions that the Regional Governments are carrying out in this area, with the aim of finding the most appropriate responses for the promotion of coexistence at school. The Plan is structured into different action lines, being one of the most relevant the creation of the State Observatory of School Climate. We may also mention the promotion of research and assessment, the exchange of experiences, the provision of training for the educational community (especially initial and continuing teacher training), the design of strategies, guidance and materials and the collaboration between institutions.

B. State: Development phase, for an indefinite period. It started in 2006, when the then Ministry of Education and Science signed an agreement with the teachers' unions and other education organizations.

C. Scope and level:

1. Scope: State and Regional Governments.

2. Level: All the education administration levels are involved, as well as the members of the education community from all schools providing non-university education.

D. Results and impact:

1. Planned results:

- Establishing mechanisms to achieve an appropriate study and work climate at schools, by drawing up educational projects fostering a culture of peace and non-violence.
- Preventing all kinds of violence, promoting the respect to human rights, equity among people and democratic and peaceful environment.
- Development of school plans for peaceful coexistence, including cultural and ideological diversity, equity among people, mediation and peaceful resolution of conflicts.
- Training the school community in conflict resolution, management of discrepancies and respect and acceptance of differences.
- Creating Schools for Parents.
- Establishing action protocols for different problems and types of conflicts.
- Promoting respect, self-discipline and personal and social responsibility, as well as a culture of work and effort.
- Reinforcing the social, academic and professional authority of teachers and heads.
- The adoption of the necessary measures by school heads in cases of violence or lack of discipline, always keeping a socio-educational goal in mind.

2. Impact:

Since it was passed in 2006, many of the actions proposed in this Plan have been carried out, such as the creation of the State Observatory of School Climate, the organization of the National Contest of Good Practices regarding Peaceful School Climate or the creation of a website to spread good practices.

More recently, in October 2010, the National Conference on School Climate took place in Palma de Mallorca, and the 4th National Contest of Good Practices regarding Peaceful School Climate will be announced soon.

3. Formal assessment of the impact:

In order to gather information systematically, which is one of the functions of the State Observatory of School Climate, the Plan includes the drafting of a study on the 'Indicators of School Climate Quality', in accordance with the following guidelines:

- Analysing data on the basis of national and European reports, in order to define quality indicators. For instance, the PISA report, OECD, EURYDICE, etc.
- Initial proposal for indicators and instruments: a survey of pupils, teachers and school heads.
- Pilot study gathering information in all the Regional Governments.
- Information processing.
- Drawing up reports and instruments.
- Computerized system for information gathering: at classrooms and schools.
- Computerized elaboration.
- Research on the families and instrument validation.

E. Political conditions:

The Action Plan 2010-2011 launched by the Ministry of Education gives continuity to the Plan to Promote a Peaceful School Climate, since it contributes to achieving objective number ten: 'Peaceful School Climate and Education in Values: Involvement of Families, Teachers and Society'.

F. Research:

The Institute for Teacher Training and Educational Research and Innovation (*IFIIE*), formerly called Centre for Educational Research and Documentation (*CIDE*), published a study related to this subject in 2009:

Grañeras Pastrana, M. and Vázquez Aguilar, E. (Coord.) (2009), *Prevención de la violencia y mejora de la convivencia en las escuelas: investigación educativa y actuaciones de las Administraciones Públicas*, Centre for Educational Research and Documentation (*CIDE*)-Ministry of Education, Madrid.

Several sections in this book mention many reports carried out by different Spanish institutions whose aim is to study school violence, its incidence and impact. Available at <http://www.educacion.es/cide>

G. Comments:

– In their report on the school year 2005-2006, the social agents, through National School Board, proposed the creation of an Observatory for Coexistence at schools, and asked for the National School Board to be an active member of this body (the observatory was created by means of Royal Decree 275/2007, 23rd February). Among other recommendations, they mentioned the need to agree on a series of indicators for school climate and coexistence and to promote recognition of the moral and professional authority of teachers. The 2008-2009 report insisted on establishing specific basic regulations to make sure that every school receives all the necessary human and material resources to be able to implement their Education Project and their Plan for Coexistence, and on endowing schools with enough capacity to provide adequate response to individual cases. Along these lines, the report urged the Ministry of Education to pass a new Royal decree in order to update the one enforced in 1995, which establishes the rights and obligations of students, so as to adapt it to the needs of the present education system and to provide a common framework of reference for all students. Furthermore, they suggest a thorough review of current regulations in schools, and of the impact of good educational practices within the Education Sector Conference, as well as the promotion of awareness campaigns, organised by the Administrations and by the educational community, aimed at secondary education students and their families, with the purpose of fostering education and strengthening non-racist and non-

sexist educational and professional measures, both in lower secondary education (ESO) and in Bachillerato.

- This initiative responds to the OECD's 10th recommendation to Spain, included in the 2006 OECD report Equity in Education. Thematic Review. Spain. Country Note.

MEASURE 20: PLAN TO REFORM VOCATIONAL TRAINING (*Plan de Reforma de la Formación Profesional*)

A. Description:

The goal of this initiative is to promote a new vocational training model, by means of four main action lines: education excellence, an increase in education provision, recognition of professional experience and promotion of pupils' international mobility.

B. State: It started in 2008. Development phase.

C. Scope and level:

1. Scope: State.

2. Level: Ministry of Education and Ministry of Labour and Immigration, in collaboration with social agents.

D. Results and impact:

1. Planned results:

- Promoting lifelong learning.
- Increasing the integration of the different vocational training subsystems: vocational training within the education system and vocational training for employment.
- Increasing vocational training's permeability and flexibility regarding access.
- Improving connections between advanced vocational training, university and companies.
- Promoting the transit from one professional activity to others.
- Recognizing professional competences acquired by means of professional experience or non-formal education.
- Increasing the number of intermediate vocational training graduates.
- Creating from 120 to 140 certificates and more than 750 professional qualifications.
- Launching a system of grants and financial assistance for workers from 18 to 24 who have not obtained a vocational training certificate.
- Promoting pupils' international mobility.

2. Impact:

- In May 2010, the Ministry of Education included the Strategic Plan for Vocational Training into the Territorial Cooperation Programmes 2010-2011. The plan is divided into four main actions: 1) recognition of professional competences acquired by means of professional experience, 2) vocational training provision for the entire population through a distance learning platform, 3) setting up an integrated system of vocational information and guidance, and 4) applied innovation in vocational training (see the corresponding measures in Section II).
- Passing of Royal Decree 1224/2009 for the recognition of professional competences acquired by means of professional experience.
- Increasing the number of pupils who choose intermediate vocational training. In the past three years, the percentage of pupils enrolled in in-class intermediate vocational training has increased around 14.73%.
- Creating 41 certificates and 411 qualifications. New certificates and qualifications are expected to be published at the end of 2010.

3. Formal assessment of the impact:

The creation of an evaluation system is included among the strategic lines established by the Ministry of Education in 2010 for subsequent years. The following aspects of vocational training are to be assessed:

- Academic results.

- The Integrated System of Qualifications and Vocational Training.
- Professional competences.

E. Political conditions:

The Plan to Reform Vocational Training is a highly supported initiative; therefore, it was included in the Spanish Plan to Stimulate Economy and Employment. Later, in May 2010, the Ministry of Education presented to the Council of Ministers a report on vocational training in Spain, where the proposals to promote and improve it were added to the Plan's proposals (see 4.1 in Section I).

In June 2010 this Plan was included in the Ministry of Education's Action Plan 2010/2011, aimed at achieving the education objectives for the 2010/2020 decade (see 4.1 in Section I).

F. Research:

G. Comments:

- At present, the Spanish Parliament is debating on the Bill on Sustainable Economy, whose aim is to face the economic crisis and reorient the economic activity towards sectors creating employment and with a potential for long term growth. This Bill puts forward important reforms in vocational training. This Act was passed in March 2011 (see <http://www.economiasostenible.gob.es/ques/>).
- Many of the reports issued by the National Education Board point out that in Spain there is a disparity within upper secondary education between vocational training programmes and academically-oriented studies. They have also repeatedly advised on the need to promote vocational training and lifelong learning. The 2008-2009 report includes, among others, the following proposals for improvement:
 1. To carry on developing all the measures aimed at increasing enrolment in intermediate vocational training; to develop the Catalogue of Professional Qualifications completely, within the framework of the Act on Education (LOE, 2006); to increase the number of schools offering this provision with quality assurance; to promote work placement modules (FCT), and to allow for the possibility of enrolling in these programs abroad, asking the education administrations to provide students with the necessary financial help during that training stage. In order to avoid school dropout, the report proposes to develop a plan for specific financial assistance aimed at vocational training students, as well as for incentives to students and employers, in order to contribute to the establishment of programmes which combine training and work placement, making it possible for students to participate in training and be employed in part-time jobs simultaneously.
 2. To pay specific attention to adults who do not hold a diploma in upper secondary education (Bachiller) and could re-enter the education system, preferably in programmes leading to a certificate in lower secondary education or to intermediate vocational training programmes. In order to do so, it is essential to diversify programmes, including social volunteering programmes, to provide flexibility to in-class training by offering evening classes, and to develop online and distance learning. Furthermore, the National Education Board believes it is very important to increase the number of schools within the Network of Integrated Schools, so as to optimise human and material resources and to synchronise both vocational training systems. However, the increase in the number of schools must not entail a reduction in the resources allocated to non-integrated schools.
 3. To promote identical assessment, recognition and accreditation of professional competences throughout the Spanish territory, taking the National Catalogue of Professional Qualifications as a reference. This assessment, recognition and accreditation must include all types of vocational training provision. All in all, the National Education Board considers it very positive that Level 1 professional competences are already being recognised as part of the Professional Certificates issued by the Labour Administration, as they had already advised in previous reports.
- This initiative responds to the OECD's 1st and 21st recommendations to Spain, included in the 2006 OECD report Equity in Education. Thematic Review. Spain. Country Note.

MEASURE 21: NATIONAL STRATEGIC PLAN FOR INFANCY AND ADOLESCENCE

A. Description:

It is a comprehensive plan defining the main strategic lines to develop policies regarding infancy and adolescence, in order to achieve the complete development of rights, geographic equity and equal opportunities. Education is one of the many issues tackled in this plan.

B. State: The 2010-2013 Plan is in its development phase. The completed 2006-2009 Plan is now being assessed. We have been recently informed that the Ministry of Health and Social Policy has decided, in view of the preliminary results of this evaluation, to extend the 2006-2009 National Strategic Plan for Infancy and Adolescence until the end of 2010. During the first semester of 2011 a second Plan will be drawn up for the period 2011-2013.

C. Scope and level:

1. Scope: State and Regional Governments.

2. Level: This Plan was launched by the Observatory of Infancy of the Ministry of Health and Social Policy. It has been drafted with the collaboration of technicians from the different involved Ministries, including the Ministry of Education, the Regional Governments, the National Institute of Statistics, the Spanish Federation of Municipalities and Provinces, NGOs, university experts and other agents. In addition, the participation of preadolescent students has been fostered, through surveys, workshops and discussion groups. This work has also been enriched by the contributions of forums and conferences organized by the Ministry of Labour and Immigration and the Platform of Infancy Organizations, which have opened channels for collaboration and encouraged the participation of children.

D. Results and impact:

1. Planned results:

In the field of education, the Plan is expected to provide the possibility of guaranteeing quality education for all, promoting intercultural communication and respect to minorities, balancing inequalities and ensuring, by means of continuing attention, the maximum development of pupils' potentials from their early infancy to adolescence.

2. Impact:

The first Plan's budget was 34,157,068 Euros, out of which 26,869,516 Euros were allocated to education issues. The Ministry of Education provided 1,314,349 Euros and the Regional Governments provided 25,555,167 Euros (Table 12).

This investment has enabled the following:

- The services providing attention to children under 3 have turned into important information sources. One of the measures proposed by this plan is to establish a permanent information system regarding the number of services providing attention to children under 3 and of the characteristics of these services, so as to find out about the evolution of provision and its quality.
- Free education from age 3.
In Spain, pre-primary education is divided into two cycles: a first one for children between 0 and 3 years of age, and a second one from 3 to 6 (see 2.1. in Section I of this report). In the second cycle education is free of charge; hence, schooling rates of 3, 4 and 5 year-olds are 97.9%; 99.2% and 98.8% respectively.
However, the first cycle in pre-primary education is not free. That is why schooling rates at this cycle are significantly lower. For children under 1, and for 1 or 2-year-olds, the rates

are: 7%, 24.7% and 42.9% respectively. In spite of this, schooling rates increased up to 17.3 points in children under 2, and 28.4 in two-year olds for the 1998/1999 and 2008/2009 periods.

Besides, the Ministry of Education and the Regional Governments are making a significant effort to increase the number of public places offered at public schools for children under 3 (see measure number 3-Plan Educa3 in this report)

- Promoting pedagogical support measures, provision of resources or organizational changes to prevent school failure.
- Increasing the number of grants and financial assistance.

3. Formal assessment of the impact:

A working group, comprising the Observatory of Infancy, is monitoring and assessing the actions of the 1st National Strategic Plan 2006-2009. To this end, a series of indicators have been set up in order to revise the Plan's actions in the short, mid and long term. The goal of this evaluation is to propose and introduce the relevant modifications in the 2010-13 Plan.

E. Political conditions:

This plan is widely supported by public authorities, who have decided to continue their implementation (see section B).

F. Research:

The Plan also includes actions regarding research, studies and technical reports, with the aim of widening on infancy, with special attention to the improvement of quality in the attention to disadvantaged groups.

G. Comments:

- The 2006-2007 report issued by the National Education Board stated that an integral development of children is absolutely essential. Therefore, they urged the education Administrations to promote cooperation between local administrations, health and social services, in order to provide integral attention to all children aged between 3 and 12.
- The Regional Governments have specifically tackled infancy and adolescence by drafting, passing and implementing different action plans within their area of competence (table 13).
- This initiative responds to the OECD's 1st, 2nd and 23rd recommendations to Spain, included in the 2006 OECD report Equity in Education. Thematic Review. Spain. Country Note.

TABLE 12. BUDGETARY ESTIMATES FOR THE TOTAL INVESTMENT IN INFANCY AND ADOLESCENCE POLICIES (IN EUROS). YEAR 2006.

Action areas	Central Administration	Regional Governments
Social welfare (1)	212,646	1,892,777
Social security	2,954,947	(2)
Young offenders	26,706	295,375
Education	1,314,349	25,555,167
Disabilities	2,260	47,067
Youth	8,095	56,284
Culture and sports	33,229	99,209
Health	23,122	1,467,370
International cooperation	34,049	11,672
ICT	31,763	83,857
Media. <i>RTVE</i> (National Public Radio and Television)	7,122	(2)
TOTAL	4,648,289	29,508,779

(1) It includes social welfare/social services, minors and family, equity, immigration and emigration.

(2) There is no available information.

Source: National Strategic Plan for Infancy and Adolescence 2006-2009.

TABLE 13. INFANCY AND ADOLESCENCE PLANS, BROKEN DOWN BY REGIONAL GOVERNMENT (1).

	Plans	Validity
Andalusia (2)	Comprehensive Plan of Attention to Infancy	2003-2007
Aragon	Comprehensive Infancy and Adolescence Plan	2010-2014
Asturias (2)	Attention Plan for Infancy, Family and Adolescence	2004-2007
Balearic Islands (2)	Plan for Early Infancy Education	2007
Canary Islands (2)	Comprehensive Plan for Minors	1998-2008
Cantabria (2)	Action Plan for Social Disadvantaged Children and Adolescents	2007-2009
Castile-La Mancha	Health and Social Welfare Plan(3)	2011-2020
Castile- Leon (2)	Regional Sector Plan for Infancy Attention and Protection	2005-2007
Catalonia	Master Plan for Infancy and Adolescence	2010-2013
Valencia	Comprehensive Family and Infancy Plan	2007-2010
Galicia	Galician Strategic Plan for Infancy and Adolescence	2007-2010
Madrid	Family, Infancy and Adolescence Plan	2010-2013
Murcia	Strategic Plan for Regional Development (4)	2007-2013
Navarre (2)	Attention Plan for Socially Disadvantaged Children and Adolescents	2002-2006
Basque Country (2)	Infancy Plan to Provide Attention to Children in a Vulnerable Situation	2000-2004
Rioja	Comprehensive Infancy Plan (5)	2006-2009

(1) There is no available information from the Regional Government of Extremadura.

(2) There is no more up-to-date information.

(3) Infancy is one of the action lines of the Health and Social Welfare Plan 2011-2020.

(4) Support to infancy is one of the action lines of the Strategic Plan for Regional Development 2007-2013. However, this document is still under debate. The definitive document is planned to be published in November 2010.

(5) A new plan is being drafted at present. It is planned to be published at the end of 2010.

Source: Drawn up by the *IFIIE* on the basis of the information from the National Strategic Plan for Infancy and Adolescence and from the Regional Governments' websites.

MEASURE 22: NATIONAL ACTION PLAN FOR SOCIAL INCLUSION (*Plan Nacional de Acción para la Inclusión Social del Reino de España*)

A. Description:

The National Action Plan for Social Inclusion 2008-2010 is designed to provide continuity and reinforcement to the following priority objectives: 1) promoting access to employment, 2) guaranteeing minimum financial resources, 3) achieving equity in education, 4) supporting immigrants' social integration and 5) guaranteeing attention to dependent persons.

The 2008-2010 Plan's budget was 105,192,567,338 Euros, out of which 13,920,904,242 Euros are allocated to the section "Education for Equity" (Table 14). In addition, 2010 has been the European Year for Combating Poverty and Social Exclusion, under the Spanish presidency, which has reinforced the national strategy for social inclusion by involving and ensuring the commitment of all the agents in the implementation of the measures included in this Plan.

B. State: Completed (2008-2010). The Ministry of Health and Social Policy is currently assessing the National Action Plan for Social Inclusion in Spain 2008-2010. A new Plan will be elaborated for 2011-2013. It is expected to be published by the end of 2011.

C. Scope and level:

1. Scope: State.

2. Level: The Ministry of Health and Social Policy (although the initiative was launched by the former Ministry of Education, Social Policy and Sport), the Regional Governments, the National Federation of Municipalities and Provinces (*FEMP*), NGOs, different social agents, the Economic and Social Council (*CES*) and other experts in social policies and intervention take part in this Plan.

The Plan does not only target the profiles that have been traditionally affected by social exclusion, but also people who are around the relative poverty line and, depending on their employment situation, fluctuate over and under such line.

The section of the Plan exclusively devoted to education specifically tackles the first cycle of pre-primary education, secondary education and vocational training.

D. Results and impact:

1. Planned results:

In the area of education, the goal is to achieve quality and equity education, guaranteeing the reconciliation of family and working life. More precisely, an increase in the qualification rates at the end of basic compulsory education is expected, as well as the promotion of vocational training and adult education, a reinforcement of second language learning and provision of resources for ICT training.

2. Impact: The report on the implementation of the measures of the National Action Plan for Social Inclusion 2006-2008 states that the following objectives have been achieved:

- Improvement in the coordination among the General State Administration, the Regional Governments and local administrations.
- Progresses in the dialogue with NGOs and social agents. In general, a step forward has been taken in achieving the priority objectives, including total or partial advances in almost every action.
- As regards education, the following goals have been achieved:
 - Royal Decree 1631/2006 (December 29th), which establishes the core curriculum for lower secondary education, states the obligation to organize education according to

the principle of attention to diversity. In order to do so, it includes the possibility to create Initial Vocational Qualification Programmes for pupils with difficulties to complete lower secondary education, *ESO*, (see relevant measure in Section I).

- Continuity to the *PROA* Plan (Reinforcement, Guidance and Support Programmes (see measure number 6 in Section II).
- Increasing schooling rates of children under 3 (see relevant measure in Section II).
- Increasing investment in grants and financial assistant (see 4.2.3 in Section I).

3. Formal assessment of the impact:

The assessment of the 2008-2010 Plan will be similar to that of the 2006-2008 Plan. The European Commission and the Council use the Open Method of Coordination (OMC) to jointly analyse and assess the National Reports on the Strategies for Social Protection and Social Inclusion, submitted by the member states. In Spain, the assessment is made by the Working Group on Indicators, made up of experts from the Regional Governments, the National Federation of Municipalities and Provinces (*FEMP*), the Ministry of Labour and Immigration, the Ministries of Housing, Education and Health and Social Policy and the National Institute of Statistics (*INE*). The 2008-2010 Plan will be assessed by the monitoring and assessment bodies where all the involved agents participate:

- National Council of Social Action NGOs.
- Special Commission for the National Action Plan for Social Inclusion, within the Sector Conference for Social Affairs.
- Interministerial Commission of the National Action Plan for Social Inclusion.

The organizations of Roma population, which include the National Council of the Roma People, will also be consulted.

E. Political conditions:

This plan is widely supported by public administrations, as they have decided to continue its implementation by designing a subsequent plan (see section B).

F. Research:

To promote the participation and coordination of the agents involved in the fulfilment of the objectives and measures included in the 2008-2010 Plan. This plan envisages, among other activities, the drafting of studies and research to improve the knowledge on the situations that may lead to social exclusion. There is no information available regarding preliminary results of these studies yet.

G. Comments:

- The Regional Governments have specifically tackled social inclusion by drafting, passing and implementing different action plans within the scope of their competences (see table 15).
- This initiative responds to the OECD's 1st, 2nd and 23rd recommendations to Spain, included in the 2006 OECD report Equity in Education. Thematic Review. Spain. Country Note.

TABLE 14. BUDGETARY ESTIMATES FOR THE NATIONAL ACTION PLAN FOR SOCIAL INCLUSION (IN EUROS). YEAR 2008.

Priority objectives	Access to employment	6,753,995,828
	Guaranteeing minimum income	48,555,587,575
	Equity in education	13,926,904,242
	Social integration of immigrants	1,342,718,750
	Equity in attention to dependency (1)	1,909,443,038
Other measures to access resources, rights and services	Health	3,078,534,380
	Social services	3,544,461,460
	Housing (2)	1,942,343,037
	Justice	94,239,390
	Inclusion in the information society	256,352,543
	The elderly	5,864,502,129
	Disabled persons	5,231,518,824
	Women	382,520,302
	Youth (2)	6,069,787,865
	Infancy	1,044,905,262
	Actions to support families	4,393,509,539
	Spanish Roma population	39,479,826
	Emigrants	453,131,571
	Homeless people	106,998,509
	Prisoners and ex-prisoners	115,575,523
Governance		86,057,745
Total		105,192,567,338

(1) Year 2010, according to the budgetary report of the December 14th 39/2006 Act to promote personal autonomy and attention to dependant persons. Estimates for people over 65 under the poverty risk line. 75% of the total investment in housing is allocated to the youth.

Source: National Action Plan for Social Inclusion 2008-2010.

TABLE 15. SOCIAL INCLUSION PLANS, BROKEN DOWN BY REGIONAL GOVERNMENT (1)

	Plans	Validity
Andalusia (2)	Social Inclusion Plan	2003-2006
Aragon (2)	Social Inclusion Plan	2005-2006
Asturias	Social Inclusion Plan	2009-2011
Canary Islands (2)	Plan for Social Integration against Poverty and Exclusion	1999-2008
Cantabria	Strategic Social Services Plan (3)	2008-2011
Castile-La Mancha	Health and Social Welfare Plan (3)	2011-2020
Castile- Leon (2)	Regional Sector Plan for Social Inclusion Actions	2005-2007
Catalonia	Inclusive Education Plan	2008-2015
Valencia (2)	Strategic Plan for Social Inclusion	2006-2008
Extremadura	Social Inclusion Plan	2008-2011
Galicia	Social Inclusion Plan	2007-2013
Madrid (4)	Plan to Combat Social Exclusion	2002-2006
Murcia	Strategic Plan for Citizenships and Integration	2007-2010
Navarre	Strategic Plan for Social Services (3)	2008-2012
Basque Country (2)	Interinstitutional Plan for Social Inclusion	2007-2009
Rioja	Comprehensive Plan to Promote Personal Autonomy and Attention to Dependent Persons (3)	2007-2010

(1) There is no available information from the Balearic Islands.

(2) There is no more up-to-date information.

(3) These plans include social inclusion action lines.

(4) The Strategic Plan for Social Services 2005-2008 was launched in 2005 by the Regional Government of Madrid. The re-organization of the services targeting persons in situations of social exclusion is included among its action lines.

Source: Drawn up by the IFIIE on the basis of the information from the Regional Governments' websites.

MEASURE 23: STRATEGIC PLAN FOR CITIZENSHIP AND INTEGRATION (*Plan Estratégico de Ciudadanía e Integración*)

A. Description:

This plan is a strategy aimed at turning integration into one of the key elements of an inclusive, fair and cohesive society, which is able to encourage a common feeling of belonging in all citizens.

The budget is 2,005,017,091 Euros, 836,551,635 of which are allocated to education (Table 16).

B. State: Final phase (2007-2010). The 2011-2014 Strategic Plan for Citizenship and Integration is currently underway. It is expected to be published during the second semester of 2011.

C. Scope and level:

1. Scope: State, Regional Governments and municipalities.

2. Level: This Plan was launched by the Ministry of Labour and Immigration in collaboration with the Ministry of Education, the Ministry of Health and Social Policy, the Ministry of Justice, the Ministry of Foreign Affairs and Cooperation and associations and NGOs. Cooperation among the different public administrations is essential, since many of the services provided to citizens have a shared responsibility.

The Plan targets all citizens, both native and immigrant.

D. Results and impact:

1. Planned results:

Adequate response to the needs of immigrant pupils, by means of actions leading to removing the obstacles which hinder equity in education, as well as by promoting a peaceful coexistence among the different cultures which make up the educational community.

2. Impact:

3. Formal assessment of the impact:

The assessment process was carried out in two phases: an intermediate assessment in 2008 and a final assessment in 2010. The Directorate General for the Integration of Immigrants drafted an Intermediate Assessment Report and, at the end of the Plan's implementation period, an external assessment will be commissioned, being the abovementioned Directorate General the body responsible to draft the Final Assessment Report. In both cases, the reports are drawn up on the basis of the appraisals made by the Regional Governments, the local entities and the NGOs with which the collaboration agreements are signed.

E. Political conditions:

This plan is widely supported by public administrations, as they have decided to continue its implementation by designing a subsequent plan (see section B above).

F. Research:

In the year 2010, the Ministry of Education's Institute for Teacher Training and Educational Research and Innovation (*IFIIE*) published the following study:

- Aguado, M.T., Grañeras, M. and Mata, P. (2010), *Diversidad cultural y logros de los estudiantes en educación obligatoria. Lo que sucede en las escuelas*, Institute for Teacher Training and Educational Research and Innovation-Ministry of Education, Madrid.

The main outcomes of this study are the following:

- Students marks correlate to a great extent to their knowledge of the language of instruction, and to their parents' educational level.
- Assessment carried out by teachers is flexible (it is performed according to the objectives set for each student; it is not only limited to the contents of the textbook; it takes into consideration, among other factors, the students' attitude). However, there is no control over the cultural bias of evaluation tools, assesment does not contribute to the development of alternative thinking, and there are no meta-evaluation processes. Besides, competence over Spanish is not clearly separated from the rest of the competences being assessed.
- As regards the perception of the situation of intercultural education by the different agents involved, the study points out that the structural conditions of schools are, or are perceived by teachers as decisive factors (rules, laws, bureaucracy, etc.); this is compounded by fatalists beliefs about the biological and unchallengeable character of competences (referring both to students and to teachers).

This study is available at the publications service ([servicio de publicaciones](#)) of the Ministry of Education.

G. Comments:

- The National Education Board recommends the establishment of indicators for school climate and coexistence in educational institutions, in order to evaluate the impact and improvement of the measures adopted in relation to the acceptance of civic values and habits, to the effective integration of foreign students and to actual gender equality.
- The Regional Governments have specifically tackled integration by drafting, passing and implementing different action plans within the scope of their competences (see table 17).
- This initiative responds to the OECD's 1st, 7th, 13th, 14th and 23rd recommendations to Spain, included in the 2006 OECD report Equity in Education. Thematic Review. Spain. Country Note.

TABLE 16. GENERAL STATE ADMINISTRATION'S BUDGET ALLOCATED TO THE STRATEGIC PLAN FOR CITIZENSHIP AND INTEGRATION (IN EUROS). YEARS 2007 TO 2010 (1).

Action areas	Ministries	2007	2008	2009	2010	TOTAL
Reception	Ministry of Labour and Social Affairs	106,966,953	112,315,301	117,931,066	123,827,619	461,040,940
	Ministry of Justice	180,000	189,000	198,450	208,373	775,823
	Ministry of Health and Consumer Affairs	480,000	504,000	529,200	555,660	2,068,860
	TOTAL	107,626,953	113,008,301	118,658,716	124,591,652	463,885,622
Education	Ministry of Labour and Social Affairs	90,000,000	94,500,000	99,225,000	104,186,250	387,911,250
	Ministry of Education and Science	104,089,878	109,294,372	114,759,090	120,497,045	448,640,385
	TOTAL	194,089,878	203,794,372	213,984,090	224,683,295	836,551,635
Employment	Ministry of Labour and Social Affairs	52,542,704	51,973,151	51,487,458	51,092,287	207,095,600
	TOTAL	52,542,704	51,973,151	51,487,458	51,092,287	207,095,600

Housing	Ministry of Labour and Social Affairs	7,486,843	7,861,185	8,254,244	8,666,956	32,269,228
	TOTAL	7,486,843	7,861,185	8,254,244	8,666,956	32,269,228
Health	Ministry of Labour and Social Affairs	8,000,000	8,400,000	8,820,000	9,261,000	34,481,000
	Ministry of Health and Consumer Affairs	8,652,000	9,084,600	9,538,830	10,015,772	37,291,202
	TOTAL	16,652,000	17,484,600	18,358,830	19,276,772	71,772,202
Social Services	Ministry of Labour and Social Affairs	18,673,159	19,606,817	20,587,158	21,616,516	80,483,650
	TOTAL	18,673,159	19,606,817	20,587,158	21,616,516	80,483,650
Infancy and Youth	Ministry of Labour and Social Affairs	23,441,579	24,613,658	25,844,341	27,136,558	101,036,136
	TOTAL	23,441,579	24,613,658	25,844,341	27,136,558	101,036,136
Equal Treatment	Ministry of Labour and Social Affairs	8,400,000	8,820,000	9,261,000	9,724,050	36,205,050
	TOTAL	8,400,000	8,820,000	9,261,000	9,724,050	36,205,050
Women	Ministry of Labour and Social Affairs	7,826,506	8,217,832	8,628,723	9,060,159	33,733,220
	TOTAL	7,826,506	8,217,832	8,628,723	9,060,159	33,733,220
Participation	Ministry of Labour and Social Affairs	6,976,883	7,325,727	7,692,014	8,076,614	30,071,238
	Ministry of Culture	150,000	157,500	165,375	173,644	646,519
	TOTAL	7,126,883	7,483,227	7,857,389	8,250,258	30,717,757
Awareness	Ministry of Labour and Social Affairs	12,643,987	13,276,187	13,939,996	14,636,996	54,497,166
	TOTAL	12,643,987	13,276,187	13,939,996	14,636,996	54,497,166
Co-development -Migrations and Development	Ministry of Labour and Social Affairs	3,940,896	4,137,941	4,344,838	4,562,080	16,985,756
	Ministry of Foreign Affairs and Cooperation/Spanish Agency for International Cooperation	6,762,555	8,768,385	10,881,865	13,371,264	39,784,069
	TOTAL	10,703,451	12,906,326	15,226,703	17,933,344	56,769,825
TOTAL		467,213,944		512,088,649		2,005,017,091

(1) At present, the Ministry of Labour and Social Affairs, the Ministry of Health and Consumer Affairs and the Ministry of Education and Science are called, respectively, Ministry of Labour and Immigration, Ministry of Health and Social Policy and Ministry of Education.

Source: Information extracted from the Ministry of Labour and Social Affairs' website.

TABLE 17. IMMIGRATION PLANS, BROKEN DOWN BY REGIONAL GOVERNMENT (1).

	Plans	Validity
Andalusia	Immigration Plan	2010-2014
Aragon	Comprehensive Plan for a Peaceful Intercultural Climate	2008-2011
Balearic Islands	Comprehensive Plan for the Attention to Immigrant Persons (2)	2005
Canary Islands (3)	Intercultural Education Programme	2001-indefinido
	Canary Immigration Plan	2005-2007
Cantabria	Interculturalism Plan	2005-2006
Castile-La Mancha (3)	Regional Plan for Social Integration (4)	2001-2005
Castile and Leon (3)	Plan for the Attention to Foreign Pupils and Minorities	2003-2007
	Comprehensive Immigration Plan	2005-2009
Catalonia	Citizenship and Immigration Plan	2009-2012
Valencia	Master Plan for Immigration and Peaceful Social Climate	2008-2011
Extremadura	Comprehensive Immigration Plan	2008-2011
Galicia	Galician Plan for Citizenship, Peaceful Social Climate and Integration	2008-2011
Madrid	Integration Plan	2009-2012
Murcia	Plan for Immigrant Persons' Social Integration	2006-2009
Navarre	Plan for Immigrant Population's Social Integration (5)	2002-2006
Basque Country	Interculturalism and Inclusion Programme for Newcomers	2007-2010
Rioja	La Rioja's Comprehensive Immigration Plan	2009-2012

(1) In the Regional Government of Asturias a collaboration agreement between the Regional Government and the Ministry of Labour and Immigration to carry out reception, integration and educational reinforcement actions for immigrants has been signed every year since 2005.

(2) The Regional Government of the Balearic Islands has had since 2009 a Pact for Equity, Citizenship and Peaceful Social Climate specifically linked to immigration affairs, as well as a document on Immigration Strategies and Actions.

(3) There is no more up-to-date information.

(4) This Plan has specific measures for immigrants and for ethnic minorities.

(5) The Regional Government of Navarre has the Strategic Plan for Social Services at present, with action lines aimed at achieving greater social inclusion of people at risk, thus affecting immigrants to a large extent.

Source: Drawn up by the *IFIIE* on the basis of the information extracted from the Strategic Plan for Citizenship and Integration and from the Regional Governments' websites.

MEASURE 24: PROJECT TO PREVENT SCHOOL ABSENTEEISM AND SCHOOL DROPOUT (*Proyecto de Prevención del Absentismo Escolar y Lucha contra el Abandono Temprano de Estudios*)

(Verín Town Council, Ourense, Regional Government of Galicia).

A. Description:

The cooperation among the different institutions involved and public administrations (Regional Government, local administration and schools), families (through the parents associations) and different services or departments within the Town Council (Local Police, Municipal Information Centre for Women, Municipal Office for the Integration of Roma People, Municipal Office of Information for the Youth) makes it possible to carry out preventive actions and intervene to prevent school absenteeism and dropout, to advise and provide guidance in education and to avoid school failure. This collaboration intends to improve all pupils' results and, particularly, the results of pupils in a social and educational disadvantaged situation, in order to rise the municipality's percentage of population who has completed compulsory education.

The project is available at:

<http://www.congresoabandonoescolar.es/uploads/resumen/SALA%201.%20Educacion%20de%20Personas%20Adultas.%20Absentismo%20y%20abandono%20Galicia.pdf>

B. State: The first phase was completed in 2010. The second one will start in 2011.

C. Scope and level:

1. **Scope:** Local administration.

2. **Level:** Non-university education. This Plan targets pupils, families and the local context.

D. Results and impact:

1. Planned results:

The school absenteeism and dropout rates are expected to be reduced, as well as the integration of all students is intended to improve. The Plan also seeks to encourage people who have dropped out to come back to the education system.

2. Impact:

Six schools were involved in the first project, with the participation of students who require specific educational support. The total number of participants was 485, a third of the total figure of potential students for whom the programme was designed (precisely 34.35%). Therefore, many young people have benefitted from these actions. In some cases, such activities have contributed to school integration, while in others there has been an improvement in school performance. In addition, they have also managed to bring back school dropouts, while young people at risk of school failure have had the necessary means to avoid school dropout.

3. Formal assessment of the impact:

An initial, a procedural and a final assessment are considered in each of the activities, as well as the possibility to combine different assessment mechanisms, including the assessment of results. To evaluate results, monthly monitoring lists will be drafted on the basis of the demands made by the schools through their counsellors.

E. Political conditions:

Nowadays, as it has previously been stated in the report on Equity in Education, school dropout is a key issue in Spanish education policy. For this reason, every proposal in this area is always supported by the education authorities. In this specific case, local governments are responsible for the initiative.

F. Research:

The most relevant results from research on early school dropout, promoted by the Institute for Teacher Training and Educational Research and Innovation, can be found in section F of measure 8.

G. Comments:

This experience was presented at the 1st National Conference on School Dropout, which took place in Valladolid (Spain) on October 6th-8th 2010, as an example of good practices to prevent school dropout. The Conference was funded by the Ministry of Education and organized together with the Department of Education of the Castile-Leon Government, within the framework of activities carried out in all Regional Governments. Its main objectives were guaranteeing an efficient development of the Plan to Support the Implementation of the Act on Education (*LOE*) and promoting and facilitating coordination among public administrations in general, and education administrations in particular, as well as all entities involved in preventing school dropout.

This initiative responds to the OECD's 1st, 2nd, 17th and 23rd recommendations to Spain, included in the 2006 OECD report *Equity in Education. Thematic Review. Spain. Country Note*.

MEASURE 25: PROGRAMME FOR PROVIDING EDUCATIONAL ATTENTION TO PUPILS IN COMPULSORY SECONDARY EDUCATION WITH SEVERE BEHAVIOUR PROBLEMS BY MEANS OF EXTERNAL CLASSROOMS (*Programa de Atención Educativa al Alumnado de Educación Secundaria Obligatoria con Graves Problemas de Conducta mediante Aulas Externas*)

(Regional Government of La Rioja)

A. Description:

The Programme targets lower secondary education pupils who need extraordinary educational support measures because of severe behaviour problems, severe difficulties for social insertion and school adaptation and, therefore, are at high risk of dropping out. External classrooms favour their permanence in the education system, providing them with alternative pathways to facilitate their transition to adult life.

Participating pupils are referred to this Programme by secondary education schools, under the supervision of the Attention to Diversity Service of the Department of Education in La Rioja Government. Their incorporation into these units has to be approved by the Directorate General for Education Organization and Innovation, with the previous consent of parents or guardians. These pupils keep belonging to the secondary education school they are enrolled in, from where their education process is still monitored. Both the tutor and the Guidance Department monitor the process and report to the class council on the evolution of these students.

The budget allocated to this project is 125,338 Euros. **State:** Final phase.

After a first experience in 2007, the *Pioneros para el desarrollo* Foundation and the Department of Education, Culture and Sport of La Rioja Government, renewed the agreement until 2010.

B. Scope and level:

1. Scope: The Regional Government, through a collaboration agreement between the Department of Education and the *Pioneros para el desarrollo* Foundation. Other entities, such as YMCA, *Apir* or La Rioja's Association for Roma Population Promotion also collaborate in the project.

2. Level: Pupils between 14 and 16 who not only show frequent school absenteeism, but whose presence in mainstream classrooms has a very negative impact in the development of teaching-learning processes, and are at high risk of school dropout and even of social exclusion.

C. Results and impact:

1. Planned results:

By incorporating these pupils into another type of programmes, such as the Initial Vocational Qualification Programmes (*PCPI*) (see 5.1.2. in Section I), they are expected to ultimately acquire the basic competences established for lower secondary education, to obtain the corresponding qualification and to gain access to vocational training, thus providing them a chance for future employment.

Several specific objectives arise from this general goal, such as: an improvement in the attitude towards educational institutions, towards authority and learning and towards the labour world, as well as advances in the improvement of personal skills, self-esteem, emotional control, interpersonal relationships and personal autonomy.

2. Impact: There are three external classrooms, attending a total of 21 pupils, selected by public schools in La Rioja. According to current regional legislation, the maximum number of students per class in these programmes is 15. Most of the pupils attending external classrooms continue their training, and 47% do so within the Foundation's *PCPI* programme.

3. Formal assessment of the impact:

The Department of Education is exclusively responsible for assessing and monitoring this programme and its curriculum. This is how it guarantees that these pupils under 16 are still part of compulsory education to all intents and purposes.

D. Political conditions:

Nowadays, as it has previously been stated in the present report on Equity in Education, school failure in lower secondary education (ESO) is a key issue in Spanish education policy. For this reason, every proposal in this area is supported by the education authorities. In this specific case, the education authorities in each Regional Government are responsible for the initiative.

E. Research:

F. Comments:

This experience was presented at the 1st National Conference on School Dropout, which took place in Valladolid (Spain) on October 6th-8th 2010, as an example of good practices to prevent school dropout. The Conference was funded by the Ministry of Education and organized together with the Department of Education of the Government of Castile-Leon, within the framework of activities carried out by all Regional Governments. Its main objectives were guaranteeing an efficient development of the Plan to Support the Implementation of the Act on Education (*LOE*) and promoting and facilitating coordination among public administrations in general, and education administrations in particular, as well as all entities involved in preventing school dropout.

Link to the presented experience:

<http://www.congresoabandonoescolar.es/uploads/resumen/SALA%204.%20Programa%20aulas%20externas.%20La%20Rioja.pdf>

This initiative responds to the OECD's 1st, 2nd, 3rd, 17th and 23rd recommendations to Spain, included in the 2006 OECD report *Equity in Education. Thematic Review. Spain. Country Note*.

MEASURE 26: ZARAGOZA MUNICIPAL NETWORK OF LABOUR AND SOCIAL CENTRES (*Red Municipal de Centros Sociolaborales de Zaragoza*)
(Zaragoza City Council)

A. Description:

The network is made up of twelve centres located in twelve different neighbourhoods in the city, managed and directed by twelve different social entities. In accordance with the programmes where they are included, the following activities are provided: workshop classrooms for pupils within compulsory education ages (external schooling modality as a measure for attention to diversity); professional initiation in the modalities of Professional Initiation and Training-Employment, within the Initial Vocational Qualification Programmes (*PCPI*); professional initiation in Occupational Training Actions; Monitoring Activities and work placement, Continuing Adult Training Activities and other.

B. State: Development phase, for an indefinite period. The Zaragoza Municipal Network of Social and Labour Centres was set up in the 1980s.

C. Scope and level:

1. Scope: Local administration.

2. Level: Young people in a difficult situation to successfully complete their transition to working life, since they have dropped out of the school system without having obtained the certificate in compulsory secondary education. 84% of participants were 15-17 years old when they started this activity.

D. Results and impact:

1. Planned results:

- Establishing information, motivation and guidance mechanisms for young people regarding training resources, employment and social involvement in their surroundings.
- Developing the attitudes, habits, skills and knowledge that are necessary in the social and labour relations of the young people who have dropped out of the education system.
- Increasing the number of graduates in lower secondary education and vocational training.
- Introducing pupils into basic vocational training if they have not managed to obtain an official certificate. This training will be accredited with a diploma, issued by the Zaragoza City Council and including the number of training hours completed.

2. Impact:

The network is integrated by 12 schools, which have classes of approximately 15 students (in some cases 20, in others 12). That is the reason why more than 500 young people take part in the Network of Social and Cultural Centres' training activities every year, and nearly as many people from previous years receive support in looking for or keeping a job.

3. Formal assessment of the impact:

E. Political conditions:

This initiative is supported by local governments.

F. Research:

G. Comments:

This experience was presented at the 1st National Conference on School Dropout, which took place in Valladolid (Spain) on October 6th-8th 2010, as an example of good practices to prevent school dropout. The Conference was funded by the Ministry of Education and organized together with the Department of Education of the Government of Castile-Leon, within the framework of activities carried out by all Regional Governments. Its main objectives were guaranteeing an efficient development of the Plan to Support the Implementation of the Act on Education (*LOE*) and promoting and facilitating coordination among public administrations in general and education administrations in particular, as well as all entities involved in preventing school dropout.

This initiative responds to the OECD's 3rd and 17th recommendations to Spain, included in the 2006 OECD report *Equity in Education. Thematic Review. Spain. Country Note*.

MEASURE 27: UNITS FOR VOCATIONAL TRAINING AND INSERTION (UFIL) (*Unidades de Formación e Inserción Laboral, UFIL*)
(Regional Government of Madrid).

A. Description:

UFILs are intended to facilitate access to the labour market. Two programmes are implemented:

- Training: through Initial Vocational Qualification Programmes (*PCPI*), in their Professional Workshops modality.
- Work placement: each pupil is provided with support and monitoring to successfully join the labour market.

Social and labour insertion is aimed to be achieved by means of qualification in a specific profession and basic training to enhance pupils' knowledge and general capacities. The following aspects are dealt with simultaneously: the education process (characterized by the acquisition of learning strategies, the improvement of self-esteem, motivation towards each task, responsibility regarding one's job and, in the case of immigrant pupils, language learning) and the insertion process with educational support, linked to the labour world and characterized by 'Production Projects'. These projects are similar to rehearsals of actual working projects where pupils, depending on their collaboration and in the number of completed projects, receive a financial incentive.

B. State: The Units were created in the year 2000 and, they are planned to continue during the school year 2010/2011. The figures relate to 2007.

C. Scope and level:

1. Scope: Regional Government.

2. Level: Young people who have dropped out of the education system and are in a situation of marginalization or at risk of social exclusion and have difficulties to adapt to school or labour environments. Young people who were not schooled the year before the programme starts may join it as long as they belong to a disadvantaged group with special difficulties to gain access to the labour market due to social, economic, cultural or ethnic reasons.

They must also meet other requirements, such as being 16 or over at the beginning of the programme and not having obtained the *ESO* certificate.

Priority is given to young people who are not schooled and who strongly reject the school institution, as well as to young people involved in legal proceedings or those coming from the Minors and Families Institute and the Agency for Re-education and Reinsertion of Young Offenders in Madrid.

D. Results and impact:

1. Planned results:

- Guaranteeing that 10-20% of participants get at least a 6-month training contract.
- Providing theoretical training for at least 15% of the working day, giving priority to learning over production.
- Appointing a tutor to monitor the pupil while working.

2. Impact:

There are ten centres sharing the same characteristics, the same organizational model and a very similar task.

The following actions have been carried out from January to December 2007:

- Teaching the Vocational Training and Guidance Area (*FOL*) to pupils in *UFILs* throughout the year. It is intended to make them familiar with the labour legal framework, work conditions and labour relations. Each pupil received 56 hours of specific training in this area.
- 16 monographic 20-hour courses have been organized by professional sectors and provided by employers' and unions' agents and former pupils. These courses are aimed at widening the labour prospects and providing entrepreneur models for young immigrants. In order to do so, entrepreneurs of foreign origin have been speakers at this year's courses and they have talked about their labour/entrepreneur career in Spain. Both pupils and speakers considered this experience to be very positive.
- Suitable companies have been looked for and selected for 179 young people to carry out work placement. Students were monitored so as to ensure the quality of their training process, and to try to get them to be hired later.

3. Formal assessment of the impact:

E. Political conditions:

F. Research:

G. Comments:

This experience was presented at the 1st National Conference on School Dropout, which took place in Valladolid (Spain) on October 6th-8th 2010, as an example of good practices to prevent school dropout. The Conference was funded by the Ministry of Education and organized together with the Department of Education of the Government of Castile-Leon, within the framework of activities carried out by all Regional Governments. Its main objectives were guaranteeing an efficient development of the Plan to Support the Implementation of the Act on Education (*LOE*) and promoting and facilitating coordination among public administrations in general, and education administrations in particular, as well as all entities involved in combating school dropout.

This initiative responds to the OECD's 1st and 3rd recommendations to Spain, included in the 2006 OECD report *Equity in Education. Thematic Review. Spain. Country Note*.

MEASURE 28: @VANZA PROGRAMME. ONLINE ADULT EDUCATION (*Programa @vanza. Enseñanza Online para Personas Adultas*) (Regional Government of Extremadura)

A. Description:

It is an education modality using the internet to develop distance adult education so that adults may access training provision which is compatible with their personal and working situation. This is a flexible model, which offers participants the possibility to design their own training pathway and to combine a free distribution their learning time with the permanent assistance of a tutor.

The programme provides adult secondary education, intermediate and advanced vocational training, and preparation for the examinations leading advanced vocational training and distance *Bachillerato*.

B. State: Development phase. This programme was implemented in the school year 2005/06.

C. Scope and level:

1. Scope: Regional Government. It is organized by the Directorate General for Vocational Training and Continuing Learning , dependent on the Department of Education of the Regional Government of Extremadura, and it is co-funded by the European Social Fund.

2. Level: Pupils over 18 and younger pupils who have a working contract or are high-performance athletes.

D. Results and impact:

1. Planned results:

- An increase in the number of people engaged in adult education and, therefore, a raise in the number of people with basic qualifications.
- The acquisition of self-learning skills by means of interactive curricular materials.
- A decrease in the difficulties experienced by these students in the use of computer resources.

2. Impact:

The number of pupils participating in @vanza has increased from 69 in the school year 2005/06 to 1,636 in 2009/10. In the latter, there were pupils enrolled in all the education levels, as well as in all the training cycles of the vocational training provision. The cycles with the highest number of participants were Administration and Finance and Pre-primary Education.

3. Formal assessment of the impact:

E. Political conditions: This initiative is supported by the Regional Governments.

F. Research:

G. Comments:

This experience was presented at the 1st National Conference on School Dropout, which took place in Valladolid (Spain) on October 6th-8th 2010, as an example of good practices to prevent school dropout. The Conference was funded by the Ministry of Education and organized together with the Department of Education of the Government of Castile-Leon, within the framework of activities carried out by all Regional Governments. Its main objectives were guaranteeing an efficient development of the Plan to Support the Implementation of the Act on Education (*LOE*) and promoting and facilitating coordination among public administrations in general, and education administrations in particular, as well as all entities involved in preventing school dropout.

This initiative responds to the OECD's 1st recommendation to Spain, included in the 2006 OECD report *Equity in Education. Thematic Review. Spain. Country Note*.

LEGISLATION SECTION II

PLAN TO SUPPORT THE IMPLEMENTATION OF THE LOE:

- [L01] Resolución de 6 de julio de 2009, de la Secretaría de Estado de Educación y Formación Profesional, por la que se publica el Acuerdo del Consejo de Ministros de 19 de junio de 2009, por el que se formalizan los criterios de distribución, así como la distribución resultante, para el año 2009, del crédito para el Plan de Apoyo a la Implantación de la LOE, aprobados por la Conferencia Sectorial de Educación (BOE 27-7-2009).
- [L02] Resolución de 4 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el convenio de colaboración, entre el Ministerio de Educación y la Comunidad Autónoma de Andalucía, para el Plan de Apoyo a la Implantación de la LOE (BOE 26-2-2010).
- [L03] Resolución de 28 de diciembre de 2009, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el convenio de colaboración, entre el Ministerio de Educación y la Comunidad Autónoma de Aragón, para el Plan de Apoyo a la Implantación de la LOE (BOE 26-2-2010).
- [L04] Resolución de 7 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el convenio de colaboración, entre el Ministerio de Educación y la Comunidad Autónoma del Principado de Asturias, para el Plan de Apoyo a la Implantación de la LOE (BOE 26-2-2010).
- [L05] Resolución de 11 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el convenio de colaboración, entre el Ministerio de Educación y la Comunidad Autónoma de las Islas Baleares, para el Plan de Apoyo a la Implantación de la LOE (BOE 26-2-2010).
- [L06] Resolución de 15 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el convenio de colaboración, entre el Ministerio de Educación y la Comunidad Autónoma de Canarias, para el Plan de Apoyo a la Implantación de la LOE (BOE 26-2-2010).
- [L07] Resolución de 13 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el convenio de colaboración, entre el Ministerio de Educación y la Comunidad Autónoma de Cantabria, para el Plan de Apoyo a la Implantación de la LOE (BOE 26-2-2010).
- [L08] Resolución de 5 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el convenio de colaboración, entre el Ministerio de Educación y la Comunidad Autónoma de Castilla-La Mancha, para el Plan de Apoyo a la Implantación de la LOE (BOE 26-2-2010).
- [L09] Resolución de 7 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el convenio de colaboración, entre el Ministerio de Educación y la Comunidad de Castilla y León, para el Plan de Apoyo a la Implantación de la LOE (BOE 26-2-2010).
- [L10] Resolución de 12 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el convenio de colaboración, entre el Ministerio de Educación y la Comunidad Autónoma de Cataluña, para el Plan de Apoyo a la Implantación de la LOE (BOE 26-2-2010).
- [L11] Resolución de 19 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el convenio de colaboración, entre el Ministerio de Educación

- y la Comunidad Valenciana, para el Plan de Apoyo a la Implantación de la LOE (BOE 26-2-2010).
- [L12] Resolución de 8 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el convenio de colaboración, entre el Ministerio de Educación y la Comunidad Autónoma de Extremadura, para el Plan de Apoyo a la Implantación de la LOE (BOE 26-2-2010).
- [L13] Resolución de 15 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el convenio de colaboración, entre el Ministerio de Educación y la Comunidad Autónoma de Galicia, para el Plan de Apoyo a la Implantación de la LOE (BOE 26-2-2010).
- [L14] Resolución de 7 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el convenio de colaboración, entre el Ministerio de Educación y la Comunidad de Madrid, para el Plan de Apoyo a la Implantación de la LOE (BOE 26-2-2010).
- [L15] Resolución de 18 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el convenio de colaboración, entre el Ministerio de Educación y la Comunidad Autónoma de la Región de Murcia, para el Plan de Apoyo a la Implantación de la LOE (BOE 26-2-2010).
- [L16] Resolución de 22 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el convenio de colaboración, entre el Ministerio de Educación y la Comunidad Autónoma de La Rioja, para el Plan de Apoyo a la Implantación de la LOE (BOE 26-2-2010).

EDUCA3 PLAN:

- [L17] Resolución de 2 de enero de 2009, de la Dirección General de Cooperación Territorial, por la que se publica el convenio de colaboración, entre el Ministerio de Educación, Política Social y Deporte y la Comunidad Autónoma de Andalucía, para la financiación de plazas públicas del primer ciclo de Educación Infantil (BOE 17-3-2009).
- [L18] Resolución de 7 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el convenio de colaboración, entre el Ministerio de Educación y la Comunidad Autónoma de Aragón, para la financiación de plazas públicas del primer ciclo de Educación Infantil en el marco del Plan Educa3 (BOE 12-2-2010).
- [L19] Resolución de 4 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el convenio de colaboración, entre el Ministerio de Educación y la Comunidad Autónoma del Principado de Asturias, para la financiación de plazas públicas del primer ciclo de Educación Infantil en el marco del Plan Educa3 (BOE 12-2-2010).
- [L20] Resolución de 5 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el Convenio de colaboración, entre el Ministerio de Educación y la Comunidad Autónoma de las Islas Baleares, para la financiación de plazas públicas del primer ciclo de Educación Infantil en el marco del Plan Educa3 (BOE 12-2-2010).
- [L21] Resolución de 8 de enero de 2009, de la Dirección General de Cooperación Territorial, por la que se publica el convenio de colaboración, entre el Ministerio de Educación, Política Social y Deporte y la Comunidad Autónoma de Canarias, para la financiación de plazas públicas del primer ciclo de Educación Infantil (BOE 17-3-2009).
- [L22] Resolución de 12 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el convenio de colaboración, entre el Ministerio de Educación

- y la Comunidad Autónoma de Cantabria, para la financiación de plazas públicas del primer ciclo de Educación Infantil en el marco del Plan Educa3 (BOE 18-2-2010).
- [L23] Resolución de 8 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el Convenio de colaboración, entre el Ministerio de Educación y la Comunidad Autónoma de Castilla-La Mancha, para la financiación de plazas públicas del primer ciclo de Educación Infantil en el marco del Plan Educa3 (BOE 12-2-2010).
- [L24] Resolución de 11 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el convenio de colaboración, entre el Ministerio de Educación y la Comunidad de Castilla y León, para la financiación de plazas públicas del primer ciclo de Educación Infantil en el marco del Plan Educa3 (BOE 12-2-2010).
- [L25] Resolución de 15 de febrero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica la adenda al convenio de colaboración, entre el Ministerio de Educación y la Comunidad Autónoma de Cataluña, para la financiación de plazas públicas del primer ciclo de Educación Infantil en el marco del Plan Educa3 (BOE 8-3-2010).
- [L26] Resolución de 19 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el convenio de colaboración, entre el Ministerio de Educación y la Comunidad Valenciana, para la financiación de plazas públicas del primer ciclo de Educación Infantil en el marco del Plan Educa3 (BOE 12-2-2010).
- [L27] Resolución de 15 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el Convenio de colaboración, entre el Ministerio de Educación y la Comunidad Autónoma de Extremadura, para la financiación de plazas públicas del primer ciclo de Educación Infantil en el marco del Plan Educa3 (BOE 12-2-2010).
- [L28] Resolución de 13 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el convenio de colaboración, entre el Ministerio de Educación y la Comunidad Autónoma de Galicia, para la financiación de plazas públicas del primer ciclo de Educación Infantil en el marco del Plan Educa3 (BOE 12-2-2010).
- [L29] Resolución de 9 de enero de 2009, de la Dirección General de Cooperación Territorial, por la que se publica el convenio de colaboración entre el Ministerio de Educación, Política Social y Deporte y la Comunidad de Madrid, para la financiación de plazas públicas del primer ciclo de Educación Infantil (BOE 18-3-2009).
- [L30] Resolución de 18 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el convenio de colaboración, entre el Ministerio de Educación y la Comunidad Autónoma de la Región de Murcia, para la financiación de plazas públicas del primer ciclo de Educación Infantil en el marco del Plan Educa3 (BOE 12-2-2010).
- [L31] Resolución de 14 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el convenio de colaboración, entre el Ministerio de Educación y la Comunidad Autónoma de La Rioja, para la financiación de plazas públicas del primer ciclo de Educación Infantil en el marco del Plan Educa3 (BOE 12-2-2010).
- [L32] Resolución de 25 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el convenio de colaboración entre el Ministerio de Educación y la Ciudad de Ceuta, para la creación y funcionamiento de escuelas infantiles (BOE 25-2-2010).
- [L33] Resolución de 27 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica la adenda al convenio de colaboración entre el Ministerio de Educación y la Ciudad de Melilla, para la creación y funcionamiento de escuelas infantiles (BOE 25-2-2010).

PROA PLAN:

- [L34] Resolución de 22 de abril de 2010, de la Secretaría de Estado de Educación y Formación Profesional, por la que se publica el Acuerdo del Consejo de Ministros de 30 de marzo de 2010, por el que se formalizan los criterios de distribución, así como la distribución resultante, para el año 2010, del crédito, para el plan PROA, aprobados por la Conferencia Sectorial de Educación (BOE 15-5-2010).
- [L35] Resolución de 4 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica la adenda al convenio de colaboración, entre el Ministerio de Educación y Ciencia y la Comunidad Autónoma de Andalucía, para la aplicación de diversos programas de apoyo a centros de Educación Primaria y Educación Secundaria (Plan PROA), en el año 2009 (BOE 5-2-2010).
- [L36] Resolución de 30 de diciembre de 2009, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica la adenda al convenio de colaboración, entre el Ministerio de Educación y Ciencia y la Comunidad Autónoma de Aragón, para la aplicación de diversos programas de apoyo a centros de Educación Primaria y Educación Secundaria (Plan PROA), en el año 2009 (BOE 5-2-2010).
- [L37] Resolución de 14 de diciembre de 2009, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica la adenda al convenio de colaboración, entre el Ministerio de Educación y Ciencia y la Comunidad Autónoma del Principado de Asturias, para la aplicación de diversos programas de apoyo a centros de Educación Primaria y Educación Secundaria (Plan PROA), en el año 2009 (BOE 5-2-2010).
- [L38] Resolución de 16 de noviembre de 2009, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica la adenda al convenio de colaboración, entre el Ministerio de Educación y Ciencia y la Comunidad Autónoma de las Islas Baleares, para la aplicación de diversos programas de apoyo a centros de Educación Primaria y Educación Secundaria (Plan PROA), en el año 2009 (BOE 5-2-2010).
- [L39] Resolución de 5 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica la adenda al convenio de colaboración, entre el Ministerio de Educación y Ciencia y la Comunidad Autónoma de Canarias, para la aplicación de diversos programas de apoyo a centros de Educación Primaria y Educación Secundaria (Plan PROA), en el año 2009 (BOE 5-2-2010).
- [L40] Resolución de 8 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica el convenio de colaboración, entre el Ministerio de Educación y la Comunidad Autónoma de Cantabria, para la aplicación de diversos programas de apoyo a centros de Educación Primaria y Educación Secundaria (Plan PROA), en el año 2009 (BOE 5-2-2010).
- [L41] Resolución de 14 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica la adenda al convenio de colaboración, entre el Ministerio de Educación y Ciencia y la Comunidad de Castilla y León, para la aplicación de diversos programas de apoyo a centros de Educación Primaria y Educación Secundaria (Plan PROA), en el año 2009 (BOE 5-2-2010).
- [L42] Resolución de 7 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica la adenda al convenio de colaboración, entre el Ministerio de Educación y Ciencia y la Comunidad Autónoma de Castilla-La Mancha, para la aplicación de diversos programas de apoyo a centros de Educación Primaria y Educación Secundaria (Plan PROA), en el año 2009 (BOE 5-2-2010).

- [L43] Resolución de 12 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica la adenda al convenio de colaboración, entre el Ministerio de Educación y Ciencia y la Comunidad Autónoma de Cataluña, para la aplicación de diversos programas de apoyo a centros de Educación Primaria y Educación Secundaria (Plan PROA), en el año 2009 (BOE 5-2-2010).
- [L44] Resolución de 8 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica la adenda al convenio de colaboración, entre el Ministerio de Educación y Ciencia y la Comunidad Valenciana, para la aplicación de diversos programas de apoyo a centros de Educación Primaria y Educación Secundaria (Plan PROA), en el año 2009 (BOE 5-2-2010).
- [L45] Resolución de 15 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica la adenda al convenio de colaboración, entre el Ministerio de Educación y Ciencia y la Comunidad Autónoma de Extremadura, para la aplicación de diversos programas de apoyo a centros de Educación Primaria y Educación Secundaria (Plan PROA), en el año 2009 (BOE 5-2-2010).
- [L46] Resolución de 19 de noviembre de 2009, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica la adenda al convenio de colaboración, entre el Ministerio de Educación y Ciencia y la Comunidad Autónoma de Galicia, para la aplicación de diversos programas de apoyo a centros de Educación Primaria y Educación Secundaria (Plan PROA), en el año 2009 (BOE 5-2-2010).
- [L47] Resolución de 13 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica la adenda al convenio de colaboración, entre el Ministerio de Educación y Ciencia y la Comunidad de Madrid, para la aplicación de diversos programas de apoyo a centros de Educación Primaria y Educación Secundaria (Plan PROA), en el año 2009 (BOE 5-2-2010).
- [L48] Resolución de 7 de enero de 2010, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica la adenda al convenio de colaboración, entre el Ministerio de Educación y Ciencia y la Comunidad Autónoma de la Región de Murcia, para la aplicación de diversos programas de apoyo a centros de Educación Primaria y Educación Secundaria (Plan PROA), en el año 2009 (BOE 5-2-2010).
- [L49] Resolución de 27 de noviembre de 2009, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica la adenda al convenio de colaboración, entre el Ministerio de Educación y Ciencia y la Comunidad Foral de Navarra, para la aplicación de diversos programas de apoyo a centros de Educación Primaria y Educación Secundaria (Plan PROA), en el año 2009 (BOE 5-2-2010).
- [L50] Resolución de 1 de diciembre de 2009, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica la adenda al convenio de colaboración, entre el Ministerio de Educación y Ciencia y la Comunidad Autónoma del País Vasco, para la aplicación de diversos programas de apoyo a centros de Educación Primaria y Educación Secundaria (Plan PROA), en el año 2009 (BOE 5-2-2010).
- [L51] Resolución de 30 de diciembre de 2009, de la Dirección General de Evaluación y Cooperación Territorial, por la que se publica la adenda al convenio de colaboración, entre el Ministerio de Educación y Ciencia y la Comunidad Autónoma de La Rioja, para la aplicación de diversos programas de apoyo a centros de Educación Primaria y Educación Secundaria (Plan PROA), en el año 2009 (BOE 5-2-2010).

ARCE PROGRAMME:

- [L52] Orden ECI/4142/2006, de 26 de diciembre, por la que se resuelve la concesión de ayudas para el establecimiento de agrupaciones de centros docentes para la realización y puesta en práctica de proyectos comunes, convocadas por Orden ECI/3056/2006, de 29 de septiembre (BOE 10-1-2007).
- [L53] Orden ECI/3955/2007, de 7 de diciembre, por la que se resuelve la concesión de ayudas para el establecimiento de agrupaciones de centros docentes para la realización y puesta en práctica de proyectos comunes, convocadas por Orden ECI/1599/2007, de 24 de mayo (BOE 4-1-2008).
- [L54] Orden ESD/3915/2008, de 15 de diciembre, por la que se resuelve la concesión de ayudas para el establecimiento de agrupaciones de centros educativos para la realización y puesta en práctica de proyectos comunes, convocadas por Orden ESD/2518/2008, de 24 de julio (BOE 12-1-2009).
- [L55] Resolución de 28 de diciembre de 2009, de la Secretaría de Estado de Educación y Formación Profesional, por la que se resuelve la convocatoria de ayudas destinadas a promover agrupaciones de centros educativos para la realización y puesta en práctica de proyectos comunes (Programa ARCE), efectuada por Resolución de 30 de abril de 2009 (BOE 21-1-2010).
- [L56] Resolución de 28 de diciembre de 2009, de la Secretaría de Estado de Educación y Formación Profesional, por la que se resuelve la convocatoria de ayudas destinadas a promover agrupaciones de centros con características singulares e instituciones públicas del ámbito de la educación para la realización y puesta en práctica de proyectos comunes (Programa ARCE), efectuada por Resolución de 25 de septiembre de 2009 (BOE 21-1-2010).