



# “Promoting Meaningful Integration of 3rd Country National Children to Education - IntegratEd”

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Information booklet on Spanish Education System

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## Index

1.1. The Spanish School System .....3

1.2. Secondary education in a nutshell ..... **Error! Bookmark not defined.**

1.3. How to enroll in schools..... **Error! Bookmark not defined.**

1.5. School Calendar..... 13

1.6. Useful contacts..... 14



## 1.1. The Spanish School System

One of the most outstanding important characteristics of the Spanish educational system is that is based on a decentralized model. Decision makers include the Central Government, Autonomous Communities, Local Administrations and individual schools.

Another characteristic of the Spanish education system is its linguistic plurality, which is part of the cultural heritage of the country. This generates different linguistic teaching models.

The Spanish educational system is divided into several stages. The first is the **Early Childhood Education stage**, for children under the age of 6. In the aforementioned period, students are encouraged to develop their social, communicative, physical and intellectual capacities.

This stage is divided into two parts, 0 to 3 years, and 3 to 6 years. It should be noted that neither stage is compulsory.

### Primary Education

The objective of Primary Education is to develop students' oral capacity and comprehension, reading, writing, calculation and acquisition of basic notions of culture in order to guarantee a holistic learning experience that contributes to the full development of personality students personalities as well as preparing them for Compulsory Secondary Education.

Primary Education is organized into 6 courses and includes students aged from 6 to 12. In addition, it is organized in areas that show a global and integrating character.

### Secondary Education

Compulsory Secondary Education (ESO) is an educational stage (both compulsory and free) for all students under 16 years of age. It extends over 4 years in which students are between the ages of 12 and 16, and provides the necessary basis for ongoing studies such as the Bachelor or a Vocational Training of Middle Grade, as well as facilitating incorporation into the labour market.

It is structured in 4 courses divided into 2 cycles, a first cycle of 3 courses, and a second cycle of one course. Its purpose is for students to acquire the basic elements of culture:



humanistic, scientific and technological; develop and consolidate study and work habits; prepare for the incorporation to later studies or participation in the labour market.

### **The “bachiller”**

This is part of post-compulsory secondary education, so it has a voluntary nature. It consists of 2 academic courses, primarily for students between 16 and 18 years of age, and provides students with specialized training and preparation according to their ambitions and interests. It is a gateway to higher education.

The Bachelors modalities that educational Administrations may offer include:

- a) Sciences
- b) Humanities and social sciences
- c) Arts

### **Technical Vocational Education and Training**

Technical Vocational Education and Training, aims to prepare students for activity in a professional field and facilitate their adaptation to the labour market. Moreover, it contributes to their personal development and allows its progression within the education system.

Technical Vocational Education and Training includes the cycles of basic intermediate and superior training, which are organized into modules of variable duration. These integrate the theoretical and practical contents as appropriate for various professional fields.

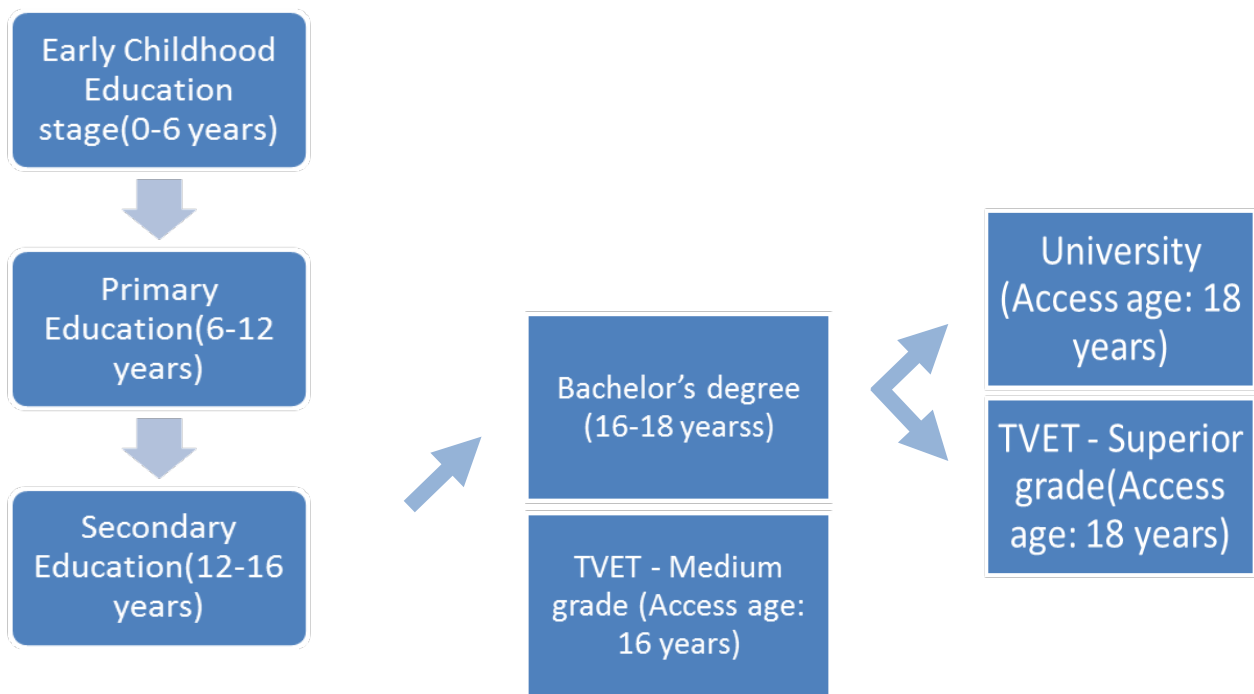
### **University studies**

The university studies are structured in three cycles:

**Degree programs** have between 180 and 240 credits. Access to degrees requires either a “bachiller” qualification, or a superior vocational training qualification or equivalent and entrance exam. Universities may vary admissions procedure in the case of specific programs such as higher-level sports education or higher artistic education, or in the case that applicants are in possession of overseas academic qualifications.



- The **official master's degree** courses are between 60 and 120. To access these courses, it is necessary to have an official Spanish university degree or a degree awarded by another institution within the European Higher Education Area. Graduates from non-European institutions can also be granted access to master's degrees after the equivalence of their titles has been certified.
- The purpose of the **PhD** is to produce specialized research within a field of knowledge. It includes a period of coursework training followed by, presentation and approval of an original research project.





## 1.2. Secondary education in a nutshell

This stage of Compulsory Secondary Education (ESO) is organized into subjects and includes 2 cycles, the first of 3 years and the second of one. Organization of the first cycle of Compulsory Secondary Education is carried out in accordance with Organic Law 8/2013, of December 9, for the improvement of educational quality.

### Organization of the first cycle of Compulsory Secondary Education

1<sup>st</sup> and 2<sup>nd</sup> course of ESO, students must study the following general subjects:

- a) Biology and Geology (1st).
- b) Physics and Chemistry (2nd).
- c) Geography and History (1st and 2nd).
- d) Spanish Language and Literature (1st and 2nd).
- e) Mathematics (1st and 2nd).
- f) First Foreign Language (1st and 2nd).

During the 3<sup>rd</sup> year, students must complete the following general subjects:

- a) Biology and Geology.
- b) Physics and Chemistry.
- c) Geography and History.
- d) Spanish Language and Literature.
- e) First Foreign Language.
- f) They must choose between Mathematics Oriented to the Academic Teachings or Mathematics Oriented to Applied Teachings.

Students must study the following subjects in each course:

- a) Physical Education.
- b) Religion or Ethical Values.



- c) Depending on the regulations and the organization of each educational administration and individual schools, between one and four of the following subjects are also offered :
1. Classical Culture.
  2. Plastic, Visual and Audiovisual Education.
  3. Initiation to Entrepreneurial and Entrepreneurial Activity.
  4. Music.
  5. Second Foreign Language.
  6. Technology.
  7. Religion.
  8. Ethical Values.

#### Organization of the 4<sup>th</sup> year of ESO

Students can choose between the following two options:

- a) Academic teaching orientated towards the “bachiller.”
- b) Applied teachings orientated towards Vocational Training.

In the **academic branch**, students study the following subjects: Geography and History.

- a) Spanish Language and Literature.
- b) Mathematics oriented to Academic Teachings.
- c) First Foreign Language.

The students must attend at least two of the following subjects, depending on the regulations and organization of each educational administration and individual school they will offer between one and four of the following subjects may also be offered.

Specific subjects:

1. Biology and Geology.
2. Economy.



3. Physics and Chemistry.
4. Latin.

In the **applied** branch, students study the following subjects:

- a) Geography and History.
- b) Spanish Language and Literature.
- c) Mathematics oriented to Applied Teachings.
- d) First Foreign Language.

The students must attend at least two of the following subjects, available depending on the regulations and organisation of each educational administration and individual school:

1. Applied Sciences for Professional Activity.
2. Initiation to Entrepreneurial and Entrepreneurial Activity.
3. Technology.

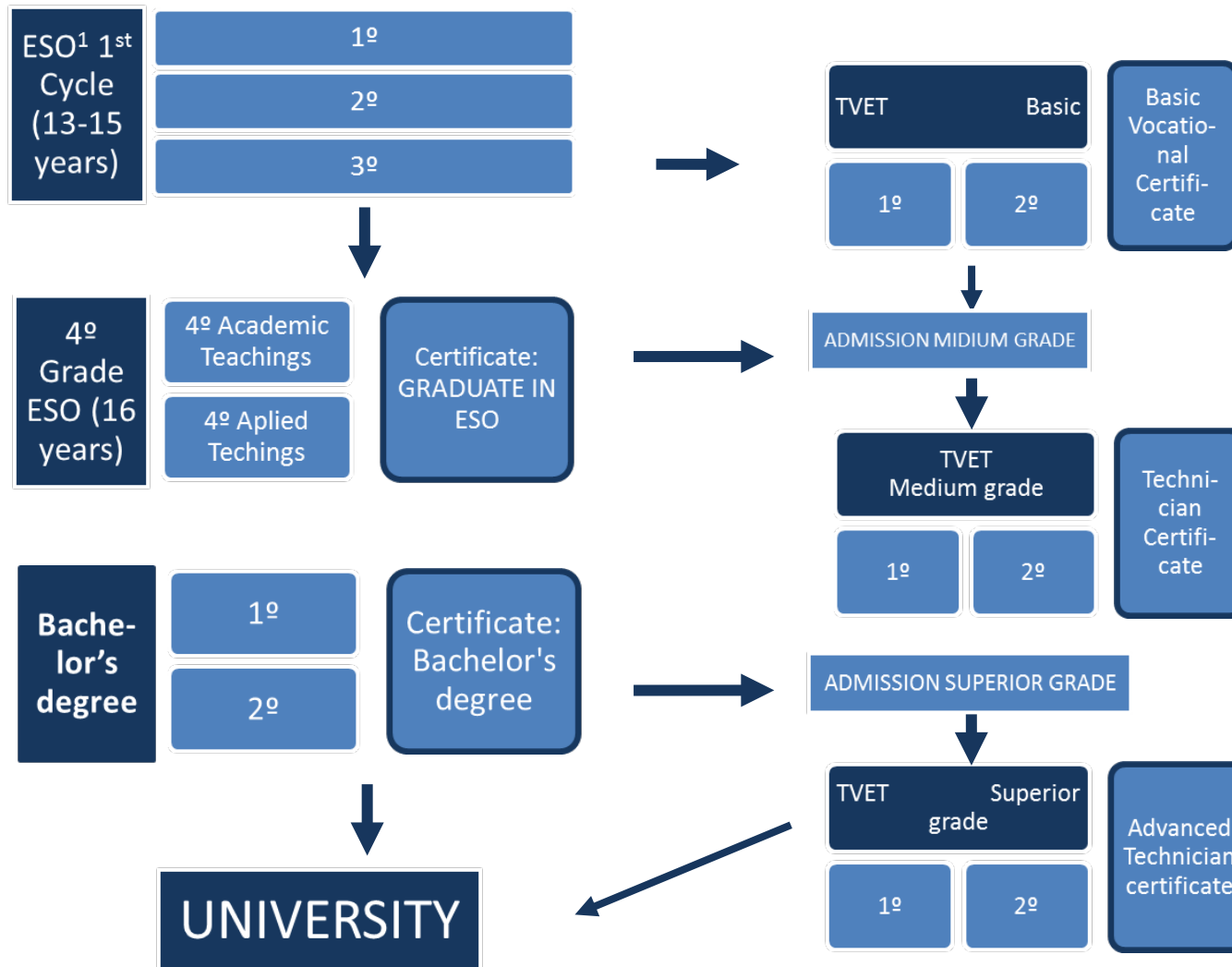
As for the compulsory subjects, they must complete the following:

- a) Physical Education.
- b) Religion or Ethical Values.
- c) Depending on the regulations and organisation of each educational administration and individual school, between one and four of the following subjects are available:
  1. Performing Arts and Dance.
  2. Scientific Culture.
  3. Classical Culture.
  4. Plastic, Visual and Audiovisual Education.
  5. Philosophy.
  6. Music.
  7. Second Foreign Language.
  8. Information and Communication Technologies.





9. Religion.
10. Ethical Values.
11. A subject of the block of core subjects not taken by the student.



<sup>1</sup> Compulsory Secondary Education (ESO)



### 1.3. How to enroll in schools

The right of minors to receive a basic education is reflected in the Constitution and included in the Organic Law of July 3, 1985, in the first article. This right is guaranteed without reference to immigration status. Every child of school age has the right to a basic education.

In addition, the Organic Law 2/2006, of May 3, of Education, modified by the Organic Law 8/2013, of December 9, for the Improvement of the Educational Quality, makes reference in its article 78 to the schooling of the students who are incorporated later into the educational system late. This incorporation is to be carried out according to their circumstances, knowledge, age and academic record.

To attend school, a registration process is required. It is advisable to enrol children as soon as possible, which requires knowledge of the educational facilities available in the local area.

The registration period is normally between March and May, and exceptionally at the beginning of September. However, students are always allowed to begin participating immediately in the education system if they arrive once the academic year is already underway.

### 1.4. Prior knowledge/studies

According to the Organic Law 2/2006, of May 3, the responsibility of the Public Administrations is taken into account as to the fact of favouring the incorporation to the educational system of students coming from other countries who are incorporated into the educational system late. Public administrations are responsible for taking into account the needs and participation of students arriving from other countries and incorporating late into the Spanish educational system.

In addition, educational Administrations are responsible for developing specific programs for students who have linguistic difficulties or deficiencies in the competences and basic knowledge necessary to facilitate their integration in the corresponding to their age.



According to the Order 1644/2018, of May 9, of the Ministry of Education and Research of the Community of Madrid, students who evidence serious deficiencies in the Spanish language must be incorporated into a link classroom, where they receive specific attention concurrent to their participation in regular classes.

Similarly, it is also established that those students who are slower to develop their level of knowledge may be enrolled in courses below the year level that corresponds to them.

Regarding the validation of studies of migrant students from foreign countries, as well as the process of schooling, will take into account their age, circumstances, academic record and level of knowledge. The aforementioned level of knowledge is determined by conducting a test according to the guidelines of the Ministry of Education.

A standard test developed by the Ministry of Education is used to determine the level of knowledge of a newly arrived student, information from which completes an analysis of their age, circumstances and academic record.

In case of students between seven and sixteen years of age who do not present a gap in their level of competences and basic knowledge, they are incorporated into the educational system in the course corresponding to their age.

In the case of students who evidence a gap of more than one cycle between their academic level and the course corresponding to them by age, these students may enroll in the course one year below that which corresponds to them. For these students, reinforcement measures are adopted to facilitate integration into the school.






It should be noted that, in case of Secondary Education, students aged between 13 and 16 years, who have a lag in their level of curricular competence of two or more years, can be enrolled in one or two courses inferior to what would correspond to them by age.



## 1.5. School Calendar

	Mon	Tue	Wen	Thu	Fri	Sat	Sun
Sep 2018						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
Oct 2018	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
Nov 2018	29	30	31	1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
Dec 2018	26	27	28	29	30	1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
Jan 2019	31	1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
Feb 2019	28	29	30	31	1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
Mar 2019	25	26	27	28	1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
Apr 2019	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
May 2019	29	30	1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
June 2019	27	28	29	30	31	1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23

### Remarkable days for academic purposes

-  Beginning of school academic year (between September 6 and 24, depending on the educational stage)
-  Holiday
-  Other non-school days
-  Festive Madrid capital
-  Last day of school

**Note:** holiday period- Madrid Autonomous Community, being different in the rest of the country.



## 1.6. Useful contacts

- **Ministry of Education, Culture and Sports**

Torrelaguna, 58, 28027 Madrid

☎ +34 910 837 937

- **Education and Research Department**

Vitruvio nº 2, 28006 MADRID

☎ +34 917 203 000

- **Itinerant Support Service for Immigrant Students (SAI)**

✉ sai.moralzarzal@educa.madrid.org

<https://www.educa2.madrid.org/web/direcciones-de-area/alumnado-inmigrante-sai-y-seti->

- **School of Social Mediators for Immigration (EMSI)**

Jardines, 4. 28013 Madrid

☎ +34 91 701 13 45

- **Youth Department**

Gran Vía 10, 28013 Madrid.

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A Learning Space For Everyone



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