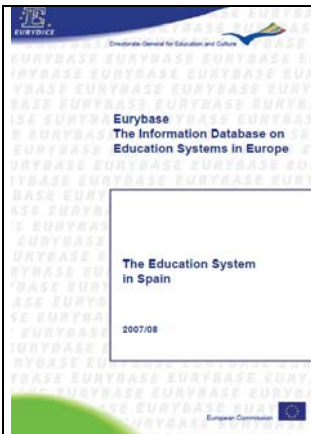


Navés (2009) Edited Extracts & Tasks based on Eurybase (2008) *The Education System in Spain* 07-08
T. Naves tnaves@ub.edu Doc: Naves2009Sum2008EducationSystemSpain Available from:
www.ub.edu/GRAL/Naves/Docs/Naves2009Sum2008EducationSystemSpain.pdf
<http://diposit.ub.edu/dspace/handle/2445/2/> Cerca per Autors: Navés



Eurybase, & European Commission. (2008). *The Education System in Spain (Reference years: 2007/08)* The Information Database on Education Systems in Europe. 44 pp. Available from

http://eacea.ec.europa.eu/ressources/eurydice/eurybase/pdf/section/ES_EN_C2.pdf.

EURYDICE: The [European Commission](http://www.eurydice.eu) information network on education in Europe to boost cooperation, by improving understanding of education systems and policies among Member States.

EURYBASE: The database on education systems in Europe. The description of education systems is **updated annually** by the National Units in the Network, in **English** and often also in their **national language**

STRUCTURE

- I. [TASKS](#)
- II. [INPUT SOURCE:](#) Naves' edited selection of excerpts from Eurybase (2008) Education System in Spain.
- III. [KEY TO TAKS](#)

Navés (2009) Edited Extracts & Taks based on Eurybase (2008) *The Education System in Spain 2007-2008* T. Naves tnaves@ub.edu
Doc: Naves2009Sum2008EducationSystemSpain
Available from: www.ub.edu/GRAL/Naves/Docs/Naves2009Sum2008EducationSystemSpain.pdf

[Centro de Investigación y Documentación Educativa \(CIDE\)](http://www1.mepsyd.es/portada.html)
<http://www1.mepsyd.es/portada.html>

Based on Eurybase (2008) *The Education System in Spain (Reference years: 2007/08)*

The screenshot shows the Eurydice website interface. At the top, it says 'The information network on education'. Below that, there's a navigation bar with links like 'Home', 'Publications and DB', 'About Eurydice', 'Contact us', 'Links', 'Search', 'Site map', and 'FAQ'. The main content area is titled 'Spain' and includes a search box with a dropdown menu for 'Any type of document' and a 'Search' button. There are also links for 'National Unit contact details' and 'National links'. A section titled 'Browse by Country' lists various European countries, including Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, and Italy.

EURYDICE <http://eacea.ec.europa.eu/portal/page/portal/Eurydice>

I. TASKS:

TASK 1. INITIAL EVALUATION. MATCHING GAME

Match each Spanish Education act with the year it was passed.

1. Ley Orgánica Reguladora del Derecho a la Educación, LODE.		1985
2. Ley Orgánica de Ordenación General del Sistema Educativo, LOGSE,		1990
3. Ley Orgánica para la Participación, la Evaluación y el Gobierno de los Centros Docentes, LOPEG.		1995
4. Ley Orgánica de Calidad de la Educación, LOCE.		2002
5. Ley Orgánica de Educación, LOE.		2006

KEY TO TASK 1¹

TASK 2. INITIAL EVALUATION. SELF-EVALUATION QUIZ ON EDUCATION CONCEPTS IN SPANISH, CATALAN & ENGLISH

- 1) How many of the following concepts, acts and terms can you translate into English? Which ones?
- 2) How many can your partner translate into English? Which ones?
- 3) Jointly collaborate with your partner and translate as many as you can? How many have you been able to jointly translate?

QUIZ ON SPANISH EDUCATION SYSTEM		Me	My P	Translations
1	Consell Escolar			
2	Claustre de professors			
3	Cap d'estudis			
4	Equip directiu			
5	Ley Orgánica Reguladora del Derecho a la Educación de 1985			
6	Ley Orgánica de Ordenación General del Sistema Educativo, LOGSE, de 1990			
7	Ley Orgánica para la Participación, la Evaluación y el Gobierno de los Centros Docentes, LOPEG de 1995			
8	Ley Orgánica de Calidad de la Educación, LOCE de 2002			
9	Ley Orgánica de Educación, LOE, de 2006			
10	Sistema Educatiu Espanyol			
Total				

TASK 3. CHECKING PREVIOUS KNOWLEDGE TASK, AN INITIAL EVALUATION TASK: MATCHING GAME.

Match the key terms in Spanish & Catalan with the corresponding translation in English

	Key concepts in Catalan Sistema Educatiu Espanyol		Key Concepts in English Spanish Education System
1	Consell Escolar		Management team
2	Claustre de professors		Teachers' Assembly
3	Cap d'estudis		School Council
4	Equip directiu		Head of studies
5	Directora/director		Head of school

	Key concepts in Catalan Sistema Educatiu Espanyol		Key Concepts in English Spanish Education System
6	Ley Orgánica Reguladora del Derecho a la Educación, LODE		Act on the Quality of Education
7	Ley Orgánica de Ordenación General del Sistema Educativo, LOGSE .		Act on the General Organisation of the Education System
8	Ley Orgánica para la Participación, la Evaluación y el Gobierno de los Centros Docentes, LOPEG .		Act on the Participation, Evaluation and Administration of Educational Institutions
9	Ley Orgánica de Calidad de la Educación, LOCE		Act on Education
10	Ley Orgánica de Educación, LOE .		Act on the Right to Education
	Total		

KEY TO TASK 3 ⁱⁱ

TASK 4. INTRODUCING KEY TERMS

PRE-TEACHING VOCABULARY / KEY TERMS

CHECKING DEGREE OF FAMILIARITY, PREVIOUS EXPERIENCE

Below there is a list of some key terms to best describe the present Spanish Education System. Check how many you are already familiar with

After reading /studying the input sources, add as many as you think are missing.

SPANISH EDUCATION SYSTEM <i>KEY TERMS</i>		
1) The Act was <i>passed</i>	2) Management team	3) Spanish education system
4) Principles <i>govern</i> the Act	5) Teachers' Assembly	6) Quality of education
7)	8) School Council	9) School success
10)	11) Head of studies	12) Development of pupils' personalities and abilities
13)	14) Head of school	15) Multiculturalism
16)	17) citizens	18) Education inclusion
19)	20)	21) Principles of non-discrimination
22)	23)	24)
25)	26)	27)

SPANISH EDUCATION SYSTEM KEY TERMS-ii-

28) capacities	29) The 1985 Act on the Right to Education, <i>LODE</i> .
30) equity	31) The 1990 Act on the General Organisation of the Education System, <i>LOGSE</i>
32) commitment	33) The 1995 Act on the Participation, Evaluation and Administration of Educational Institutions, <i>LOPEG</i> .
34) <i>responsibility</i> ,	35) The 2002 Act on the Quality of Education, <i>LOCE</i>
36) <i>personal effort</i> .	37) The 2006 Act on Education, <i>LOE</i>
38) Personal initiative	39)
41) Cooperation, solidarity	40)
44) Respect for	41)
47) Creativity	42)
50) Personal initiative	43)
	44)
	45)
	46)
	47)
	48)
	49)
	50)
	51)
	52)

TASK 5. POST READING TASK: CHECKING COMPREHENSION OR CHECKING PREVIOUS KNOWLEDGE TAKS OR FOLLOW UP VOCABULARY EXERCISE TASK

Fill in the gaps exercise.

Use the word from the language box to fill the gaps below.

Language box

provide / govern / quality education / responsibility of school success

Three basic principles _____ⁱⁱⁱ the 2006 Act on the Right to Education (*Ley Orgánica de Educación, LOE*):

1. The need to _____^{iv} all *citizens* with *quality education*, at all levels of the *education system*. Since all citizens should achieve the maximum development of all their intellectual, cultural, emotional and social *capacities*, they need to *receive quality education* adapted to their needs.

At the same time, effective equal opportunities must be guaranteed, by providing the necessary support to both pupils and educational institutions.

Therefore, the aim is to _____^v the *educational standards* of all pupils, by finding a balance between *the quality of education* and *equity* in its distribution.

The need to get all sectors of the *educational community* to collaborate in order to achieve such an ambitious objective. The combination of *quality* and _____^{vi} of the previous principle demands a joint effort.

2. Therefore, the _____^{vii} does not only fall on the individual pupil, but also on families, teachers, schools, education authorities and society as a whole, which is ultimately responsible for the *quality of the education system*

3. A determined *commitment* to the *educational objectives* set out by *the European Union* for the next few years.

Source: Eurybase (2008) *The Education System in Spain (Reference years: 2007/08)*

Navés (2009) Edited Extracts & Tasks based on Eurybase (2008) *The Education System in Spain* 07-08
T. Naves tnaves@ub.edu Doc: Naves2009Sum2008EducationSystemSpain Available from:
www.ub.edu/GRAL/Naves/Docs/Naves2009Sum2008EducationSystemSpain.pdf
<http://diposit.ub.edu/dspace/handle/2445/2/> Cerca per Autors: Navés

II. INPUT SOURCE: NAVES' EDITED SELECTION OF EXCERPTS FROM

Eurybase, & European Commission. (2008). [*The Education System in Spain \(Reference years: 2007/08\)*](#) The Information Database on Education Systems in Europe. 44 pp. Available from
http://eacea.ec.europa.eu/ressources/eurydice/eurybase/pdf/section/ES_EN_C2.pdf

Eurybase - Spain - (2007/08)

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Eurybase - Spain - (2007/08)

2. General Organisation of the Education System and Administration of Education (p. 1)

This chapter describes the general framework regulating the **Spanish education system**: its history, basic legislation, **fundamental principles** and ongoing debates. It also offers an overview of the structure, administration, participation in and financing of the education system, as well as statistical data on the expenditure on education

- **[1985 LODE] The 1985 Ley Orgánica Reguladora del Derecho a la Educación, LODE (Act on the Right to Education)** then followed. Its main objectives were to **guarantee both the right to education and academic freedom**, and to **encourage the participation of society in education**, while rationalising the provision of publicly funded school places (see section 2.3.2.).
- **[1990 LOGSE] The 1990 Ley Orgánica de Ordenación General del Sistema Educativo, LOGSE (Act on the General Organisation of the Education System)** was passed. **This Act regulated the structure and organisation of non-university education**, by establishing mainstream education (see section 2.4.1.) and *enseñanzas de régimen especial* (see section 2.4.3.). The reorganisation of the education system as stipulated by the LOGSE aims at achieving, in addition to other objectives, the following general objectives: the effective regulation of education at the pre-compulsory stage; a thorough reform of vocational training, by establishing a post-secondary level; linking *enseñanzas de régimen especial* (artistic and language education) and other types of education; and the **definition of basic education as envisaged by the Constitution: being of ten years, between the ages of 6 and 16** (see section 2.5.).
- **[1995 LOPEG] In 1995, the Ley Orgánica de la Participación, la Evaluación y el Gobierno de los Centros Docentes, LOPEG (Act on Participation, Evaluation and Administration of Educational Institutions)** was passed.

It returned to the concept of participation laid down by the LODE and specified some aspects regarding the organisation and functions of the governing bodies of publicly funded schools with the aim of modifying them to what had been established by the LOGSE. It also dealt with the **participation of the different members of the educational community in the organisation and governance of educational institutions**, as well as the definition of their *proyecto educativo*.

- **[2002 LOCE] On December 23rd 2002, the LOCE, [Ley Orgánica de Calidad de la Educación, LOCE (Act on the Quality of Education)]** which modified the LODE, the LOGSE and the LOPEG, was also passed. **It proposed a series of measures with the aim of achieving quality education for all**. These measures were organised in accordance with five main principles: **the promotion of the values of individual effort**; **the intensification in pupils' assessment processes**; the reinforcement of a system of equal opportunities; the acknowledgement and encouragement of the work of teachers; and the awarding of more autonomy to educational institutions.
- **[2006 LOE] [The 2006 Ley Orgánica de Educación, LOE (Act on Education)]** A new reform process of the education system is currently taking place by passing the 2006 Ley Orgánica de Educación, LOE (Act on Education) (...)

The LOE, in an attempt to simplify the complex current legal situation, repealed the previous acts (LOGSE (1990), LOPEG and LOCE) and became the basic regulation for the general organisation of the Spanish non-university education system, covering pre-primary education, primary education, compulsory secondary education, Bachillerato, vocational training, artistic education, language education, sports education, and adult education.

The Act will be gradually implemented over five years, starting in 2006/07 and finishing in 2009/10 (see section 2.3.4.).

The LOE simplifies the legal situation by repealing the acts making up the legal framework of the Spanish non-university education system:

- the **1990** Ley Orgánica de Ordenación General del Sistema Educativo, **LOGSE** (Act on the General Organisation of the Education System),
- the **1995** Ley Orgánica para la Participación, la Evaluación y el Gobierno de los Centros Docentes, **LOPEG** (Act on the Participation, Evaluation and Administration of Educational Institutions),
- and the **2002** Ley Orgánica de Calidad de la Educación, **LOCE** (Act on the Quality of Education).
- The Act also modifies some aspects of the **1985** Ley Orgánica Reguladora del Derecho a la Educación, **LODE** (Act on the Right to Education).

Therefore, **both the LOE and the LODE make up the new legislative framework of the Spanish education system. The new Act and the royal decrees which develop it, will be gradually implemented, starting in the academic year 2006/07 and finishing in 2009/10** (see section 2.3.4.).

The 2006 Ley Orgánica de Educación, LOE (Act on Education) (p. 8)

Three basic principles govern the 2006 LOE:

- 1) The need to **provide all citizens with quality education, at all levels of the education system**. Since all citizens should achieve the maximum development of all their intellectual, cultural, emotional and social *capacities*, they need to receive quality education adapted to their needs.

At the same time, effective **equal opportunities must be guaranteed, by providing the necessary support to both pupils and educational institutions**.

Therefore, the aim is to **improve the educational standards of all pupils**, by finding a balance between the quality of education and equity in its distribution.

The need to **get all sectors of the educational community to collaborate** in order to achieve such an ambitious objective. The **combination of quality and equity** of the previous principle demands a joint effort.

- 2) Therefore, **the responsibility of school success does not only fall on the individual pupil, but also on families, teachers, schools, education authorities and society as a whole**, which is ultimately responsible for the quality of the education system.
- 3) A determined **commitment to the educational objectives set out by the European Union** for the next few years.

The LOE also establishes that the Spanish education system will be focussed on achieving the following goals:

- 1) Full development of pupils' personalities and abilities.
- 2) **Respect for the fundamental rights and freedoms**, equal rights and opportunities between men and women, and the equal treatment and non-discrimination against disabled people.
- 3) **Tolerance and freedom within the democratic principles** of coexistence, as well as the prevention of conflicts and their peaceful resolution.
- 4) Education in individual **responsibility, merit and personal effort**.
- 5) Peace, respect for **human rights**, community life, social cohesion, and **cooperation and solidarity among peoples**, as well as the acquisition of values promoting **respect for living beings and the environment**, in particular, the importance of forested areas and sustainable development.
- 6) **Development of pupils' ability to regulate their own learning process, trust their aptitude and knowledge**, and develop **creativity, personal initiative** and an enterprising spirit.
- 7) Respect and acknowledgement of **the linguistic and cultural plurality** of Spain and to view **multiculturalism** as an element enriching society.
- 8) Acquisition of **intellectual habits and working techniques**, scientific, technical, humanistic, historical and artistic knowledge, as well as the development of a healthy lifestyle, physical exercise and sport.
- 9) Enabling pupils to obtain **professional qualifications**.
- 10) Development of pupils' **ability to communicate** in the official language, the co-official language as applicable, and in one or more foreign languages.
- 11) Preparation for **citizenship** and active participation in economic, social and cultural life, with a critical and responsible attitude and with the capacity to adapt to the changing situations of a knowledge society.

The LOE will be gradually implemented starting in the academic year 2006/07 and finishing in 2009/10 (see table 2.1).

The **proyecto educativo** includes the values, objectives and action priorities established by the **School Council** or, otherwise, as approved at the suggestion of the owner of the school. It also contains the curricula, as defined by the education authorities and specified and approved by the Teachers' Assembly, as well as the approach to education in values and cross-curricular topics.

The **proyecto educativo**, must consider the specific characteristics of the social and cultural environment of the school. It should also describe the way in which attention to the diverse backgrounds of the school population, academic supervision as well as the plan for coexistence are addressed, and must observe both the principles of **non-discrimination** and **educational inclusion** as fundamental values.

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

In addition, at the beginning of every academic year, schools must draw up a **programación general anual** covering all aspects concerning the organisation and running of the centre, including the projects, the curriculum and all action plans as agreed and approved.

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

2.6.4.1. Non-university educational institutions

The **School Council**, the **Teachers' Assembly** and the **management team** are responsible for the management of public educational institutions.

The organisational, pedagogical and **management autonomy** of public educational institutions is the responsibility of the management team and the mixed-membership governing and educational coordination bodies.

The management team is made up of the **head teacher**, the **head of studies**, the **secretary**, as well as any other figure established by education authorities. Mixed-membership governing bodies must comprise, at least, the School Council and the Teachers' Assembly. Public schools can also have other governing bodies, as stipulated in their relevant regulations.

Administrative, economic management and pedagogical organisation tasks in public schools and in *centros concertados* are the responsibility of the governing bodies.

III. KEYS TO THE TASKS

i KEY TO TASK 1

1. Ley Orgánica Reguladora del Derecho a la Educación, LODE.	1985
2. Ley Orgánica de Ordenación General del Sistema Educativo, LOGSE.	1990
3. Ley Orgánica para la Participación, la Evaluación y el Gobierno de los Centros Docentes, LOPEG.	1995
4. Ley Orgánica de Calidad de la Educación, LOCE.	2002
5. Ley Orgánica de Educación, LOE.	2006

ii KEY TO TASK 3

	Key concepts in Catalan Sistema Educatiu Espanyol		Key Concepts in English Spanish Education System
1	Consell Escolar		School Council
2	Claustre de professors		Teachers' Assembly
3	Cap d'estudis		Head of studies
4	Equip directiu		Management team
5	Directora/director		Head of school
6	Ley Orgánica Reguladora del Derecho a la Educación, LODE de 1985.		The 1985 Act on the Right to Education, LODE.
7	Ley Orgánica de Ordenación General del Sistema Educativo, LOGSE de 1990		The 1990 Act on the General Organisation of the Education System, LOGSE
8	Ley Orgánica para la Participación, la Evaluación y el Gobierno de los Centros Docentes, LOPEG de 1995		The 1995 Act on the Participation, Evaluation and Administration of Educational Institutions, LOPEG.
9	Ley Orgánica de Calidad de la Educación, LOCE de 2002		The 2002 Act on the Quality of Education, LOCE
10	Ley Orgánica de Educación, LOE de 2006		The 2006 Act on Education, LOE

iii Govern

Three basic principles govern the 2006 LOE

iv provide

The need to **provide all citizens with *quality education*, at all levels of the education system.** Since all citizens should achieve the maximum development of all their intellectual, cultural, emotional and social capacities, they need to receive *quality education* adapted to their needs.

v Improve

At the same time, effective ***equal opportunities*** must be guaranteed, by providing the necessary support to both pupils and educational institutions.

Therefore, the aim is to **improve the *educational standards*** of all pupils, by finding a balance between ***the quality of education*** and ***equity*** in its distribution.

vi equity

Therefore, the aim is to improve the *educational standards* of all pupils, by finding a balance between the *quality of education* and *equity* in its distribution. The need to get all sectors of the educational community to collaborate in order to achieve such an ambitious objective. The combination of quality and **equity** of the previous principle demands a *joint effort*

vii *responsibility of school success*

Therefore, the ***responsibility of school success*** does not only fall on the individual pupil, but also on families, teachers, schools, education authorities and society as a whole, which is ultimately responsible for the *quality of the education system*