



ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA

Template for National Report

Spain

1- The structure of the National education system

Early Childhood education

It is organized in two cycles:

- The first includes up to 3 years
- The second, which is free, is from 3 to 6 years

Taking voluntary basis, this second cycle has been widespread throughout Spain, so that now almost 100% of children aged 3 to 6 years old go to school for free. Early schooling is considered a great achievement to have a positive impact on improving school performance future, so other initiatives such as Educa 3 Program now encourage the creation of new educational places for children under 3 years.

Primary education

The purpose of primary education is to provide students and pupils learning of speaking and listening, reading, writing, arithmetic, the acquisition of basic notions of culture and habit of living as well as those of study and work, the artistic sense, creativity and affectivity, in order to ensure a comprehensive training that contributes to the full development of the personality of the students and the students and prepare them to successfully pursue compulsory secondary education.

Educational action at this stage seek the integration of different experiences and learning of students and adapt to their working patterns.

Primary education is organized in subjects and areas with a global and inclusive character and is taught by teachers who are competent in all areas of this level. The teaching of music, physical education and foreign languages is taught by teachers with relevant expertise or qualifications.

Compulsory Secondary Education (ESO)

It is organized according to the principles of common education and attention to diversity and pays special attention to educational and vocational guidance to students.



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Since the 2015-2016 course comprises two cycles; the first of three school years and the second one. The latter, essentially propaedeutic, can be attended by one of the following two options:

- Academic teachings option for novice School.
- Option teachings applied for initiation Training

Compulsory Secondary Education aims to:

- Ensure that all acquire basic elements of culture: humanistic, artistic, scientific and technological.
- Develop and consolidate study habits and work.
- Prepare for incorporation into further studies and for employment.
- Train all for the exercise of their rights and obligations in life as citizens.

From the complete implementation of LOMCE overcoming the final evaluation and a final score in step less than 5 out of 10 will lead to obtaining the Certificate in Secondary Education.

Until the entry into force of the Pact rules resulting social and political state for education and in accordance with the provisions of [Royal Decree-Law 5/2016, of 9 December](#)  , on urgent measures for extending the implementation schedule 8/2013 Organic Law of 9 December, for improving educational quality:

- The final evaluation shall be deemed sample and have no academic effects.
- Graduate qualifications in Secondary Education indifferently allow access to any of the post-compulsory education set out in Article 3.4 of the Organic Law 2/2006 of 3 May.

[Baccalaureate](#)

Baccalaureate develops in different modalities, organized flexibly and, where appropriate, in different ways, so it can offer specialized students according to their perspectives and interests training or allow the incorporation to life preparation active once the same.

Since the academic year 2015-2016 Baccalaureate modalities that may provide education authorities and, where appropriate, schools are as follows:



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- a) Science.
b) Humanities and Social Sciences.
c) Arts.

Baccalaureate aims:

- Provide students with training, intellectual and human maturity, knowledge and skills to develop social functions and enter active life with responsibility and competence.
- Enable students to access higher education.

Educational activities in high school foster students' ability to learn by himself, to work in teams and to apply appropriate research methods.

From the complete implementation of LOMCE, for the degree of Bachelor overcoming the final evaluation School, and a final grade School less than 5 out of 10 is required.

Depending on the provisions of [Royal Decree-Law 5/2016, of 9 December, on urgent measures for extending the timetable for implementation of the Organic Law 8/2013, of 9 December, to improve educational quality](#)  and until the entry into force of the Pact rules resulting social and political state for education, the final evaluation of school governed by Article 36 bis of the Organic Law 2/2006, of 3 May, will not be required to obtain the Bachelor's degree and will be exclusively for students looking to access university studies.

Vocational training

Currently the FP are closest to the reality of the labor market and professional studies provide answers to the need for qualified personnel specialized in different professional sectors to meet the current demand for employment.

If we analyze their high employment we can say that the FP has already been transformed into one that responds to real demand job training, now is the time for change in Spanish society.

Training offers more than 150 training courses in 26 professional families, suitable to the various professional fields theoretical and practical content.

You can access all information on vocational training on the website of the Ministry, [TodoFP](#)

There is, also, rules for adult education, sports education, arts education, language education, and inclusive education. You can find more information at the ministry education web

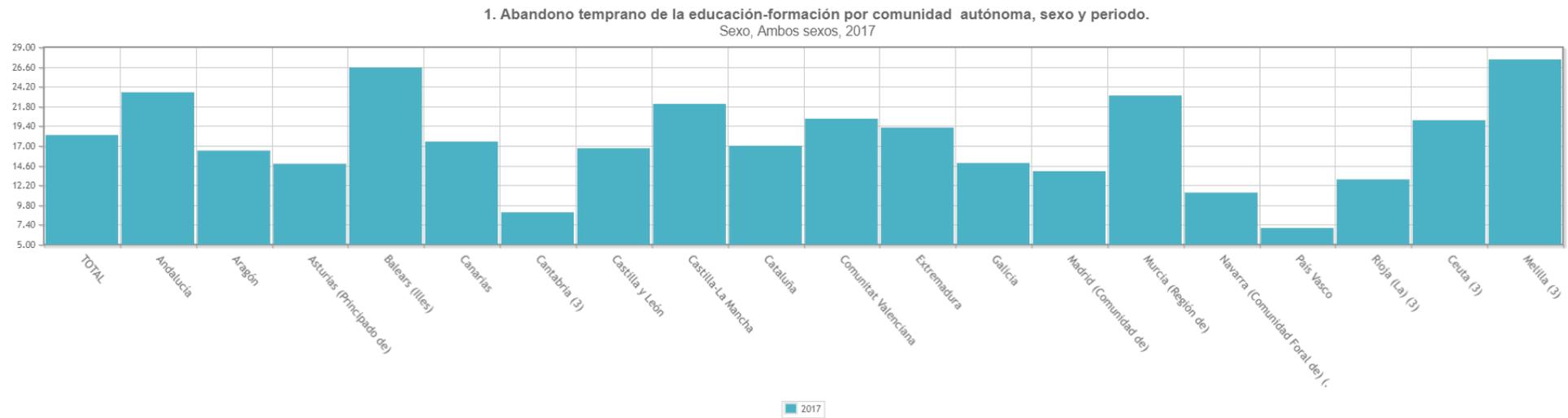
<http://www.mecd.gob.es/educacion-mecd/areas-educacion/estudiantes>



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2- Main national trends about early school leaving

This graphic shows the early school leaving rates, both sexes, in each autonomic community in 2017

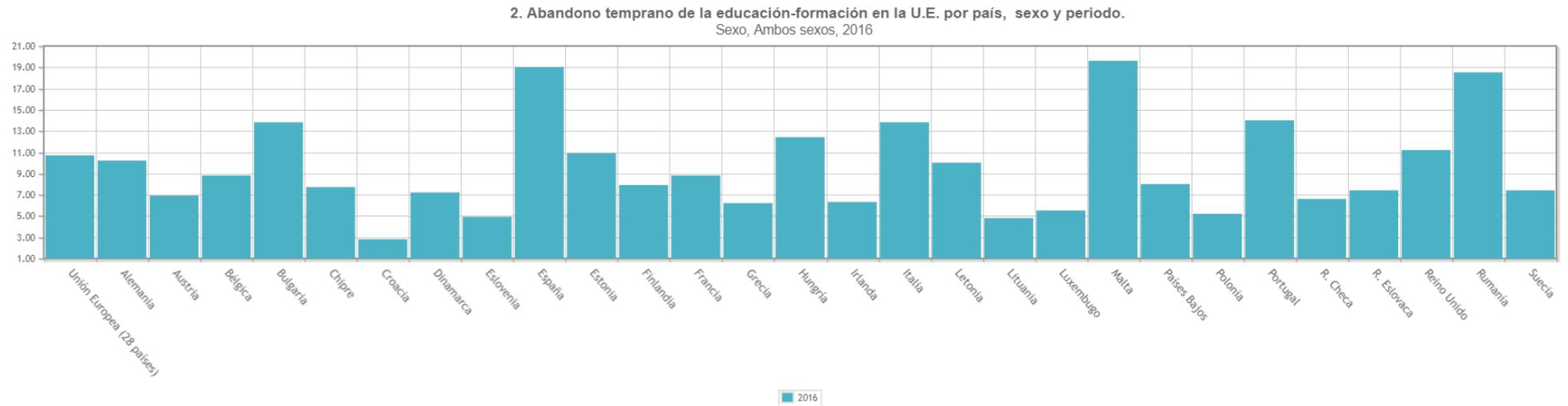


People between 18-24 years old that they don't have the Secondary Education Degree (ESO) and are not doing any educational path or training. As we can see there are a lot of differences between communities.



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This graphic shows the early school leaving rates, both sexes, in each European country in 2016



People between 18-24 years old that they don't have the Secondary Education Degree (ESO) and are not doing any educational path or training.



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Early school leaving rates 2005-2013, by sex, nationality, mother's studies level, father's studies level, age and ESO degree.

Cuadro 4. Tasa de abandono escolar temprano. 2005-2013*

| | | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|-------------------------------|------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Sexo | Hombres | 36,6 | 36,7 | 36,6 | 38,0 | 37,4 | 33,5 | 31,0 | 28,8 | 27,5 |
| | Mujeres | 24,9 | 24,0 | 25,2 | 25,7 | 24,7 | 23,1 | 21,9 | 20,8 | 20,2 |
| Nacionalidad | Nacionales | 28,5 | 28,1 | 28,5 | 28,7 | 28,0 | 25,3 | 23,3 | 21,5 | 20,6 |
| | Extranjeros | 48,8 | 46,0 | 45,8 | 47,6 | 46,4 | 44,6 | 43,9 | 43,6 | 42,8 |
| Nivel de estudios de la madre | No asignados | 48,2 | 47,9 | 51,2 | 52,6 | 52,2 | 50,2 | 50,1 | 50,5 | 49,1 |
| | Hasta ESO | 35,8 | 35,6 | 35,7 | 37,0 | 36,2 | 34,1 | 32,3 | 30,8 | 29,8 |
| | Secundaria postobligatoria | 14,7 | 14,6 | 15,3 | 16,4 | 16,5 | 14,7 | 14,6 | 13,9 | 13,8 |
| | Estudios superiores | 7,3 | 7,2 | 6,8 | 6,7 | 8,1 | 5,9 | 6,0 | 4,9 | 4,6 |
| Nivel de estudios del padre | No asignados | 48,2 | 47,9 | 51,2 | 52,6 | 52,2 | 50,2 | 50,1 | 50,6 | 49,1 |
| | Hasta ESO | 36,3 | 36,1 | 35,6 | 36,9 | 36,0 | 33,1 | 31,3 | 29,5 | 28,8 |
| | Secundaria postobligatoria | 18,2 | 17,7 | 18,0 | 18,5 | 19,4 | 17,1 | 16,7 | 15,4 | 13,2 |
| | Estudios superiores | 10,3 | 9,3 | 9,7 | 9,9 | 10,0 | 9,5 | 8,2 | 7,7 | 8,4 |
| Edad | 18 años | 25,7 | 26,1 | 26,2 | 25,5 | 23,7 | 18,2 | 16,3 | 15,7 | 14,1 |
| | 19 años | 30,8 | 27,8 | 29,4 | 30,1 | 29,5 | 25,4 | 21,6 | 19,1 | 18,4 |
| | 20 años | 32,0 | 30,8 | 30,1 | 33,5 | 31,8 | 29,1 | 25,0 | 21,8 | 21,8 |
| | 21 años | 34,0 | 30,8 | 32,7 | 32,5 | 32,1 | 30,1 | 27,5 | 27,3 | 24,0 |
| | 22 años | 31,4 | 33,2 | 32,5 | 33,2 | 33,5 | 31,8 | 30,1 | 27,1 | 26,2 |
| | 23 años | 31,1 | 31,9 | 33,1 | 33,3 | 31,4 | 30,7 | 31,8 | 30,7 | 28,7 |
| | 24 años | 30,2 | 31,4 | 31,9 | 34,3 | 34,6 | 31,6 | 31,9 | 31,2 | 32,9 |
| Título de ESO | No obtienen el título de ESO | 81,2 | 81,0 | 82,3 | 82,5 | 80,0 | 77,5 | 76,6 | 74,1 | 69,2 |
| | Sí obtienen el título de ESO | 23,0 | 21,7 | 20,9 | 21,0 | 20,1 | 18,0 | 16,3 | 15,4 | 15,5 |
| Total | | 30,8 | 30,5 | 31,0 | 31,9 | 31,2 | 28,4 | 26,5 | 24,9 | 23,9 |

* I trimestre.

Fuente: Encuesta de Población Activa, INE y elaboración propia.



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3- Main reasons and causes for leaving education

As we can see at the graphics Spain has a high ESL rate, it's about 21.9% in average. There is not a cause of this rate. So, there are some reasons to explain that:

- a) The Spanish school system it's very rigid in the compulsory school, so that means that there are students that they must follow the studies within any interest. Year by year they are bored of the system and they lose the motivation for the study. It's when they have the age of 14/15 years that it's possible to do alternative studies of ESO, compulsory secondary school.
- b) There is also an incidence of the demography, there is more ESL in areas with a low demography. That's because many resources are not able at this areas.
- c) It's also a difference in the ESL about the sex of the students. There is more ESL at boys than at girls. That's why the labor market offers low quality, and low qualify jobs to the youngsters with low salary to people under 18 years old.
- d) The socio-economic factor it's another cause. There is much more ESL and course repetition in students with a low socio-economic factor.

4- Education/Social policies and measures regarding ESL

In relation to the measures adopted throughout the Spanish State to reduce early educational dropout, it can be said that all educational administrations work to ensure a flexible and adequate educational offer both to the population at risk of early abandonment and to the who has abandoned They also agree on facilitating mechanisms for reincorporation into the education and training system.

The measures have been structured according to the indications of the European Union in three categories: prevention, intervention and compensation.

a.) Prevention

The prevention measures respond to the need to encourage the interest of the population enrolled to learn and train, as well as ensure their permanence in training activities. Various Administrations use registers to monitor the training carried out by the population of their territory.

Most educational administrations facilitate collaboration between institutions and administrations responsible for various areas such as education, employment and social services, to perform a coordinated work and offer a comprehensive service that addresses the specificity of each case. In this sense, measures are taken to address the diversity of students, scholarships are offered and programs are developed to ensure the continuity of students, raise their level of performance and contribute to their success in the education system.

Studies have been carried out on the evaluation and the changes that have taken place in the information system of absenteeism, the conditions of early educational abandonment, the identification of students at risk of not obtaining a basic degree and on the indicators of progress in the reduction of early educational drop-out rates.

The Educational Administrations carry out different initiatives of specific training, oriented to the acquisition and consolidation of basic competences to carry out an educational offer that prevents abandonment. There are different actions due to their modality (face-to-face, distance, semipresential,



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dual) and their structural organization (modular, by areas, etc.). Another distinguishing feature of the actions is the diversity of the training offered designed for specific age groups.

The quantity and variety of actions for the improvement of climate and school coexistence are significant, according to the particularities of the students. The axes around which these actions are developed are heterogeneous and include leisure proposals, initiatives for access to culture, training offer for the acquisition of healthy habits, etc. Some of these experiences contain actions to involve the educational community through different strategies: host teams, the formation of learning communities, etc.

In recent years, important measures have been taken to improve school performance, among which the implementation of academic support programs for different student profiles, grouped by common characteristics such as low performance, domestic particularities, have been particularly important.

In general, the administrations have developed educational policies to encourage the quality of education and training in educational centers, so that multiple innovation projects have been developed.

b.) Intervention

Under this heading are included those measures aimed at students who are at risk of abandonment. They have as purpose to avoid the rupture with the processes of formation and to facilitate the preparation for the labor life.

Measures are developed for specific age groups, focused on the acquisition of key competences and the achievement of the accreditation of having acquired them. Part of these measures are aimed at enhancing the acquisition of transversal skills such as communication linguistics or digital literacy. It also develops measures that involve the facilitation of access to the curriculum and its adaptation to the levels of curricular competence of the 1st or 2nd year of ESO; for example: support programs for learning and educational reinforcement, application of an adapted curriculum in an external classroom, socio-educational classroom, occupational classroom ...

Sensitization actions are carried out, including the direct recruitment of people in situations of abandonment, through orientation and training units.

Various educational administrations have opted to offer alternatives for people at risk of early abandonment, which stimulate their participation and continuity in training and qualification processes by applying a varied range of methods that make it more attractive such as work routes or orientation workshops, thus enhancing the network of educational and professional guidance, as well as the coordination

c.) Compensation

Compensation measures try to promote the return of those who left the formative processes before reaching the necessary qualification to develop in a technified society and modern.

The actions that have been carried out by some of the CCAA are aimed at offering a second opportunity to the effort and the capacity of the students that for various reasons abandoned their studies, favoring his return to the educational system to improve his training and increase the possibilities of access to the labor market. Insertion and training programs for young people have been implemented who have left Compulsory Secondary Education without obtaining the title and who, at the time of the programs do not remain in the educational system or participate in other training offers.

Initiatives are carried out to simplify the admission and enrollment processes of the student, the design of training modalities and shared qualifications with companies and other related institutions to the world of work.



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5- The local context: characteristics, problems and specificity of ESL and focused programs to reduce school dropout

Addressees: Decision-makers and politicians responsible for the Departments of Education, Social Services and Government Employment (Government of Catalonia), councils and town councils. This report can also be interesting for social organizations, responsible for implementing most of the measures related to the AEP, and for their federations (such as the Third Sector Board).

I. Prevention

1) Definition in the context of the project

Measures to identify students in the risk area and monitor them to avoid their school drop-out through intersectoral cooperation: identify students in risk areas, define their needs and prevent them from dropping out.

2) A brief summary of current national government policies and how they are interpreted at national and regional level.

In recent years, premature drop outs (AEP) has become part of the Spanish and Catalan political agenda as a serious problem, and although there are several projects and methods to prevent this problem, it is limited to compulsory education (6 to 16 years old).

Most of the projects are carried out within the "attention to diversity" and guidance.

Orientation

For some years now, in compulsory education there are counselors that help teachers detect and re-motivate students who are in the AEP's risk zone. They are psychologists, psychopedagogues and social workers, and the Ministry of Education has regulated the tasks so that they can work in the most effective way.

In a nutshell, orientation must guarantee the support of each student in their learning process. This implies ensuring academic, professional and social skills (autonomy, personal growth and social integration). In addition, attention to the AEP is directly linked to the functions and objectives of the orientation, especially in secondary education.

Other specific actions to attend to diversity

When the students are finally detected in the risk area, the school decides which measure is the best among all those offered by the educational system in recent years. These initiatives have been developed along with "attention to diversity" and this means that these measures:

- 1) They must have the purpose to attend the educational needs of each student so that he can achieve the basic competences and the educational objectives.
- 2) They must provide curricular adaptation and diversification, in small classroom groups or in conventional groups with a special reinforcement.
- 3) They must address not only students with specific educational needs, but also newcomers and students with high intellectual capacities, disabilities or serious behavioral disorders.



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4) They must be provided within the educational project of the school. However, schools can decide which measures they take and which ones, depending on their own context.

In addition, it is necessary to include non-formal education organizations and those of free time education that also implement reinforcement courses, curricular diversification programs and scholarship programs in coordination with schools, whether they receive public or private funds .

3) Key messages:

1. Prevention work must begin in primary education. School drop-outs and desertion appear in high school, but some of the causes can be detected and faced long before, in a cooperative work with other organizations, such as social services or health services.
2. Professional and personal guidance is one of the most important measures to attend to diversity. It will be necessary to act according to the diversity of rhythms, levels, learning styles, personal skills, motivations and personal situations, in an individualized relationship.
3. Curricular adaptation and curricular diversification programs, such as smaller and more flexible classroom groups, support and educational support in conventional groups and personalized educational programs, should also be developed.
4. These measures must be guaranteed through an ordinary budget according to the difficulty and needs of each center, regardless of their economic situation.
5. These measures should not only be addressed to students with specific educational needs, but also to newcomers and students with high intellectual capacities, disabilities or serious behavioral disorders.

II. Intervention:

1) Definition in the context of the project

Measures to detect students before they leave school prematurely and to identify their needs in order to re-motivate them and convince them to return to education through intersectoral cooperation: to provide more flexible and personalized educational methods and solutions They include practice, learning, outdoor education, etc., in cooperation with the agents and interest groups in the region.

2) A brief summary of current national government policies and how they are interpreted at national and regional level.

In Catalonia, intervention is the weakest stage in the process of combating school abandonment. The Public Administration does not have information about the students who drop out of compulsory school until they find work, start new training or ask for help in an employment office or social services.

In addition, neither Spanish legislation nor Catalan law does not mention anything about this issue. Due to the lack of regulation, some councils and especially some social entities have developed networks with schools and other educational centers to identify young people as soon as possible.



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Unfortunately, these networks are local initiatives and there is no shared and public record of these young people. Therefore, the information is not shared and, without this type of network, it is very difficult to get in touch with young people who have dropped out of school prematurely. In addition, most of the time, the detection is carried out reactive, not proactive, for example, when young people and / or their families enroll in a program due only to the mouth.

In the last year, however, within the framework of the Juvenile Guarantee program, the Catalan Government has been preparing (with experts and grassroots social organizations) a battery of programs that help detect these youngsters and create long-term educational itineraries for students They are at risk of leaving school, such as plans for students between 14 and 21 years of age.

In the same way, the Departments of Work and Education have begun to work together to establish avenues and bridges aimed at detecting and helping students over the age of 16 that want to leave school (or have finished doing it) Give them a quick response to re-motivate them to get back into the education system. Nowadays, moving from compulsory high school to second-chance programs is not at all easy and it is in this process that we have lost most of the young people.

3) Key messages:

1. It is very important to take care of young people who have abandoned the education system as soon as possible. The more we get to contact them, the harder it is to reimburse them.
2. There is cooperation between all the agents and especially between the educational and labor authorities, to be able to establish bridges and to accompany the young people towards other routes.
3. There should be a protocol to help schools immediately inform about an abandonment or even before it occurs, in order to offer the young person a second chance school or a similar resource, as soon as be possible

III. Compensation

1) Definition in the context of the project

Measures to re-introduce students who have left school prematurely through intersectoral cooperation: provide more flexible and personalized educational methods and solutions that include practice, learning, outdoor education, etc., in cooperation with the agents and interest groups of the region.

2) A brief summary of current national government policies and how they are interpreted at national and regional level.

Catalonia (and Spain) has one of the highest drop-out rates in Europe (21.9%). The problem does not arise at the end of compulsory education, but at the beginning.



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One of the main reasons for this situation is the ability of the Catalan and Spanish labor market to offer easy and unqualified jobs for young people under 18 years of age. In the last five years, this situation has changed and most students decide to stay in the education system, because it is no longer so easy to get this type of work and because

They know they need an academic title to work. However, dropout rates are still too high.

In order to combat this situation, the Catalan Government is developing many programs aimed at helping students re-enter the educational system or get a job. Traditionally, these programs are offered to young people over 16 years of age. However, nowadays the Administration is working on second-chance programs and bridges between education and employment for students between 12 and 16 years of age who fail in formal education and who will probably abandon the school. In this sense, the European Youth Guarantee program is allowing the implementation of new policies adapted to all types of situations and needs, especially the longer, more personalized integrated programs, such as second-chance schools.

Finally, the key element to succeeding in dropping out of school is the cooperation between the Public Administration (the areas of education and work), social organizations (which implement most of the actions) and private companies (that support these organizations).

3) Key messages:

1. The itineraries must be comprehensive, more flexible and, in many cases, probably more durable, according to the rhythms of young people.
2. The main key factor is the personal (individualized) orientation.
3. We have to try new methodologies based on the so-called "learning by doing" and new approaches for young people to know other realities, for example, through a mentor, a professional or a company.
4. In the compensation programs, private companies must participate in the process from the beginning and in different ways and must work more closely.
5. The itinerary must be adapted to young people, since they must be the protagonists. It is also essential to develop profiles that consider their motivations and needs.

6- Parent involvement at the middle school and secondary levels

Families can participate in different ways: as representatives of parents at the school board, as members of the association of mothers and fathers (AMPA) and all other ways that the center can propose.

The following activities correspond to the school council:

To intervene in the appointment and termination of the director of the center and in the selection and dismissal of teachers, in the terms established by the organic legislation in this matter.



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Participate in the process of admission of students and guarantee compliance with the regulations that govern it.

Approve, upon the proposal of the holder or holder of the center, the request for authorization of perceptions, or the communication of the establishment of perceptions, as appropriate, for complementary activities, extracurricular activities and legally established school services and not covered by the program contracts, if they have been subscribed.

Approve, on the proposal of the holder or the center's head, the center's budget and the accountability, referring both to public resource allocations and to the amounts received referred to in the previous section.

Understand the resolution of school conflicts and ensure that it conforms to current regulations. At the request of mothers, parents or guardians, the school board can review decisions regarding behavior of students who seriously harm the coexistence in the center and propose, where appropriate, the relevant measures.

Participate in the approval of the operating rules of the center, its adaptations and the general annual programming proposed by the center's head.

Participate in the supervision and evaluation of the development of the annual program of the center in the educational field and in the administrative field and the results that are obtained.

Participate in the application of the general pedagogical line of the center, approve the educational commitment letter, at the proposal of the holder or the center's head, and develop guidelines for programming and developing complementary activities, extracurricular activities and school services.

To approve the criteria for collaboration with other centers and with the center's surroundings, and, at the proposal of the holder or the center's head, approve the co-responsibility and subscription agreements of the program contracts and evaluate the application.

Advise the head of the center in the elaboration of the educational project.

Student parents' associations (AMPA) are legally recognized associations that voluntarily group the parents of the educational center and have their own rules of procedure and statutes regulated by law. Its main purpose is to facilitate the participation of mothers and fathers in the activities of the center.

The basic purpose of the AMPA is to work, together with the educational center, in the education of your children, while promoting the communication and participation of parents. Likewise, AMPA generally collaborates in the educational activities of the center, plans and manages the extracurricular activities, the dining room, the formation of parents, etc.

Often what happens in the classroom or the center has to do with things that happen in the environment. Therefore, many educational centers work with entities of the environment to provide a more global educational response.

The networking of centers with the environment favors educational continuity between what is done inside and outside the center, encourages the roots of students in the territory and coexistence in general.



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There are examples of collaboration and joint work between the educational community and the school, such as the educational plans for the environment, the city's educational projects and other community plans.

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