



State of the Art Educational System and Curriculum in Spain

Educational System

In Spain, preschool is the first step in the educational system, and children have opportunities to attend preschool when they are between 0 – 6 years old. From the year they turn six children begin preschool class as the first stage in compulsory school. ECEC is divided into two 3-year cycles:

- The first cycle for children age 0-3 years
- The second cycle for children aged 4-6 years. In both cycles of ECEC , children are grouped by year of birth.

Table 1. Preschool, primary and lower secondary education

Preschool Education		
Schools		Age group
EARLY CHILDHOOD	Preschool: first cycle	0 – 2 years
	Preschool: second cycle	3 – 6 years
Primary education		
COMPULSORY PRIMARY EDUCATION	Year 1	6 – 7 years
	Year 2	7- 8 years
	Year 3	8 – 9 years
	Year 4	9 – 10 years
	Year 5	10 – 11 years
	Year 6	11 – 12 years
Secondary education		
COMPULSORY SECONDARY EDUCATION	Year 1	12 – 13 years
	Year 2	13 – 14 years
	Year 3	14 – 15 years
	Year 4	15 – 16 years
Upper secondary Education		





UPPER SECUNDARY EDUCATION	Year 1	16 – 17 years
	Year 2	17 – 18 years
Intermediate vocational training		
INTERMEDIATE VOCATIONAL TRAINING	Year 1	16 – 17 years
	Year 2	17 – 18 years

Higher Education

All higher education is pursued in courses and programmes. The courses can be taken separately or as part of a study programme to lead to degrees. The scale of a course or study programme is measured in 'credit points' in line with the ECTS. Full-time studies during one year equal 60 credit points. Higher education institutions (HEIs) decide about the organisation of their courses.

Table 2. Higher Education

Bachelor's level – Doctoral level education			
Educational level	Schools		Age group
UNIVERSITY STUDIES BACHELOR	University college 4 years	1 st year	Ages vary
		2 nd year	
		3 rd year	
		4 th year	Ages vary
MASTER Ph. D.	University college 1 to 5 years maximum		Ages vary
ADVANCED VOCATIONAL TRAINING		1 st year	Ages vary
		2 nd year	

Adult education

Comprises different types of education offered by the educational, labour and local administrations in very different types of institutions addressed to people over 18 years of age and, exceptionally, to people over 16 years of age who work and cannot attend ordinary schools, or who are highperformance athletes.

Specialized education

- Language education, are provided in the official language schools.

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- Artistic education, music and dance education, professional artistic education and higher artistic education.
- Sports education, organized into intermediate and higher training cycles and taught in the same institutions as vocational education.

To find out more go to:

[Spanish education system](#)

Types of school

According to article 27.6 of the Spanish Constitution, individuals and legal entities are free to create educational institutions, subject to observance of the constitutional principles. Non- university educational institutions according to their ownership and source of funding can be classified as:

- Public schools: they are owned by public education administration and publicly funded
- Private schools: they are owned by a private natural or legal person and privately funded
- Publicly-funded private schools: they are owned by a private individual or legal entity, but they can be publicly-funded through a regime of agreements

To find out more go to:

[Spain | Eurydice \(europa.eu\)](#)

Current laws with involvement in Early Childhood Education

The Organic Law on Education 2/2006 (LOE) in force since 2006, was modified by the Organic Law 3/2020 (LOMLOE) passed in 2020.

The implementation of the amendments introduced by the LOMLOE started in the academic year 2020/21 and will end in the academic year 2023/24 .

This reform acknowledges:

- Best interest of the child
- Children rights among the guiding principles of the System
- Promotion gender equality
- Individualization of learning
- Education for sustainable

Royal Decree 95/2022, February, 1, which establishes the organization and minimum contents of Early Childhood Education and Care from 0 and 6 years.

Important challenges of the educational system

- Improving the level of competence of the entire student body, compensating for any initial disadvantages
- Regaining the equality lost during the crisis years
- Reducing early school drop-out and facilitating reintegration into the education system
- Updating the teaching profession to lead curricular and didactic innovation
- Improving the scope and quality of 0 – 3 education and its curriculum framework

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- Making secondary education more flexible with more individual attention for educational achievement
- Modernising Vocational Training and improving its enrolment and qualification rates
- Increasing STEM vocations, specially among female students
- Guaranteeing education in civic values in order to enable the exercise of critical and participatory citizenship
- Guaranteeing and investment space in education and scholarships regardless of political alternation and economic circumstances

Early years national Curriculum – 0 – 6 years

In Spain Royal Decree 95/2022, February (Ministry of Education and Vocational Training) establishes the organization and minimum contents of Early Childhood Education and Care from 0 and 6 years. To understand the Spanish educative system organization is important to know that is a decentralized system: Educational competences and organization are shared between the General State Administration (Ministry of Education and Vocational Training) and the Autonomous Communities (Departments of Education)

- The central education administration executes the general guidelines of the Government on education policy and regulates the basic elements or aspects of the system
- Regional education authorities develop the State regulations and have executive and administrative competences for managing the education system in their own territory

In the course 20/21, 11% percent of children Less than 1 year, 37,8 %, in 1 year, 56,4 % in 2 years, 94,1 %, in 3 years 97,3 % aged 3–6 years (Second Cycle) attended preschool. [DATOS Y CIFRAS. Curso escolar 2021/2022 \(educacionyfp.gob.es\)](https://datos.ycifras.educacionyfp.gob.es)

The Education Act (Organic Law on Education 3/2020 and Royal Decree 95/2022) stipulates that the purpose of pre-primary education is to contribute to the physical, cognitive, emotional, sexual, affective, social and artistic development of children. Educational practice should facilitate the maximum development of each child. At this stage, Emotion-management, education for responsible and sustainable consumerism, and health promotion and education are pedagogical principles. The promotion of gender equality and citizenship values are new objectives in Early Childhood Education.

Main minimum contents:

- Self-knowledge, positive self-image and personal autonomy.
- Exploring the environment: familiar, social and natural
- Emotional and affective competences development
- Relation with others in a peaceful way: the elementary patterns of coexistence and social relationship.
- Communication in different languages: verbal, artistic, audiovisual, body
- Development of movement and body control habits

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- Education in values: egalitarian and free of discriminatory stereotypes, respect, responsible and sustainable consumption and health promotion and education
- Promote a first approach to reading and writing, as well as experiences of early initiation in basic numerical skills, in information and communication technologies, in visual and musical expression.

Contents and areas of learning:

The educative contents of pre-primary education are organized in areas related to the fields part of the experience and children's development

They will be treated by global propositions of learning which has interest and significance for the kids in each area they will be integrated: growth in harmony, discovery and exploration of the surroundings, communication and representation of reality.

Overarching principles and fundamental values

The teaching methodology is based on play, in the context of an atmosphere of trust and affection that promotes children's self-esteem and social integration. Methodological principles:

- Global perspective of learning.
- Children's physical and mental activity and learning by experimentation and play.
- Priority of emotional and relation aspects. Facilitate meaningful and emotionally positive learning experiences in an environment of affection and trust to enhance their self-esteem and social integration and the establishment of a secure attachment.
- Peer-to-peer interaction.
- Coordination with families.
- Preventive and compensatory actions.
- Ensure a positive transition from the family to the school environment, as well as continuity between cycles and between stages.
- Attention to diversity, adapting educational activities to children's specific characteristics, interests, cognitive styles and maturing processes.
- Develop the full potential of children, respecting the specific culture of children defined in the Convention on the Rights of the Child and the General Comments of its Committee.

Assessment

In Spain assessment is very important to know the development of each child and their learning. The Ministry of Education has established the following principles:

- The evaluation of pre-primary education has a global, continuous and educational nature
- Evaluation at this stage helps to identify and assess pupil's development processes and their learning, always according to their personal characteristics
- The main evaluation technique is direct and systematic observation, which is the responsibility for the class teacher.

Group size and child – staff ratios

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Each group has a teacher who is in charge of the same group throughout the entire cycle if possible.

Child staff ratio:

Age of children	Maximum number group/teacher
Less than 1 year	8
1 year	10-14
2 years	16-20
3 years	25
4 years	25
5 years	25

Attention to diversity

In the stage ECEC are enrolled children aged 0 to 6, including those with special educational needs and those who are socially disadvantaged.

ECEC is governed by the principles of normalization and inclusion, ensuring non-discrimination and equal access to continuance in the education system.

At this stage, special emphasis will be placed on individualized attention to students, on the realization of early diagnoses and on the establishment of support and reinforcement mechanisms to avoid school repetition, particularly in socially disadvantaged environments. In these environments, the Administrations will proceed to an adjustment of the student/unit ratios as a favoring element of these pedagogical strategies.

To find out more go to:

[Educación | Ministerio de Educación y Formación Profesional \(educacionyfp.gob.es\)](http://educacionyfp.gob.es)

Teaching Profession

The current teacher education programmes in Spain include two different professional degrees:

FIRST CYCLE: Advanced technician of Pre-Primary Education. Is a Initial Education “Advanced Vocational Training” Cycle in Early Childhood Education”. With 120 ECTS and a duration of two academic courses. This cycle is organised into modules based on the minimum teaching standards:

- Didactics of pre-primary education. 125 hours. (14 ECTS)
- Personal autonomy and child education. 105 hours (12 ECTS)
- Child game and methodology. 105 hours (12 ECTS)
- Expression and communication. 100 hours (11 ECTS)
- Cognitive and motor development. 105 hours. (12 ECTS)
- Social and emotional development. 75 hours (8 ECTS)
- Social abilities. 60 hours (6 ECTS)
- Intervention with families, 60 hours. (6 ECTS)
- Project for attention to childhood. 25 hours (5 ECTS)
- First Aid. 35 hours (3 ECTS). Work training and guidance. 50 hours (5 ECTS)

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- Enterprise initiative. 35 hours (4 ECTS)
- Training at workplace. 220 hours (22 ECTS) To find out more go to:

SECOND CYCLE: School teacher of Early Childhood Education. “Bachelor Degree in Early Childhood education”. This degree is taught in Universities with 240 ECTS and a duration of four academic courses. Contents:

- Educational processes, learning and personality development.
- Learning difficulties and development disorders.
- Society, family and school.
- Learning and personality development.
- Education processes and contexts.
- Didactics of natural sciences, social sciences and mathematics.
- Childhood health and food.
- Organization of the school room, materials and teaching abilities.
- Pre-Primary School.
- Systematic observation and contexts analysis.
- Didactics of languages and Reading and writing literacy.
- Music, plastic and body language.
- Other contents defined by Universities freely.
- Qualifying mention: Foreign language, Physical education, Music, Therapeutic Pedagogy, Hearing and speech disorders... - Final Degree Thesis.
- Work placement in public, private or publicly-founded schools.

Roles within Preschool

The Spanish national curriculum for preschool Roles within Early Years:

Management team: principal and secretary. Principal is the pedagogical leader and head of preschool teachers, child caregivers and other staff in the preschool, the head has the overall responsibility to ensure that education as a whole is directed towards national goals. The boss is responsible for the quality of the preschool.

Classroom tutor: teachers with Bachelor Degree in Early Childhood education.

The teachers of the Teacher Corps with the specialty of "Early Childhood Education" will teach all areas of the Early Childhood Education curriculum. In the second cycle of Early Childhood Education may be supported, in their teaching work, by teachers of other specialties when the teachings taught require it under the conditions determined by the educational administrations. The functions of early childhood education teachers are: direct educational attention to children, the elaboration and monitoring of the pedagogical proposal.

Educators with Advanced technician of Pre-Primary Education.

participate with the teacher in the programming of leisure and free time activities, taking responsibility for their execution and attending to the students in these periods; they also coordinate and control



the studies in extracurricular hours and collaborate in the monitoring of the educational process of the students, facilitating the contact between the school and the families and the environment.

Specialist teachers: English's teacher, Early Intervention and support team (external), technical specialists in social integration, ...

Child assistants: collaborate in the care, order, feeding and personal attention of children in Early Childhood Education. They are specifically responsible for the cleaning of the students during the class.
Services staff Management team: administrative, service staff, IT staff, secretariat, interpreters, concierges, head chefs, cooks...

To find out more go to:

[Curriculum for Early Year Education](#) (Education y Formation Professional Ministerium 2022)

Laws references

[BOE.es - BOE-A-1985-12978 Ley Orgánica 8/1985, de 3 de julio, reguladora del Derecho a la Educación.](#)

[BOE.es - BOE-A-2006-7899 Ley Orgánica 2/2006, de 3 de mayo, de Educación.](#)

[BOE.es - BOE-A-2020-11417 Real Decreto-ley 31/2020, de 29 de septiembre, por el que se adoptan medidas urgentes en el ámbito de la educación no universitaria.](#)

[BOE.es - BOE-A-2022-1654 Real Decreto 95/2022, de 1 de febrero, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Infantil.](#)

[BOE.es - BOE-A-2022-5139 Ley Orgánica 3/2022, de 31 de marzo, de ordenación e integración de la Formación Profesional.](#)