



SPANISH EDUCATIONAL SYSTEM

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01

INTRODUCTION



There is one law that is currently working in our system → LOMLOE (2020)

- The Organic Law of Education (2006)
- The Organic Law for the Improvement of Educational Quality (2013)

JEFATURA DEL ESTADO

7899 LEY ORGÁNICA 2/2006, de 3 de mayo, de Educación.

JUAN CARLOS I

REY DE ESPAÑA

que la presente vieren y entendieren.
de las Cortes Generales han aprobado y Yo
nunciar la siguiente ley orgánica.

PREÁMBULO

objetivo de adecuarlos a las circunstancias cambiantes y a las expectativas que en ellos se depositaban en cada momento histórico. En consecuencia, su evolución ha sido muy notable, hasta llegar a poseer en la actualidad unas características claramente diferentes de las que tenían en el momento de su constitución.

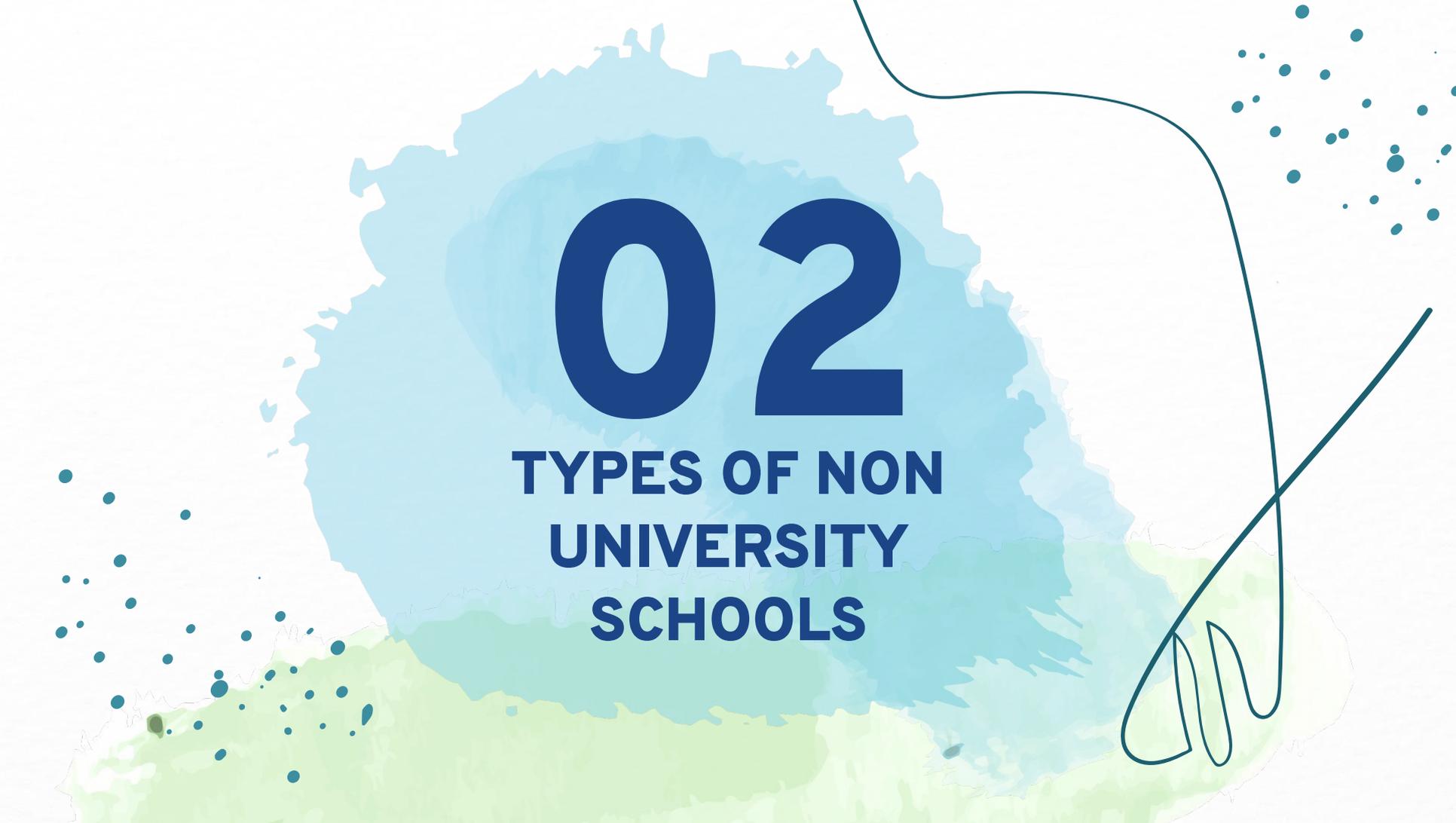
En cada fase de su evolución, los sistemas educativos han tenido que responder a unos retos prioritarios. En la segunda mitad del siglo XX se enfrentaron a la exigencia de hacer efectivo el derecho de todos los ciudadanos a la educación. La universalización de la enseñanza primaria, que ya se había alcanzado en algunos países a finales del siglo XIX, se iría completando a lo largo del siguiente, incorporando además el acceso generalizado a la etapa secundaria, que pasó así a considerarse parte integrante de la educación básica. El objetivo prioritario consistió en hacer efectiva una escolarización más prolongada y con unas metas más ambiciosas para todos los jóvenes de



LEGISLACIÓN CONSOLIDADA

Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa.

Jefatura del Estado
«BOE» núm. 295, de 10 de diciembre de 2013
Referencia: BOE-A-2013-12886



02

TYPES OF NON UNIVERSITY SCHOOLS

TYPES OF NON-UNIVERSITY SCHOOLS

- **State schools:** the ownership is of the educational administration and they are financed with public funds.
- **Private schools:** the ownership is private and they are financed with private funds.
- **Private concerted schools:** the ownership is private but they can be financed with public funds.





03

STRUCTURE AND ORGANIZATION

Non-university studies



Early
Childhood
Education

NOT compulsory

Two cycles:

- 0 - 3 years
- 3 - 6 years



Primary
Education

The first compulsory
stage

It comprises six academic
courses taken between
the ages of 6 and 12

Three cycles

- 6 - 8 years
- 8 - 10 years
- 10 - 12 years



Compulsory
Secondary
Education

The second and last
compulsory stage.

Four academic years, in two
cycles:

- 1st, 2nd and 3rd
- 4th

High
school

Vocational
Training

High school

Two academic years
(16 - 18 years old)
Allows access to the different higher
education teachings

University

University access test

Vocational
Training

The one who has passed
the first cycle of
Compulsory Secondary
Education
It is two years long

Medium
grade

Superior
grade

Each course is two
years long

University



University studies

Grade

Obtain by the student a general training, in one or more disciplines

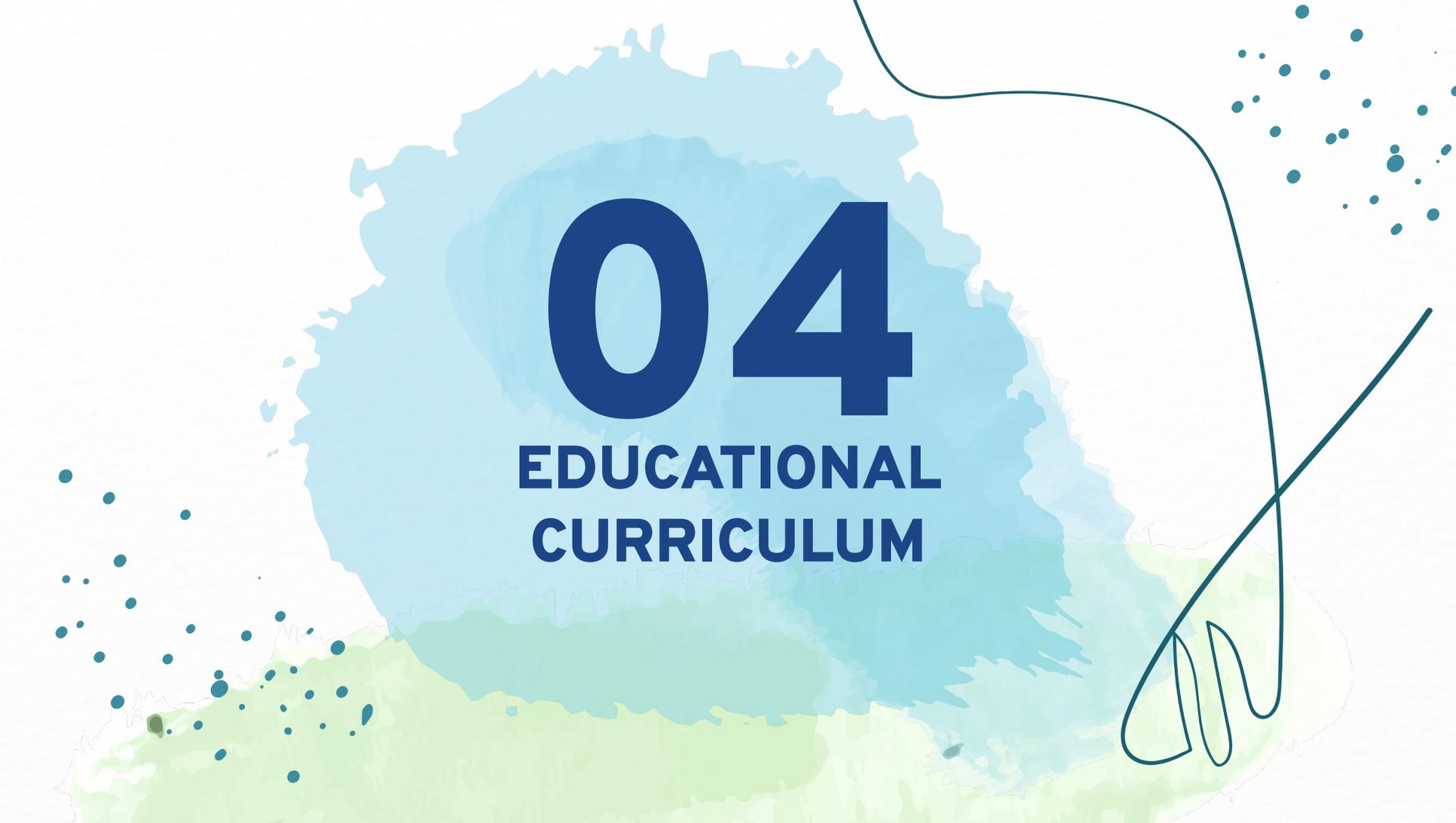
Master

The objective is the acquisition of advanced training, either oriented to academic or professional

Doctorate

Achieve advanced training in research techniques





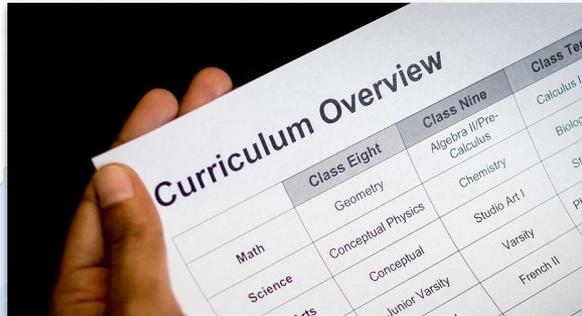
04

EDUCATIONAL CURRICULUM

It is a tool for teachers.

It is set every subject students must be taught in each school, high school or even university. So, it specifies and defines the teaching processes in each field.

It is made by the government and taking into account the law.



A hand is holding a document titled "Curriculum Overview". The document is a table with columns for "Class Eight", "Class Nine", and "Class Ten". The rows represent different subjects: Math, Science, and Arts. The table lists various courses for each grade level.

	Class Eight	Class Nine	Class Ten
Math	Geometry	Algebra II/Pre-Calculus	Calculus I
Science	Conceptual Physics	Chemistry	Biology
Arts	Conceptual	Studio Art I	Studio Art II
	Junior Varsity	Varsity	French II



- In each educational stage, the **main objectives** to be achieved.
- The **competences** students will acquire.
- The **specific contents** to be treated and which are the core subjects.
- The **methodology** it will be use in order to get those contents.
- The **evaluable points** of each teaching
- The **evaluation criteria** that all teachers and professors must take into account.



About Basque Country

It is important to highlight that some communities like Basque Country (Basque) or Catalonia (catalan) that have other official languages apart from Spanish.

Therefore, the linguistic project is based in three languages



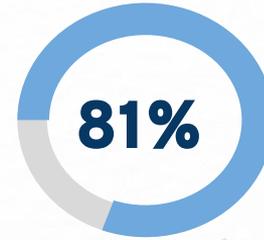
A model

Every field is develop
in Spanish except
Basque



B model

Every field is develop
in Basque except
Spanish and
Mathematics (Spanish
too)



D model

Every field is develop
in Basque except
Spanish

*all three models include the teaching of English from the age of four

спасибо
danke 謝謝
ngiyabonga
teşekkür ederim
dank je
gracias
tapadh leat
bedankt
hvala
mauruuru
dziękuje
thank you
mochchakkeram
go raibh maith agat
obrigado
sagolun
sukriya
kop khun krap
arigatō
takk
dakujem
merci
terima kasih
감사합니다
ευχαριστώ