



# 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  
nionar 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

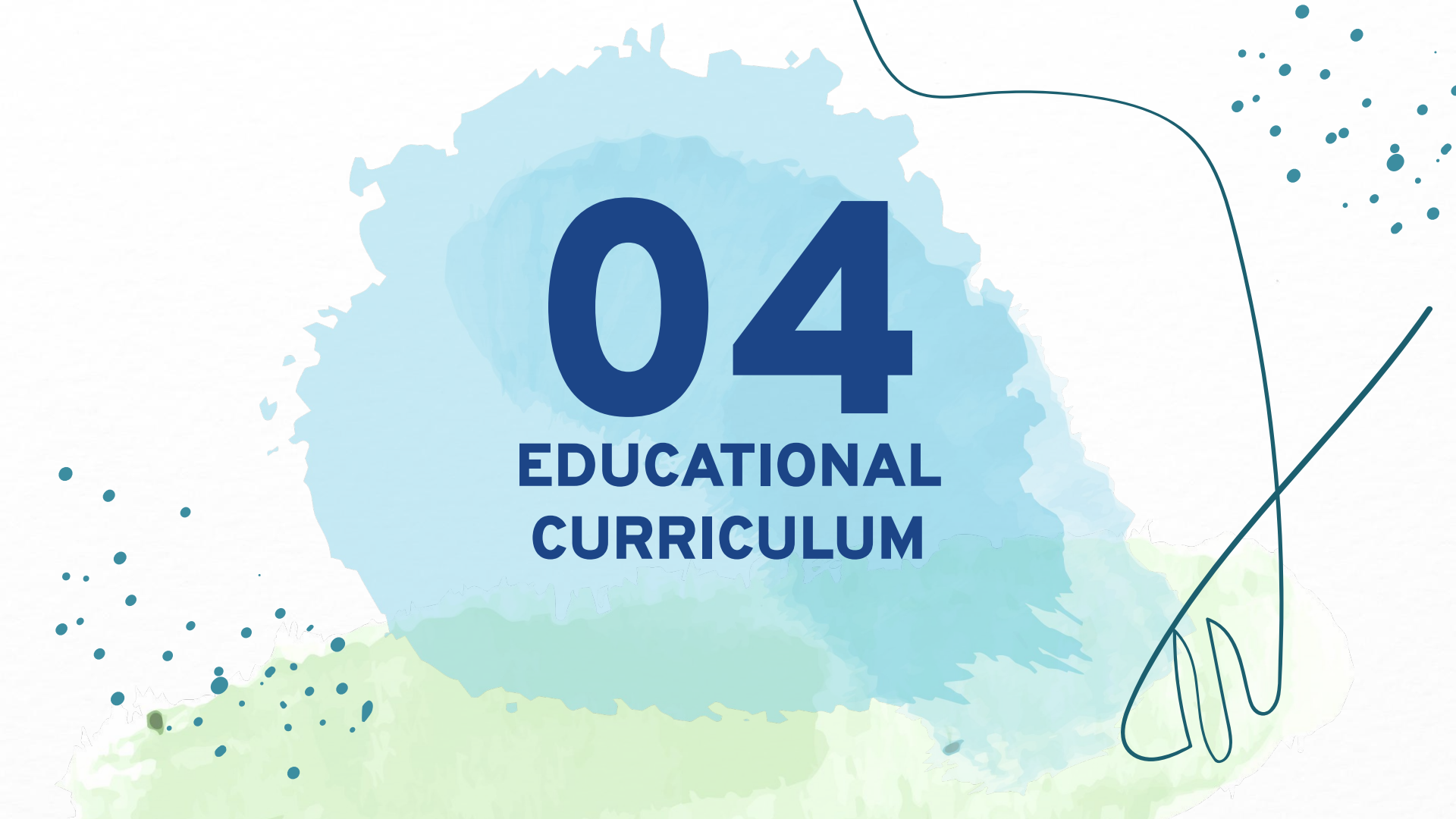
Doctorate

Achieve advanced training in research techniques



# 04

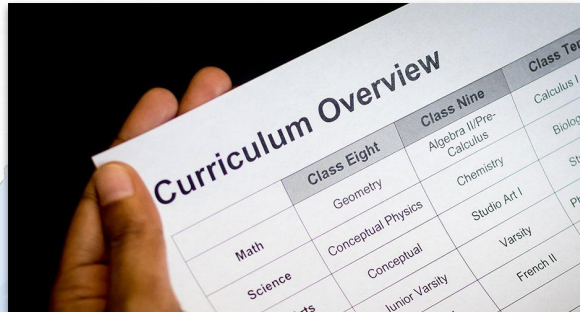
## EDUCATIONAL CURRICULUM



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.

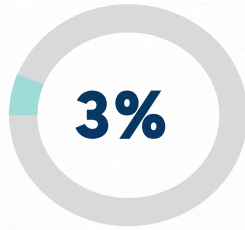




# About Basque Country

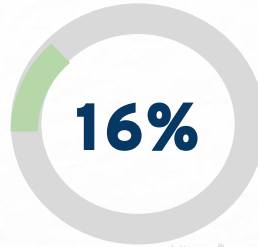
It is important to highlight that some communities like Basque Country (Basque) or Catalonia (catalan) that have other official languages apart from Spanish.

Therefore, the linguistic project is based in three languages



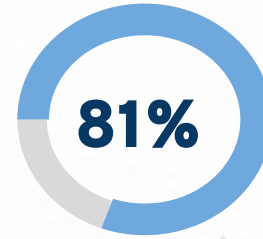
## A model

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  
thank you  
moichackeram  
dziękuje  
sagolun  
sukriya  
kop khun krap  
go raibh maith agat  
arigatō  
takk  
dakujem  
merci  
merci  
obrigado  
terima kasih  
감사합니다  
ευχαριστώ