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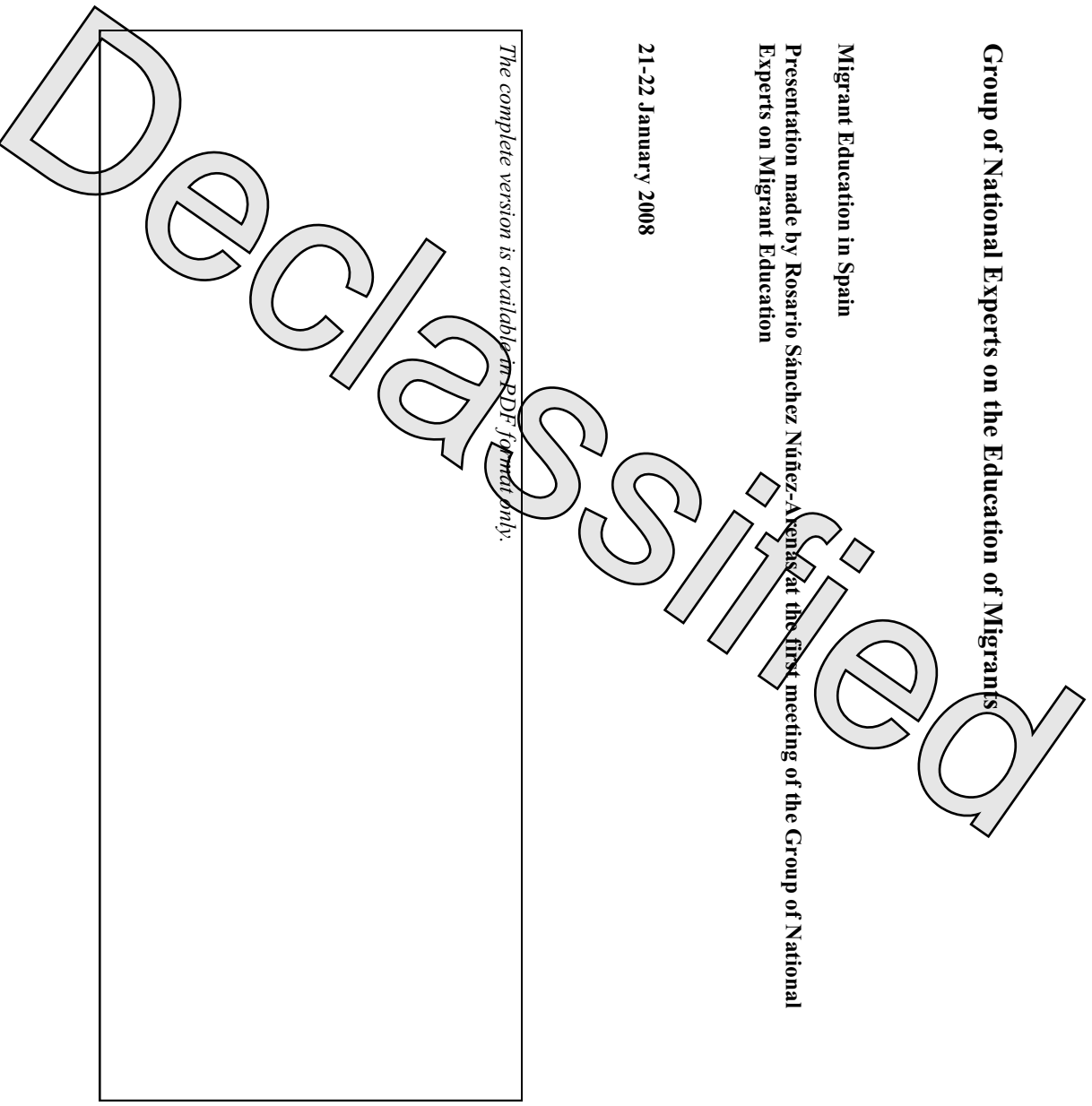
**Group of National Experts on the Education of Migrants**

**Migrant Education in Spain**

**Presentation made by Rosario Sánchez Núñez-Arenas at the first meeting of the Group of National Experts on Migrant Education**

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# Migrant Education in Spain

Brief overview of a new phenomenon

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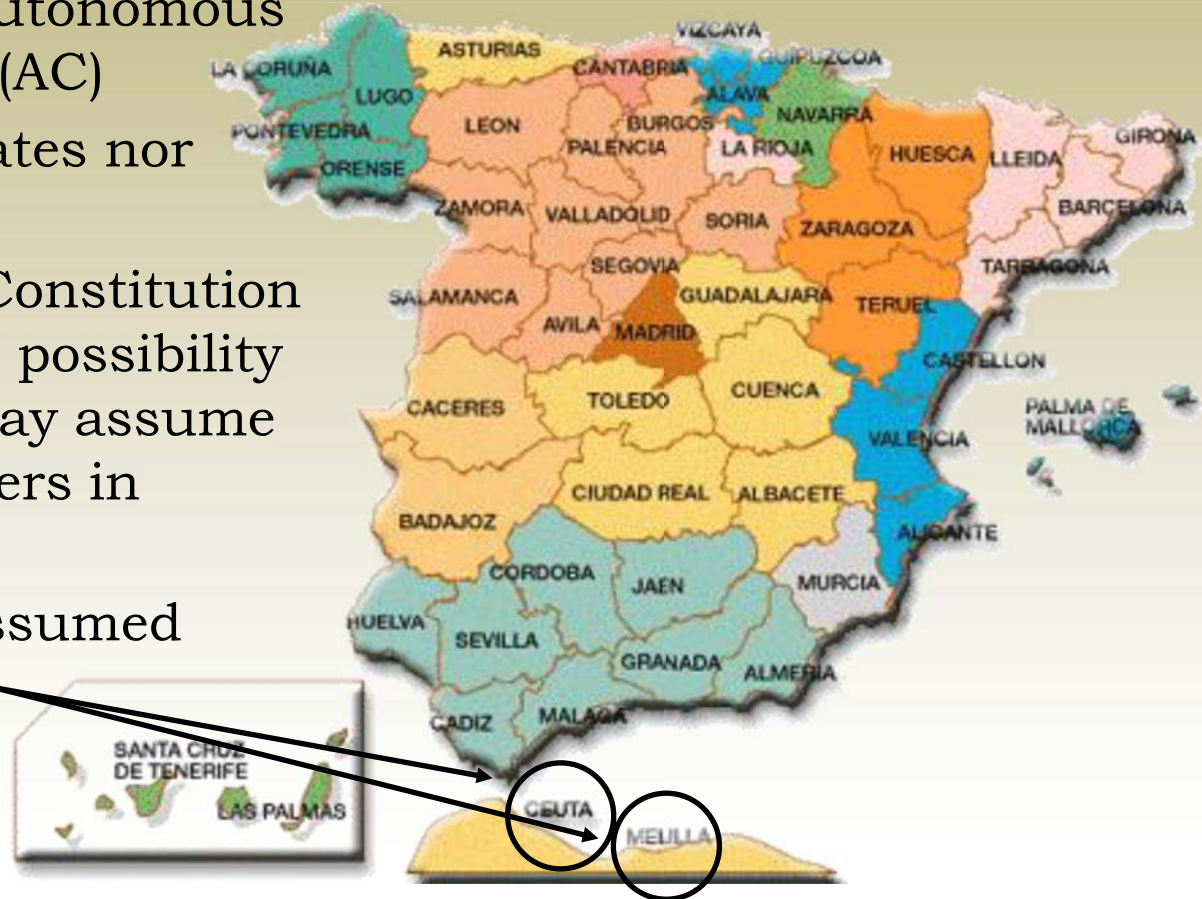


# Index

1. Spanish political multi-level system
2. Spanish educative system
3. Approach to migrant education
4. Some data on migrant students
  1. Migratory phenomenon evolution
  2. Data on Autonomous Communities
5. Types of policies planned and conducted

# 1. Spanish political multi-level system

- ‡ The Spanish State is divided into Autonomous Communities (AC)
- ‡ AC are not States nor Regions
- ‡ The Spanish Constitution recognizes the possibility that the AC may assume executive powers in education
- ‡ All AC have assumed them except





## 2. Spanish education system

- ‡ It is a decentralized system
- ‡ The national government takes charge of:
  - ‡ Defining minimum common curricular contents
  - ‡ Scholarship policies
  - ‡ Degree recognition and standardization
  - ‡ Coordination of AC education administrations
  - ‡ Supporting AC to keep a territorial equilibrium
- ‡ Immigrants under 18 enjoy the same rights and responsibilities as Spaniards
- ‡ Foreigners have rights and freedoms recognized by law involving education



### 3. Approach to migrant education

- ‡ There is no formal discrimination between immigrant and native students
- ‡ Immigrants are incorporated into general courses depending on their age
- ‡ If needed, they take part in programs planned for students with special education necessities
- ‡ Some AC have developed plans to deal with immigrant students' needs



## 4. Some data on migrant students

### Migratory phenomenon evolution

- ‡ Migration, a new phenomenon in Spain
- ‡ It is increasingly important
- ‡ It involves all levels of education
- ‡ It focuses mainly in Primary School

### Evolución del alumnado extranjero

	Cursos			
	1996-97	2001-02	2005-06	2006-07 <sup>(1)</sup>
<b>Total</b>	<b>73.510</b>	<b>223.701</b>	<b>555.575</b>	<b>637.676</b>
<b>Educación no universitaria</b>	<b>63.044</b>	<b>207.112</b>	<b>530.954</b>	<b>608.040</b>
E. Infantil / Preescolar	10.471	39.048	94.162	104.014
E. Primaria	35.650	87.685	228.842	261.583
Educación Especial	159	560	1.863	2.393
E.S.O.	7.672	55.246	146.966	168.824
Bachilleratos	5.490	8.605	21.936	25.382
Formación Profesional	2.580	6.728	24.398	29.364
Enseñanzas de Régimen Especial	..	5.824	12.787	16.480





## 4. Some data on migrant students

### Migratory phenomenon evolution

Distribución del alumnado extranjero no universitario por procedencia. Curso 2006-07

	%
<b>Total</b>	<b>100,0</b>
Europa	28,3
África	19,5
América del Norte	1,0
América Central	3,5
América del Sur	42,9
Asia y Oceanía	4,8

Porcentaje de alumnado extranjero en EE. de Régimen General no universitarias por enseñanza y titularidad. Curso 2006-07

	Total	Centros Públicos	Centros Privados
<b>Total</b>	<b>8,4</b>	<b>10,2</b>	<b>4,6</b>
E. Infantil	6,8	8,6	3,5
E. Primaria	10,3	12,9	5,1
Educación Especial	8,4	10,2	6,3
E.S.O.	9,2	11,2	5,3
Bachillerato	4,0	4,5	2,6
Formación Profesional	5,9	6,0	5,5

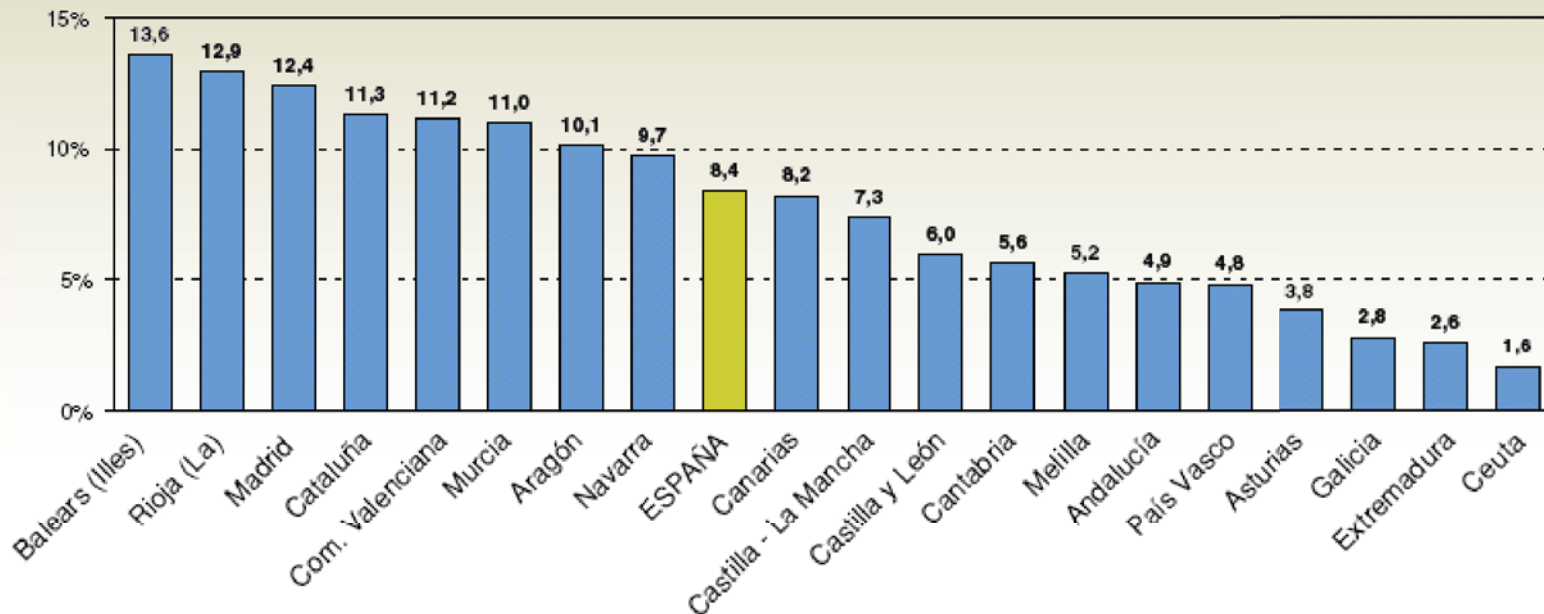


## 4. Some data on migrant students

### Data on Autonomous Communities

- ‡ The amount of immigrants varies from one AC to another
- ‡ The percentage is strongly influenced by the number of students of each AC

Porcentaje de alumnado extranjero en EE. Régimen General no universitarias por comunidad autónoma. Curso 2006-07





## 5. Types of policies

- ‡ Central government provides financial support for the integration of groups with risk of personal or social exclusion to guarantee equity
- ‡ Every AC develops its own approach
- ‡ There are several types of public policies:
  - ‡ Multicultural approach
  - ‡ Student reception
  - ‡ Organization and curricular adaptations
  - ‡ Language and cultural diversity
  - ‡ Attention to families
  - ‡ Teacher training
  - ‡ Other resources



## 5. Types of policies

### ‡ Multicultural approach

- ‡ Intercultural education is intended for the whole student population
- ‡ Special attention is given to students diversity
- ‡ AC have developed their own plans to face diversity:
  - ‡ Some AC concentrate in immigrant students' integration
  - ‡ Some AC are concerned by social exclusion



## 5. Types of policies

### ‡ Student reception

- ‡ Schools are entitled and encouraged to elaborate specific programs to receive newly arrived students
- ‡ Some of those programs are integrated in AC general plans of attention to diversity
- ‡ Most of the AC have staff whose mission is to receive immigrant students as well as any others



## 5. Types of policies

- ‡ Organization and curricular adaptations
  - ‡ Schools have plans to pay attention either to diversity or to educational needs
  - ‡ Those plans include:
    - ‡ Curricular adaptations
    - ‡ Didactic adaptations
    - ‡ Intercultural workshops
    - ‡ Other actions
  - ‡ Some AC have schools where they gather students with special needs involving large number of immigrants



## 5. Types of policies

- ‡ Language and cultural diversity
  - ‡ Learning of Spanish language and getting used to school practices is crucial for migrant students' integration
  - ‡ So, some AC have articulated periods of students adaptations to school
  - ‡ The adaptation procedures focus on learning Spanish and the AC official language



## 5. Types of policies

### ‡ Attention to families

- ‡ In order to facilitate the integration of students and families, AC provide interpreters to communicate with foreign students
- ‡ Some AC have agreements with migrant associations to improve the integration process





## 5. Types of policies

### ‡ Teacher training

- ‡ AC have developed training programs intended for teachers.
- ‡ Teacher training programs include:
  - ‡ Strategies to manage schools with an important number of migrant students
  - ‡ Strategies to deal with migrant students in classrooms
  - ‡ Intercultural education courses



## 5. Types of policies

### ‡ Other resources

- ‡ Some AC have created centers to support intercultural education.
- ‡ Some AC have established subsidies for the elaboration of didactic instruments and materials to improve intercultural education
- ‡ Some AC have centers to fight against discrimination and racism which also deal with education affairs



Thank you very much!

Merci beaucoup!

¡Muchas gracias!