



EDUCATION IN SPAIN



The Education System in Spain

This brief description of Spain's education system is divided into four sections: Principles, Structure, Administration and New Educational Policy. The first section describes the overall guiding principles that govern the system, as set out in the Spanish Constitution and the major education acts. This is followed by an outline of the structure of the system, with a brief summary of organisation and curricula in all non-university levels and systems.

Thenceforth we shall proceed to describe the general administration of the system and the way powers are distributed, and explain how the system is organised under existing legislation.

General Principles of the Education System: Legislative Framework

The Spanish education system is built on the principles set out in the 1978 Constitution and four basic or organic laws:

- The University Reform Act of 1983 (*Ley Orgánica de Reforma Universitaria* or LRU), partly modified by the Universities Act of 2001 (*Ley Orgánica de Universidades* or LOU);
- the Right to Education Act of 1985 (*Ley Orgánica reguladora del Derecho a la Educación* or LODE);
- the General Organisation of the Education System Act of 1990 (*Ley Orgánica de Ordenación General del Sistema Educativo* or LOGSE);
- the Act on Participation, Assessment and Administration of Teaching Centres of 1995 (*Ley Orgánica de la Participación, la Evaluación y el Gobierno de los centros docentes* or LOPEG).

Some of these laws are currently undergoing extensive review in order to adapt educational requirements to the real social and technological conditions of modern Spain as a member state of the European Union. The Education Quality Act, which will be published in the very near future, will substantially change some of the basic legal aspects of the LODE, the LOGSE and the LOPEG.

The new Vocational Education Act will also be put before parliament very shortly. These acts will help to upgrade the basic legal framework governing education in Spain, with a view to achieving greater standardisation with the rest of the EU, fostering equal opportunities, social cohesion, uniform structuring of Spain and the welfare of the Spanish people.

Article 27 of the Spanish Constitution recognises the right to education as one of the basic rights that public authorities must guarantee to all citizens.

The 1983 University Reform Act (LRU) developed the constitutional precept of university autonomy, sharing powers in this area between the state, the regional authorities and the universities themselves. This act was partly modified by the Universities

Act of 2001 (LOU).

The 1985 Right to Education Act (LODE) lays particular emphasis on the right to obtain free compulsory basic education, without any form of discrimination.

The LODE endorses the existence of a dual network of public and private school centres and establishes a system of agreements under which privately-owned schools can apply for public financing. The Law distinguishes between centres owned by a public authority (or public centres), private centres and privately-owned centres supported with public funds, which are known as joint centres (*centros concertados*).

When the LOGSE became the basic legal standard for education in 1990, most parts of the General Education Act of 1970 were repealed. Some articles and areas relating to certain types of teaching remain in force, however, as the process of applying the education regulated by the LOGSE has not yet been completed.

The General Organisation of the Education System Act (LOGSE) regulates the structure and organisation of the education system at non-university level, reiterating the principles and rights recognised in the Constitution and the LODE.

Under the LOGSE, basic education is deemed to consist of ten years of schooling, while compulsory free education is extended to age 16 and structured into two stages –Primary Education, (age 6 to 12) and Compulsory Secondary Education (12 to 16).

The act also reorganises the education system, regulates the preliminary stage of compulsory schooling (infant education), and introduces a profound reform of vocational education and the relationship between General System Education and Special System Education.

The 1995 Act on Participation, Assessment and Administration of Educational Centres (LOPEG) adapts the participative approach and organisational and management aspects of centres that receive public financing under the terms of the LODE to the new situation brought into being by the LOGSE. The first section of the act deals with participation of the educational community in the organisation and running of teaching centres and in defining their syllabuses. It also regulates the associated governing bodies of public education centres such as the school board and teachers' association, stipulating how they should be formed, what powers they should have and what participation the educational community should play in them. It sets out the management function of public centres, giving procedures for election, appointment and accreditation of the school principal and, where applicable, of the other members of the management team.

General Structure of the Education System

The General Organisation of the Education System Act (LOGSE) establishes the basic structure of the Spanish education system, reforming non-university stages,

levels and education. The University Reform Act (LRU) of 1983 defines the structure of the university level.

Under the LOGSE the Spanish education system is divided into the General System Education and Special System Education.

General System Education is further divided into: Infant Education; Primary Education; Secondary Education, including Compulsory Secondary Education, the Baccalaureate, and medium-level Specific Vocational Education; Higher-level Specific Vocational Education; and University Education. Special System Education encompasses Artistic and Language Education and –since 1997– education in Sports Techniques.

The areas of education governed by the LOGSE have now been almost fully introduced.

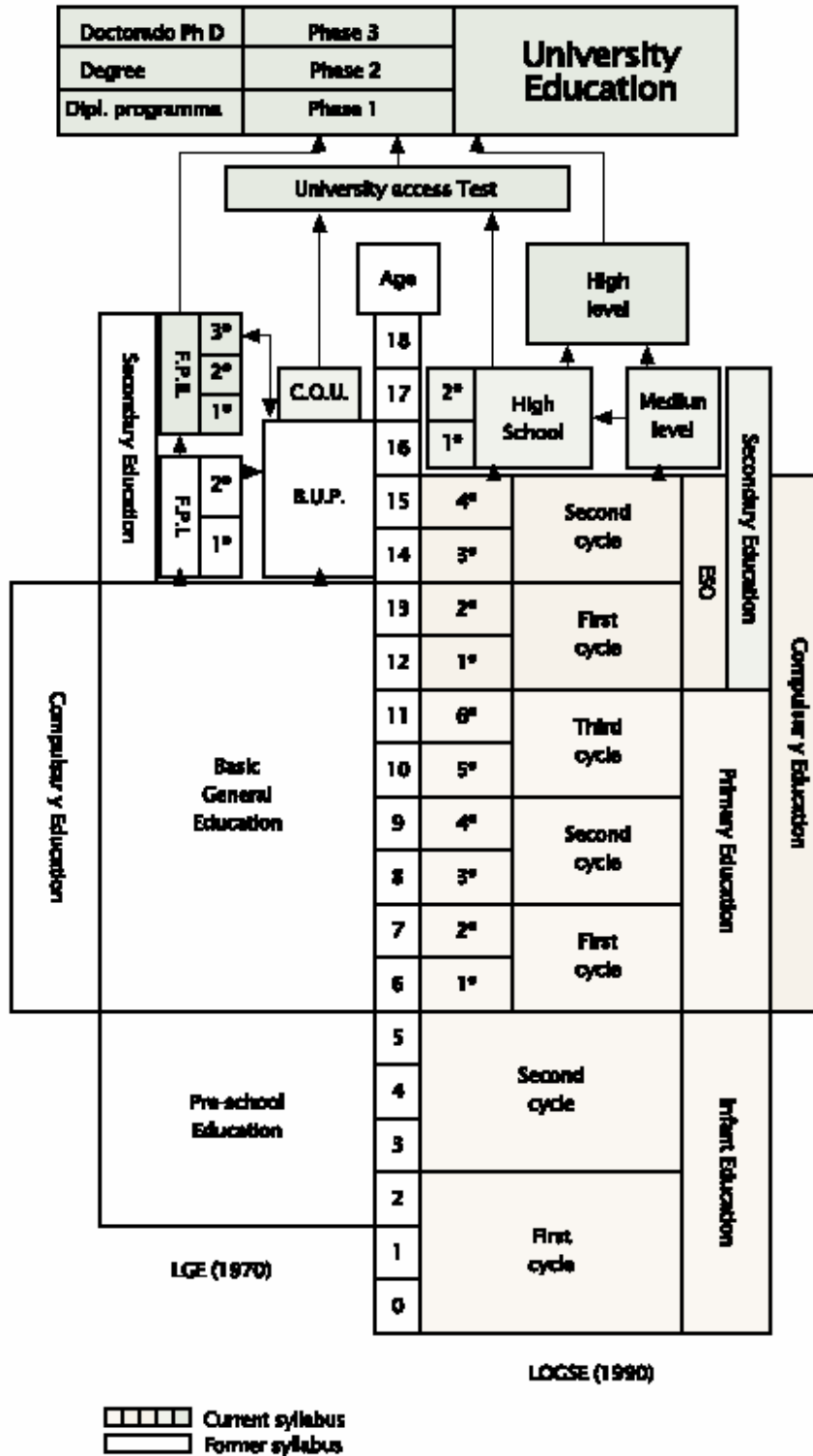
Infant Education

Infant Education is the first level in the education system. It covers ages 0 to 6 years and is organised into two phases (or "cycles") of three years each. Education at this stage is non-compulsory, but has a clear educational function and operates in close relation with the primary education level.

The purpose of this infant education is to foster the child's physical, intellectual, emotional, social and moral development and help compensate for possible shortfalls in their social, cultural or economic surroundings.

The curriculum is structured into three areas. Identity and personal autonomy addresses the knowledge, evaluation and control that the children acquire of themselves, and their capacity to use their personal resources. Discovery of the physical and social medium involves the progressive broadening of the children's experience, so that they develop an increasingly complete recognition of the world around them. Lastly, communication and representation is intended to contribute to improving relations between individuals and their environment. These areas of experience are dealt with from an overall and integrating position, and developed through meaningful experiences. The subject matter of the different areas involves concepts, procedures and attitudes.

Structure of the Spanish Education System. 2000-2001





Infant Education is the first level in the education system.

The governments of regions with an official language other than Spanish can establish certain special conditions vis-à-vis language teaching in the area of communication and representation.

The infant education curriculum does not include teaching of foreign languages, although this area is currently being introduced experimentally or definitively, in the second phase.

During the second phase, children may opt to take religious studies, which must be provided by all schools. Alternative activities are organised for children whose parents do not wish them to take religion classes.

Given the comprehensive and integrationist nature of this stage, there is no stipulated allocation of school time to the different areas.

Primary Education

Primary education covers six academic years, from six to twelve years of age, and is structured in three phases of two years each.

Primary education is free, and together with compulsory secondary education makes up the period of basic compulsory education.

Its purpose is to provide all children with a common education that will allow them to acquire the basic cultural elements and teachings in areas of oral expression, reading, writing and arithmetic, as well as progressive autonomy of action within their surroundings.

The syllabus is divided into different areas, although it remains comprehensive. All areas contribute to the development of the skills set out in the general aims of each stage. For primary education, the compulsory areas are: knowledge of natural, social and cultural surroundings; artistic education; physical education; Spanish language and literature, official language and literature of the corresponding region; foreign languages and mathematics.

In addition, all schools are required to provide optional classes in religion. Children who do not study religion are given other activities, centring on analysis and reflection on different aspects of social and cultural life.

The basic aspects of each area, the school day for minimum education and some guidelines for assessment are common to the entire territory of the state. Basic minimum education takes up a maximum of 55% of the timetable in regions with an official language other than Spanish and 65% in those that do not.

The rest of the timetable is laid down by the regional authorities.

Regional authorities are obliged to respect minimum education requirements, but establish the curriculum for their own territory, adapting the objectives, syllabus, assessment criteria and timetables to their own particular situations. As a result, there are differences between regions, in terms of the syllabus, organisation and number of hours given over to each area of primary education.

Foreign language teaching is compulsory in the second phase, but it is also being introduced during the first phase (from age 6 up) in nearly all regions, either on an experimental or definitive basis.

Ethical values and other "transverse concepts" demanded by society are also introduced at this stage, in all the various areas.

These include environmental education, sex education, consumer education, road safety, and education on human rights and peace, health, sex equality and leisure.

Each centre is free to place greater or lesser emphasis on any of these transverse subjects, according to its specific needs and experience. At the end of each phase, children are assessed to decide whether they meet the required objectives and can

School Hours given over to Minimum Education at each Phase of Primary Education. 2000-2001

Areas of knowledge	Phase 1	Phases 2 and 3
Knowledge of Natural, Social and Cultural Environment	175	170
Artistic Education	140	105
Physical Education	140	105
Spanish Language and Literature	350	275
Foreign Language	-	170
Mathematics	175	170
Religion/Socio-Cultural Activities	105	105

Primary Education runs from six to twelve years of age.



move up to the next phase. If not, they stay down for a further year in the same phase. Children may only be kept down once at this stage. The decision must be taken by the tutor, taking into account reports from other teachers. A preliminary meeting is held with the child's parents or guardians and complementary educational measures arranged to help the child attain the required standard. Similarly, if a child's progress does not meet the established continuous assessment targets, the teachers may adopt appropriate measures to reinforce his or her education and, where necessary, adapt the curriculum accordingly.

Compulsory Secondary Education

Compulsory Secondary Education (*Educación Secundaria Obligatoria* or ESO) runs from age 12 to 16 and consists of four academic years, organised into two two-year phases.

This stage is governed by two basic and complementary principles: comprehensiveness and attention to diversity. The aim of secondary education is to provide polyvalent training –by means of a core syllabus, common to all pupils– while at the same time gradually introducing syllabus differentiation in the final years.

Compulsory Secondary Education is designed to transmit basic elements of culture to all students; to prepare them to accept their duties and exercise their rights and to train them for incorporation into the workforce or to go on to medium-level Specific Vocational Education or the Baccalaureate.

At this stage, assessment is continuous and general, although it is differentiated depending on the different areas or materials, and is applied to both the children's education and the teaching practise. Pupils are assessed by all the teachers of their group, coordinated by the tutors and advised by the Guidance Department.

The pupils' results are rated as either Unsatisfactory (*Insuficiente*), Satisfactory (*Suficiente*), Good (*Bien*), Very Good (*Notable*) or Excellent (*Sobresaliente*)

At the end of the first phase and of each year in the second phase, the teachers decide –based on the assessment process– whether the pupil is ready to move on to the next phase or year.

The criterion used in this decision is whether each pupil can continue his or her studies to full advantage, in view of the general skills he or she has developed. Where necessary, the decision adopted may be accompanied by complementary educational measures intended to help the pupil reach the required objectives. A student may be kept down a year at the end of the first phase or at the end of any of the years in the second phase. Otherwise, pupils move up to the next phase or year, even when they have not achieved the set targets, with appropriate adaptations to the curriculum.

Pupils who meet the required objectives at the end of compulsory secondary education stage receive a Secondary Education Graduation certificate, which allows them to go on to take the Baccalaureate or medium-level specific vocational education. The certificate may also be awarded to pupils who have met the overall targets for the stage, even if they have failed some areas or subjects. All pupils receive a document certifying years of study, qualifications obtained in the different areas and subjects and guidance on their academic and professional future. This guidance is non-binding and confidential.

Social assurance programmes are organised for pupils who do not meet the required targets at this stage. These programmes are designed to provide basic and professional training to allow pupils to begin employment or medium-level specific vocational education, once they have passed an access test.

Baccalaureate

The LOGSE establishes the Baccalaureate as a non-compulsory two-year educational stage, complementing compulsory secondary education. The new Baccalaureate replaces previous education systems: the first year was fully introduced throughout the country in 2000/01 and the second year in 2001/02, although it had been implemented in nearly all regions before that date. Students wishing to take the Baccalaureate must have a Secondary Education Graduation certificate. The theoretical ages for beginning and ending this stage are 16 and 18 years.

Teaching in the Baccalaureate is structured into four systems: Arts, Nature and Health Sciences, Humanities and Social Sciences, and Technology, to allow each student to choose their own studies according to their academic and professional skills and interests. The LOGSE places the state government in charge of establishing new systems or modifying existing ones, in agreement with the regional authorities.

The purpose of the Baccalaureate is to prepare the student for university education, higher-level specific vocational education or employment. It thus includes educational, preparatory and guideline functions, combining the principles of unity, diversity and specialisation.

In all systems, the curriculum is organised into different subjects. A distinction is drawn between common subjects (oriented towards general education and reinforcing the ultimate purpose of the Baccalaureate); subjects exclusive to each system (which prepare students for specific fields of academic or professional study); and optional subjects, which contribute to completing and enhancing the system chosen.

The subjects that are common to the various Baccalaureate systems throughout Spain are: Physical Education, Philosophy, History, Spanish Language, Official Language and Literature of The Region, and Foreign Languages. The special subjects in each system, together with their syllabuses and minimum hours were also regulated for all of Spain in 1991 and 1992 and modified in 2000.

At the Baccalaureate stage students are assessed continuously by subject, using the educational targets and assessment criteria established by the regional authorities. In assessing students, teachers must take into account all the subjects taken, the pupil's academic maturity (as compared to the aims of the Baccalaureate) and their possibilities of progressing in further study. Marks are awarded on a scale of one to ten. A score of more than five is considered to be a pass mark. Pupils are assessed by all the teachers of each group, coordinated by the tutors and advised by the guidance department. Students who fail to pass any subject in June can take a special test. In most regions this is held in September.

The rules governing advancement and repeating a year establish that no student may spend more than four years at this stage. Any first-year student who has failed more than two subjects must repeat the year. Any student who has failed more than three subjects at the end of the second year must repeat the entire year, while those who have failed three or fewer need only repeat those specific subjects. Students who have passed all subjects, and satisfactorily complete their Baccalaureate education, receive a certificate, specifying the system studied and the mark obtained. Once they have obtained this certificate, students can go on to higher-level education, special system education or university.

Specific Vocational Education

The old Vocational Education system, governed by the LGE of 1970, will continue to exist alongside the new Specific Vocational Education system until the last years of second-level vocational education are completed in 2002/03. The purpose of specific vocational education is to prepare students to work in a professional field, giving them polyvalent training and practise to allow them to adapt to changes in working conditions throughout their lives.

Finally, the regional authorities organise specific or extraordinary tests to provide the qualifications corresponding to the different education systems (school graduate, vocational education technician, secondary education graduate and baccalaureate) and access to university for people over 25. Adult education can be taken in different systems: presential (face-to-face) education, semi-presential education and distance education.

Artistic Education

The purpose of artistic education is to provide pupils with quality artistic education and to guarantee the qualification of future professionals in the areas of music, dance, theatre, the visual arts and design.

The purpose of musical education is to qualify professionals who will be working in the area of music, as performers, researchers, teachers or others. It is divided into three courses: elementary, with a duration of four years; medium, structured into three two-year phases; and higher, comprising a single phase with a duration of four or five years, depending on the characteristics of the different specialities.

The purpose of dance education is to qualify students who are going to work in the area of the dance, as performers, researchers or teachers. The structure and access requirements for these courses are the same as for music, except for the higher course which has yet to be regulated. No specialities are taught at elementary level. At medium level, the curriculum consists of Classical Dance, Spanish Dance and Contemporary Dance. The purpose of drama education is to offer high-quality technical, humanistic and artistic education which will qualify students to work in the various professions related to this discipline. There is a single four-year general higher course, and the final qualification is equivalent to a bachelor's degree at university level. Students wishing to access these studies must hold a Baccalaureate certificate and pass a specific test, although the law allows students who do not fulfil the academic requirements access to this education by means a special test. The curriculum for these studies is divided into three specialities: stage management and playwriting (with the options of stage manager and specialist in playwriting and drama theory), set design and acting.



Visual arts and design education includes the training phases of Visual Arts and Design and the higher non-university studies of Conservation and Restoration of Cultural Property, Ceramics, Design and Glass.

Language education

Specialist language education encompasses special system education provided at the Official Schools of Languages, aimed at fostering learning of foreign languages and the official languages of the state. Some centres have extended the ranges of courses on offer

to include Arabic and various Asian languages. The Official Schools of Languages now teach Arabic, Basque, Catalan, Chinese, Danish, Dutch, English, French, Galician, German, Greek, Italian, Japanese, Portuguese, Romanian, Russian, Spanish for foreigners and Valencian. On an experimental basis –and without academic accreditation– Finnish, Irish and Swedish are also being taught in Madrid, as well as Korean in Catalonia.

These courses may be taken either in the centres or under the distance education system. The presential (or face-to-face) system consists of two levels, although the second of these has yet to be developed. The first level is aimed at fostering a knowledge of the language in question and is structured into two phases.

The first or elementary phase consists of three one-year courses and has a minimum duration of 360 hours, distributed evenly between the three years. Students wishing to take these studies must have completed the first phase of compulsory secondary education or hold a School Graduation certificate, Schooling Certificate or Primary Education certificate. Students who successfully complete the phase are awarded the Elementary Phase Certificate, issued by the local Official School of Languages. This certificate is required for those who wish to take the higher phase.

The second or higher phase consists of two one-year courses and has a minimum duration of 240 hours, distributed evenly between the two years. Students who complete this phase and pass the corresponding exams are awarded the "Aptitude" certificate, issued by the relevant state or regional authorities. This certificate may be used to accredit the language studied in the Baccalaureate, but not vice versa.

The distance education model applies only to the elementary phase. It was created to meet the needs of people who –generally for work reasons– were unable to avail themselves of courses offered at the Official Schools of Languages. The curriculum for these models was established in 1993. The first –and to date only– real offer, based on the legal framework created by the state, is the home-study English course, "That's English", prepared by the Centre for Innovation and Development of Distance Education (CIDEAD). The educational material was prepared in conjunction with the BBC and television classes are broadcast by TVE.

General Administration of the Education System. Distribution of Powers in the Educational Administration

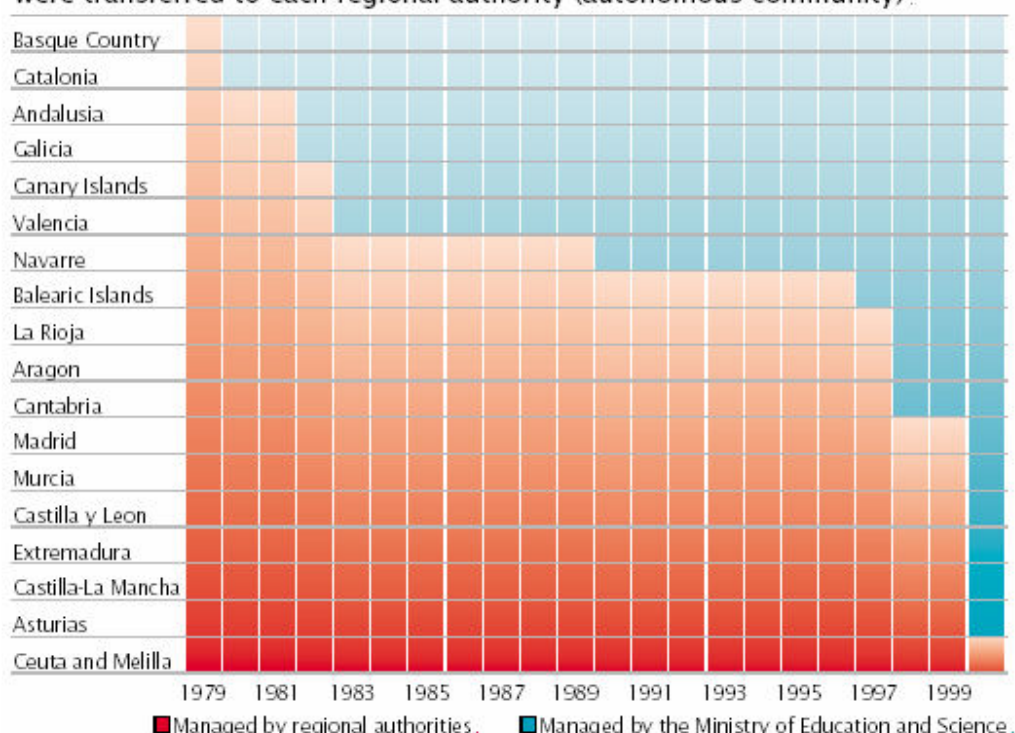
Since the Spanish Constitution was promulgated in 1978, the Spanish education system has undergone a process of transformation, with the central authorities gradually transferring functions, services and resources to the various regional authorities (the autonomous communities). All regions have now taken over the functions, services and resources of university and non-university education.

The first to do so were Catalonia and the Basque Country, which took control of their respective educational resources on 1 January, 1981. Most recently powers in the area of non-university education were transferred to the regional communities of Asturias, Castilla-La Mancha, Castilla-León, Extremadura and Murcia on 1 January, 2000.

Under this decentralised model, administration of the Spanish education system is divided between the state, the regional authorities, local authorities and the teaching centres themselves.

The state reserves exclusive powers to safeguard the standardisation and substantial unity of the education system and to guarantee the basic equality of all Spaniards in the exercise

Year in which non-university educational functions, services and resources were transferred to each regional authority (autonomous community)



Administrative Structure of the Education System and Powers of each Level. 2000

	Powers	Administrative structures
State Administration	General regulation of the system, minimum requirements of education centres, international co-operation in education, promotion and general coordination of research, general programming of education and regulation of academic and professional qualifications. High Inspectorate, study grant policy, ownership and administration of public centres abroad, legal system of foreign centres in Spain, educational statistics for state purposes, etc.	Central services of the Ministry of Education, Culture and Sport Peripheral services: a) High Inspectorate in each autonomous region b) Provincial offices in Ceuta and Melilla
Regional Administration	Administrative ownership in its territory, creation and authorisation of centres, administration of staff, development of educational programming, student guidance and care, grants and subsidies, etc.	Departments or Ministries of Education of the respective regional governments
Local Administration	Provision of sites for building public education centres, preservation, maintenance and rehabilitation of Infant Education and Primary schools, programme of complementary extra-curricular activities, monitoring of compliance with compulsory schooling, etc.	Various municipal education services.

of their fundamental educational rights, as set out in the Constitution. These are largely legal powers which allow it to regulate basic aspects of the system, although it also has other executive powers.

In exercising these powers, the Ministry of Education is organised into basic central services and peripheral services, through which it manages regional and provincial areas of work. The central government has a body in each region with executive capacity to exercise the state's exclusive educational powers. This body is called the "*Alta Inspección*" or High Inspectorate. The Ministry acts directly as an educational authority only through the provincial offices of Ceuta and Melilla.

The regional authorities have legislative powers to develop national law and powers to regulate non-basic elements or aspects of the education system. They also have executive/administrative powers to manage the system in their own territory, except for those powers which are reserved by the state.

The powers assigned by the legislation to local corporations do not give them the condition of educational authorities, but recognise their capacity to cooperate with state and regional authorities in developing education. Municipal authorities cooperate with the relevant education authorities in creating, building and maintaining the public educational centres; carrying out complementary activities or services and supervising compliance with compulsory schooling.

Local corporations are entitled to create municipal school boards, whose task is to report to the educational authorities on issues concerning the municipal educational powers. The municipal authorities are also represented on regional school boards and on the school boards of the centres themselves.

Public Authorities

The Ministry of Education and Science is the central government body responsible for proposing and implementing the government's general policy guidelines in the areas of education and science and investigation.

The ministry performs these functions through a series of state bodies.

Each regional authority has developed its own model of educational administration. Depending on its functions and services, this may be implemented by a regional ministry or a department. The state and regional authorities can delegate functions to the municipal authorities in areas that directly affect their interests. There is no single structure in this area which is common to all municipal authorities, but the most usual system is a local education agency (*concejalía de educación*). Some large cities have established municipal education institutes.

This distribution of powers at different levels requires coordination between the education authorities to ensure proper performance of certain functions which affect the system as a whole (such as decisions on educational policy), regulate general planning and exchange information for drawing up education statistics.

Coordination is also required in areas such as educational research, general organisation and improvement of teaching staff, registering of teaching centres and authorisation of text books and other educational material.

Participation by the Educational Community in State Administration

The Spanish Constitution establishes that the public authorities must guarantee social participation in the general programming of education. Social participation is deemed to be one of the guiding principles of the education system, and a factor in the democratic process, guaranteeing greater receptivity to social needs. It is also considered to be an essential instrument for promoting quality in education.

Participation by all sectors of the educational community takes the form of a number of associations operating at various levels of the educational centres themselves. At state level, there is a State School Board (*Consejo Escolar del Estado*). At regional level, some governments have organs of participation such as regional, territorial, provincial, district and/or municipal/local school boards.

Non-university educational centres have their own school boards, while universities have a University Board (*Consejo Social de la Universidad*). There are also two advisory bodies at national level with institutional participation: the General Vocational Education Board (*Consejo General de la Formación Profesional*) and the Universities Board (*Consejo de Universidades*).

The State School Board is the national organ of social participation in the general programming of education and advises on draft legislation to be put forward by the government. It includes representatives from all social sectors involved in education. Its role is to advise on the general planning of education, the basic legislation for developing Article 27 of the Constitution, the general organisation of the education system, the establishment of minimum education requirements and regulation of academic qualifications, the development of equal rights and opportunities in education, the establishment of minimum requirements for educational centres and any other issues which the Minister of Education considers to be of sufficient importance to be submitted to it. The role of the regional, territorial, provincial, district and municipal/local boards is to give advice and allow social participation in matters involving non-university education in their respective areas.

The General Vocational Education Board is an advisory body with inter-ministerial representation, which advises the government. The Ministry of Education forms part of the board, although it is attached to the Ministry of Employment and Social Affairs. It also includes representatives from trade unions and business organisations.

The function of the Universities Board is to organise, coordinate, plan, propose and advise on issues related to higher education.

University Education

University Education –regulated by the University Reform Act of 1983 and the Universities Act of 2001– is the highest level in the general education system.

The recently published Universities Act (*Ley de Universidades* or LOU) seeks to adapt the system to changes in Spanish society, the full development of the decentralised state, the emergence of a European space for higher education, and the challenges of the emerging knowledge society.

The aim of the LOU is to improve quality in all areas of the university system. To this end, it adopts a series of reforms and measures in the processes of selecting teaching staff –in order to ensure greater objectivity and accountability– and in management, making it more flexible and effective.

Students Enrolled at University

	1987-88	1992-93	1997-98	1998-99	1999-00
Duration of Studies					
Short phase	264,167	416,676	542,424	558,070	592,374
Long phase	704,441	873,848	1,099,948	1,012,498	989,041
Branches of Education					
Humanities (Arts)	161,668	137,921	163,964	173,642	179,588
Social and Legal Sciences	466,461	681,673	785,839	776,417	766,266
Experimental Sciences	73,533	97,972	131,565	134,557	140,758
Health Sciences	102,475	107,803	112,908	112,823	116,457
Technical branches	164,471	265,152	358,096	373,129	378,346
TOTAL	968,608	1,290,521	1,552,372	1,570,568	1,581,415

The new legislation establishes mechanisms for evaluating the system. These will provide information which will be of use to students, teachers and the public authorities in decision making.

The act establishes mechanisms for promoting research in the universities; and for stimulating involvement by the universities in the production system and in their social surroundings.

One of the goals of all these measures is to integrate the Spanish system into the proposed common European university space.

Another of the aims of the act is to increase student and teacher mobility within the Spanish and European university system and

it includes measures such as the open district, a grants system, and encouraging teachers to work in universities other than those in which they received their degrees.

The functions of the university include the creation, development, transmission and critique of science, technology and culture; preparation for professional activities that require the application of scientific knowledge and methods or artistic creation; scientific and technical support for cultural, social and economic development at national and regional level; and broadening of the university culture.

Spain currently has 68 universities. Fifty are publicly-run and eighteen are private (of these, four belong to the Catholic church). During the academic year 1999-2000 over a million and a half students were enrolled in the country's universities 1,581,415 to be exact.

Students Enrolled at University by Region (2000-2001)

Andalusia	262,673	Ceuta-Melilla	1,778
Aragon	41,061	Valencia	144,821
Asturias	38,458	Extremadura	27,989
Balearic Islands	11,838	Galicia	94,014
Canary Islands	47,248	Madrid	249,259
Cantabria	13,321	Murcia	39,112
Castilla-La Mancha	32,211	Navarre	19,233
Castilla y Leon	98,103	Basque Country	74,584
Catalonia	208,506	La Rioja	7,077
UNED (Open University): 129,310 students.			

The only two universities administered by the Ministry of Education are the National University of Distance Education (the U.N.E.D.) and the Universidad Internacional Menéndez Pelayo (U.I.M.P.).

Responsibility for all other universities lies with the regional authorities.

Access to University Education.

Students wishing to study at university currently have to pass a series of tests which together form the "selectivity" or matriculation exam. These tests account for 40% of the final mark and the remaining 60% is taken from the student's Baccalaureate results. There are also separate university matriculation exams for people aged over 25. In 2000, 78% of students who sat for the university matriculation exams passed. Among those sitting the exam for over-25s the success rate was 42.2%.

Under the new LOU the matriculation exam is to be abolished. Students wishing to study at university will have to hold a Baccalaureate certificate or equivalent. The universities themselves will be allowed to select their students, using criteria of equality, merit and capacity, guaranteed by appropriate legislation. At the same time, the creation of the open district from 2001-2002 on, will increase the range of alternatives open to students and streamline the system. The purpose of the open district is that all students who gain access to the university will be able to study in the public university of their choice, regardless of where they live.

Grants Policy

In order to ensure that no one is excluded from studying at university for economic reasons, the government has a general policy of student grants, aid and loans, and partial or total exemption from tuition fees for students from large families. During 1999-2000, over 400,000 students received a grant from the Ministry of Education 25.36% of all students enrolled in the Universities.

Organisation of Higher Education

University education is organised into different phases with specific educational goals and separate academic ratings. Under this organisational model, there are five types of education: education only up to the first phase, lasting three years and leading to a Diploma, Technical Engineer or Technical Architect certificate; two-phase education with no intermediary qualification, lasting four, five or six years, and leading to a Bachelor's degree or degree in Engineering or Architecture; two-phase education with an intermediary qualification, under which students begin by studying the first phase— on completion of which they obtain the corresponding diploma— and can then go on to study a second phase in the same subject to obtain a degree; second phase education only, leading to a bachelor's degree or degree in engineering or architecture (students taking this system must have passed certain first-phase studies or courses); and third-phase education, lasting two years, taken by graduates, who must successfully submit a doctoral thesis on a hitherto unpublished subject to obtain a PhD.

Spain was one of the participants in the Bologna Declaration 1999) on the creation of a European space for higher education. This declaration proposes the creation of an essentially two phase system. In order to adapt the Spanish system to this

new European space, the new legislation allows the government– following a report from the Universities Board– to stablish, reform or adapt the phases in each education system and their official qualifications. Given that there are still many important aspects to be defined, as the follow-up meeting on the Bologna declaration has made clear, it would appear premature to base the modifications in the Spanish system on adaptation to this space. For this reason, the law seeks to pace possible changes to the developement of this framework.

The Universities are divided into schools (*facultades*), Higher Technical Schools (*Escuelas Técnicas Superiores*), University Schools (*Escuelas Universitarias*), University Colleges (*Colegios Universitarios*) and University Institutes (*Institutos Universitarios*).

Each university is governed by a vice-chancellor (*rector*) and a faculty council. The schools are run by a dean (*decano*). The technical and university schools are run by directors.