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**SPANISH EDUCATIONAL SYSTEM**

The state has retained exclusive powers to ensure the homogeneity and basic unity of the education system, as general organisation of the education system, the formulation of the nationwide general plan for education and the establishment of common educational standards.

The goal of decentralizing the education administration was set out in the Spanish Constitution of 1978. According to the Constitution, the Autonomous Communities can assume the powers to organize and administer the education system within their own territory, without excluding the municipalities and with the exception of those powers reserved to the State.

 MEASURES TO ATTEND TO DIVERSITY AT IES HUELIN MALAGA SPAIN

1) Counselling Department with a School guidance counsellor: They can be psychologist or pedagogue responsible of testing and detecting learning difficulties, as well as giving the guidelines on the most suitable educational treatment to offer (types of schooling, curricular adaptations, times with the ATAL or TP teachers etc.), mediation, tutor’s and teacher’s counselling, parent’s counselling, educational path and career guidance,... In our school there is one psychologist, but there may be two in bigger schools. In secondary schools they only work for one school, while in primary schools there are psychological and Learning Guidance Teams and Specific Needs Teams covering different schools in the area, whose main tasks are detection and diagnosis of learning disabilities, school’s and teacher’s counselling, and parents’ counselling .In primary schools there is usually a speech therapist.

2) ATAL teacher: ATAL is a reception class for immigrant children and for late entries into the Spanish education system. It is a temporal linguistic adaptation class for students who haven’t got a good command of Spanish language. They attend some teaching times a week during one or two years, depending on their Spanish level. The rest of teaching times remain in their reference class. Another aim is to maintain their original culture. There are more than twenty nationalities at school.

3) Therapeutic pedagogy teacher (TP teacher). It is also known as support teacher and he is in charge of students with specific learning difficulties and disabilities (SLDD).

 3a) Special Educational Needs ( SEN): Their schooling in special education units or establishments, or combined schooling, which may be extended to the age of 21, will only take place when pupils’ needs cannot be met in mainstream schools. Students who are more than two years behind their reference or peer group are applied with An Individual Learning Plan or Significant Curricular Adaptation may be carried out when students are more than 2 years behind their reference group, thus a modification of the curriculum followed by most learners of that age is required . This modification involves the change of contents, objectives and assessment criteria of the ordinary curriculum. The necessary point of departure for such measures is a previous psycho-pedagogical assessment (performed by the specialised guidance services) and an on-going follow-up that allows the learner access to the official curriculum whenever possible. Specific programmes can also be applied, such as social skills, memory, emotional intelligence, attention and concentration, reading and Maths skills, personal autonomy and metacognition to increase students’ motivation, self-esteem and self-confidence; in the last one we teach that the ability to learn is not a fixed quantity ( their ability to learn can improve over time), and how to set goals and plan to meet them, we give students opportunities to practice self-monitoring and adapting strategies as lectures wrappers ( a wrapper is one tool for teaching self-monitoring behavior).

According to regulations, the necessary support will be preferably provided in their peer group; however, this is not applied in IES Huelin.

 3b) Specific Learning difficulties:

Among the ordinary measures (offered to all pupils) contemplated by the educational system for attending to diversity, the following must be mentioned:

 •Successive levels of curricular formulation, involving the progressive adaptation of the official curriculum and optional areas and subjects, which constitutes a resource for students to enhance and develop their personal preferences. For example, Religion or Ethical Values, and French or Technology.

 •Cooperative learning methods as peer tutoring, and project-based learning, which are applied in IES Huelin.

 • A support teacher in ordinary classes. This measure is not applied in IES Huelin, but it is recommended by the Educational Local Authority.

 •SETTING: The organisation of reinforcement and support activities in educational establishments, a very generalised measure of attention to diversity which is usually aimed at the instrumental areas. While some students have Mathematics and Language reinforcement, the others have a second foreign language or Social Changes and Gender Equality.

 • STREAMING OR TRACKING: We have a sort of specific grouping with the Learning Improvement Programmes in 2nd and 3rd years, and Mathematics oriented towards an academic degree and Mathematics oriented towards an applied degree in 3rd and 4th years. We have streaming grouping lower performance students in some classes. However, we have a sort of streaming, as there are “bilingual”, or more properly said, CLIL classes, whose students are generally the higher performance students.

 Once ordinary measures of attention to diversity have been applied and have proved to be insufficient to respond to the educational needs of an individual pupil, the education system considers a series of extraordinary measures. These include:

 • repeating a cycle or school year.

 • significant curricular adaptations.

 •support measures for pupils with specific learning difficulties and disabilities (SLDD).

 •curricular diversification and, as a last resort, social guarantee programmes.

4) Learning Improvement Programmes (LIP) in order to improve Learning and performance in 2nd and 3rd secondary courses at 13 yrs. They are for students with learning difficulties, preferably not attributable to lack of study or effort, who have repeated a course in any level and are expected not to promote to the ordinary 2nd course successfully. A specific methodology will be used through a new content organization, such as grouping of subjects in 3 areas of knowledge: Social-Linguistic, Mathematical-Scientific and Foreign Languages; hands-on activities and subjects different to the established curriculum, in order that they can course the ordinary 4th year and could obtain the Secondary School Leaving Certificate.

5) BASIC VOCATIONAL TRAINING (BVT). It is aimed at students with difficulties to finish secondary education. There are some specific BVT programmes for SLD students.There are three main requirements to be fulfilled:

• Be 15 years old, or turn 15 over the course of the year and not be older than 17 on accessing the course or during the current calendar year of the course.

• Have studied the 3rd course of secondary education or, exceptionally, the 2nd course.

• Be proposed by teaching staff to parents or legal guardians for Basic Vocational Training.

6) Gifted and talented students

Educational administrations should introduce appropriate action plans to meet these needs and curricular enrichment and extension programmes to allow students to develop their abilities to a higher degree.

 The government, after consultation with the autonomous communities, will establish the regulations to allow for flexibility in the length of each stage of the education system in the case of high-ability students, independently of their age.

7) Specific social guarantee programmes: The law establishes that those pupils who do not achieve the objectives of compulsory secondary education, and who are therefore lacking a certificate and are consequently unable to continue their education, are entitled to enrol in specific social guarantee programmes. The aim of these programmes is to provide basic vocational training, which will enable these pupils to participate in the working world. Pupils with SEN may enrol either in the general social guarantee programmes under the integrative framework or in social guarantee programmes specifically designed for pupils with Specific Learning Disabilities (SLD).

**STUDENT TEXT**

Problemas en el Sistema Educativo y Soluciones a estos

-Grupos reducidos: así seŕa mucho más fácil impartir la clase.

-Intentar ponerse en la situación de los alumnos: ofrecer un método un poco más personalizado a cada uno, acorde con sus capacidades y sus defectos.

-Integración completa en los grupos de los alumnos: que no se sientan discriminados ni apartados de los demas compañeros,pues esto puede dar lugar a malos comportamientos o desinterés escolar.

-Hacer las materias más atractivas: y motivar al alumnado para que sigan con los estudios, al menos los obligatorios (Primaria y ESO)

-Más práctica y menos teoría: tanto como en la parte artística o de letras, y en la parte de ciencias, física o química... etc. Establecer un sistema basado en la práctica provocará un interés hacia la materia por parte del alumnado que no se puede lograr únicamente con la teoría.

-Trabajo colaborativo: El trabajo en grupo es un recurso metodológico que en esta etapa puede facilitar el desarrollo personal y social, así como el intercambio de experiencias y fomentar la cooperación y la participación responsable de los alumnos en el aprendizaje.

-Motivación en el aprendizaje: Se debe motivar al alumno a fin de mejorar su rendimiento académico y favorecer de forma progresiva al aprendizaje autónomo.

-Facilitar la construcción de aprendizajes significativos: diseñando actividades de enseñanza y aprendizaje que permitan a los alumnos y alumnas establecer relaciones sustantivas entre los conocimientos y experiencias previas y los nuevos aprendizajes.

-Las tecnologías de la información y de la comunicación: Se constituyen en un recurso metodológico y en un contenido propio, necesario para adaptarse a la era digital y a lo que ella conlleva en cuanto a la adquisición de nuevos conocimientos en cualquier ámbito del saber.

-Atracción: el uso de proyectos o trabajos que le interesen a todo tipo de estudiante, en los cuales se añada a toda perosna involucrada en el mundo educativo(padres, profesores, estudiantes, administrativos, algunos expertos, voluntarios, ONGs, etc.)

-Participación: la familia debería participar en mayor medida en el día a día en las escuelas y también deberían comunicarse más y mejor con el rofesorado del centro.

-Apoyo colectivo: utilizar el trabajo en equipo y la cooperación incrementará la implicación del estudiante en su aprendizaje.

-Otros métodos de motivación:

-Enumerar una serie de metas esecíficas puede mejorar el rendimiento académico de los estudiantes problemáticos.

-Aquellos estudiantes problemáticos(o cualquier otro) que quieran mejorar su rendimiento académico deberán prepararse un horario o esquema para su organización, y como ''premio'', obtendrán un ''día libre'', en el cual dichos estudiantes estudiarán menos de lo habitual.

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