



## INCLUSIVE EARLY CHILDHOOD EDUCATION (IECE) COUNTRY QUESTIONNAIRE – SPAIN

### 1. ACCESS, PROCEDURES AND PARTICIPATION

#### Key principles

1.1 Provision that is available and affordable to all families and their children.

1.2 Provision that encourages participation, strengthens social inclusion and embraces diversity.

In order to favour the collaboration and participation of families, guarantee their knowledge of the school’s project and inform them of the progress of their children, the following actions are taken:

- a meeting prior to the child joining the school, in which data about their previous education is taken;
- a meeting takes place every 3 months to inform the families about the development of the child and any other general information;
- a quarterly report for parents or tutors about the child’s personal development and, when necessary, any support measures taken. The school keeps a copy of the report;
- the educational community participates in school government by being members of the school board.

Guiding questions	Country response
<p><b><i>Legislation and policy at national level</i></b></p> <p>1. Is there a national policy and legislation that gives the right to all children, without exception, from at least 3 years onwards, to attend mainstream Early Childhood Education (ECE)?</p> <p>2. Is there support available to enable</p>	<p>1. Yes, both LOE and LOMCE (legislation regulating the Spanish educational system) give all children the right to attend mainstream Early Childhood Education, as the educational system is based on an inclusive approach.</p> <p>2. There are different measures:</p> <ul style="list-style-type: none"> <li>– economic help provided by different educational authorities (national, regional and local);</li> <li>– in rural areas with few children there are rural schools in which children of different ages are in the same classroom;</li> <li>– according to Spanish legislation, all new public buildings have to be accessible. Old, inaccessible</li> </ul>



Guiding questions	Country response
<p>every child to attend ECE?</p> <p>3. Is there a period of compulsory ECE before school starts?</p> <p>4. Are arrangements in place for transition from home to ECE and from ECE to primary education for all children?</p> <p>5. Is inclusion stated as a goal of ECE provision? Is there a policy making ECE accessible to all children?</p> <p>6. Is there a policy that obliges mainstream publicly funded ECE to make adaptations so that all children can attend and participate? Please describe</p>	<p>buildings must complete any adaptations necessary to allow disabled people to access them;</p> <ul style="list-style-type: none"> <li>– a programme of travelling classrooms for children travelling with circuses. A teacher moves around with the circus and teaches the children.</li> </ul> <p>3. No, ECE is voluntary in Spain.</p> <p>4. There is a transition period when children begin ECE. They progressively increase the number of hours they spend at school until they fully attend. There are no arrangements from ECE to primary education.</p> <p>5. Inclusion at all stages is stated as a goal in the Spanish educational system. The Spanish government is obliged to offer the 2<sup>nd</sup> cycle of ECE (3–6 years). Measures are being taken to create new 1<sup>st</sup> cycle (0–3 years) schools to provide education.</p> <p>6. According to Spanish educational law:</p> <ul style="list-style-type: none"> <li>– the education authorities can establish priority centre plans to especially support those schools which receive socially disadvantaged learners;</li> <li>– the education authorities must provide the necessary resources for all learners that have special educational needs due to specific learning difficulties, ADHD, high capacities, late incorporation in the educational system, or personal or education conditions, so they can reach the maximum possible development of their capacities and the objectives generally established for all learners;</li> <li>– the education of learners who present learning difficulties will follow the principles of normalisation and inclusion and will ensure they are not discriminated against and receive effective equality in access to and permanence in the educational system;</li> <li>– the education authorities must ensure a preventive</li> </ul>



Guiding questions	Country response
	<p>and compensatory action which guarantees the most favourable conditions for ECE education of all children whose personal characteristics mean an initial inequality in accessing basic education. This should also improve in the following education levels.</p>
<p><b><i>Practice at national level</i></b></p> <p>1. What percentage of children attend mainstream ECE provision at ages</p> <ul style="list-style-type: none"> <li>• 3 years</li> <li>• 4 years</li> <li>• 5 years (if not primary)</li> <li>• 6 years (if not primary)?</li> </ul> <p>2. What are the main factors preventing some children from accessing mainstream ECE?</p> <p>3. Are there children who attend special ECE settings? Please provide data if available.</p> <p>4. Describe arrangements for inter-service collaboration to enable children's attendance and participation?</p>	<p>1. There is no data available on the percentage of children attending mainstream ECE provision. Only some special education schools offer places for children between 5 and 6 years of age and, as such, most children attend mainstream ECE provision.</p> <p>2. The main factors are:</p> <ul style="list-style-type: none"> <li>– special educational needs associated with disabilities which cannot be attended to in mainstream schools;</li> <li>– highly significant adaptation needs;</li> <li>– impossibility of inclusion in a mainstream school.</li> </ul> <p>Parents decide if they wish for their children to go to special education schools.</p> <p>3. There are a few special education schools which offer places for ECE, but there is no data available on this.</p> <p>4. –</p> <p>5. There is no data on the proportion in each stage of ECE, but the percentage of learners with special educational needs in ECE in Spain is 0.9%.</p>



Guiding questions	Country response
5. What proportion of children is formally identified as having additional needs at: <ul data-bbox="199 504 359 728" style="list-style-type: none"><li>• 3 years</li><li>• 4 years</li><li>• 5 years</li><li>• 6 years</li></ul>	



## 2. WORKFORCE

### Key principles

2.1. Well-qualified staff whose initial and continuing training enables them to fulfil their professional role.

2.2. Supportive working conditions including professional leadership that creates opportunities for observation, reflection, planning, teamwork and cooperation with parents.

Guiding questions	Country response
<p><b><i>Legislation and policy</i></b></p> <p>1. What level of qualification is required to work in ECE:</p> <ul style="list-style-type: none"> <li>• for teachers?</li> <li>• for other staff?</li> </ul> <p>2. What regulation is there for staff-child ratios in ECE?</p> <p>3. What provision is there for additional staffing to support children with diverse and additional needs?</p> <p>4. Does the initial training of staff include understanding and supporting children with diverse and additional needs:</p> <ul style="list-style-type: none"> <li>• for teachers?</li> <li>• for other staff?</li> </ul> <p>5. Does initial training include preparation for working in partnership with families:</p>	<p>1. The level of qualification for teachers differs depending on the ECE stage:</p> <ul style="list-style-type: none"> <li>– in the first stage (0–3 years), teachers need a university degree in ECE or an advanced VT degree as an Expert in Child Education, but only those with a university degree can be in charge of elaborating and controlling the pedagogical proposal;</li> <li>– in the second stage (3–6 years), teachers need a university degree in ECE;</li> <li>– the head teacher, head of studies and school secretary are part of the teaching staff. Apart from the degrees necessary to enter the teaching profession, the head teacher has to attend a course on the ‘director function’.</li> </ul> <p>The level of the rest of the staff depends on their role:</p> <ul style="list-style-type: none"> <li>– educational support staff need a university degree according to their role;</li> <li>– health support staff need a university degree in nursing or an advanced VT degree in the field of nursing;</li> <li>– personal attention and hygiene staff need a middle VT degree in childcare.</li> </ul> <p>2. Ratios are as follows:</p> <ul style="list-style-type: none"> <li>– for children aged 0–1 year, the ratio is 8 children per teacher;</li> </ul>



Guiding questions	Country response
<ul style="list-style-type: none"> <li>• for teachers?</li> <li>• for other staff?</li> </ul> <p>6. Is there a policy for in-service training? Does it cover inclusive education skills?</p> <ul style="list-style-type: none"> <li>• for teachers?</li> <li>• for other staff?</li> </ul>	<ul style="list-style-type: none"> <li>– for children aged 1–2, the ratio is between 12 and 14 children per teacher, depending on the region;</li> <li>– for children aged 2–3, the ratio is between 16 and 20 children per teacher, depending on the region;</li> <li>– for children aged 3–6, the ratio is 25 children per teacher.</li> </ul> <p>All the ratios indicate the maximum number of children.</p> <p>3. There are differences in different regions. In most regions there are guidance teams, shared resources among different schools in the area, which have support staff such as: school counsellors, specialist teachers in therapeutic pedagogy, speech and language therapists, physiotherapists, nursing graduates, specialist teachers in community services, social educators, specialists in sign language interpretation, auxiliary teaching staff.</p> <p>4. Yes, both university and VT studies include training modules on those aspects.</p> <p>5. Yes, both university and VT studies include training modules on those aspects.</p> <p>6. Yes, both university and VT studies include in-service training modules. Student teachers for this level have to study at least one module on inclusive education.</p>
<p><b><i>Practice at national level</i></b></p> <p>1. What proportion of staff has the required qualification:</p> <ul style="list-style-type: none"> <li>• for teachers?</li> <li>• for other staff?</li> </ul> <p>2. Please describe any proposed changes to the required qualifications.</p>	<p>1. All staff must have the required qualifications.</p> <p>2. There are no proposed changes.</p> <p>3. The head teacher’s role includes:</p> <ul style="list-style-type: none"> <li>– approving the school pedagogical plan;</li> <li>– guaranteeing compliance with regulations;</li> <li>– establishing the guidelines for collaboration with the local administration, other schools, institutions and organisations with educational and cultural purposes.</li> </ul> <p>4. The ratios are:</p>



Guiding questions	Country response
<p>3. Describe the role of leaders of ECE settings in ensuring inclusive practice?</p> <p>4. Provide any data on staff–child ratio.</p> <p>5. Please describe the range of specialist support that is available and how it is organised?</p> <p>6. How do regular and support staff collaborate in IECE settings?</p> <p>7. Describe the role of support assistants in the ECE setting?</p>	<ul style="list-style-type: none"><li>– for children aged 0–1 year, the ratio is 8 children per teacher;</li><li>– for children aged 1–2, the ratio is between 12 and 14 children per teacher, depending on the region;</li><li>– for children aged 2–3, the ratio is between 16 and 20 children per teacher, depending on the region;</li><li>– for children aged 3–6, the ratio is 25 children per teacher.</li></ul> <p>All the ratios indicate the maximum number of children.</p> <p>5. There is an early childhood intervention team in the area (in Vallecas there are 13 state schools and 3 chartered/private schools). There are specialists who visit the school, including a counsellor, a specialist in therapeutic pedagogy and, in schools with 3–6-year-old children, a speech and language therapist. This team goes to the school once a week or more depending of the number of learners with special educational needs.</p> <p>6. The collaboration of the support staff in IECE settings depends on the number of learners with special educational needs. They carry out a psycho-pedagogic evaluation which they use to decide on the need for support from the specialists who are part of the counselling and support teams.</p> <p>7. The counselling and support teams, through the schools counsellor and with the support of the rest of the teaching staff, will carry out the psycho-pedagogic evaluation and the education report required for adequate education for children with special educational needs or high intellectual capacities, as well as for following their progress and support in their educational process, among other things (Example of the law which rules on specialist attention and educational and career counselling for learners in the region of Castile-La Mancha, Decree 66/2013, of 3 September 2013).</p>



### 3. CURRICULUM

#### Key principles

3.1. A curriculum based on pedagogic goals, values and approaches that enable children to reach their full potential in a holistic way.

3.2. A curriculum that requires staff to collaborate with children, colleagues and parents and to reflect on their own practice.

Guiding questions	Country response
<p><b><i>Legislation and policy</i></b></p> <p>1. Is there a national ECE curriculum for <i>all</i> children?</p> <p>2. Does it include skills and competences to be achieved by children?</p> <p>3. Describe how the curriculum facilitates inclusion?</p> <p>4. Is the use of new technologies included in the curriculum?</p> <p>5. Is the curriculum adaptable to meet the needs of all children?</p> <p>6. How are parents involved in the adaptation of the curriculum to individual children?</p> <p>7. Is there awareness of the impact of labelling on children's participation</p>	<p>1. There is a national curriculum which contains minimal teaching for the second cycle. It establishes the objectives, competences, contents and evaluation criteria which will require 55% of school time in the regions with a co-official language and 65% of school time in those which do not.</p> <p>2. Yes.</p> <p>3. Educational intervention must have the diversity of learners, adapting educational practice to individual characteristics, need, interests and cognitive style of all children as a principle. In addition, one of the objectives present in all teaching at this stage is for respect, help and collaboration with others.</p> <p>In some regions, there are pedagogical guidelines in the law which regulate the ECE curriculum, through which inclusion is provided.</p> <p>4. Yes. One of the modules in the ECE curriculum includes a section called 'Audio-visual Language and ICT'.</p> <p>5. Schools can adopt the appropriate actions aimed at learners who have specific needs for educational support. An example is established in the Catalonian law on teaching in the second cycle of ECE (Decree 181/2008, of 9 September).</p> <p>The educational projects elaborated by schools have to be flexible enough to allow the necessary individual adaptations to be adjusted to the learner's characteristics, learning paths and individuality, so the principle of attention to diversity can be fulfilled.</p>





Guiding questions	Country response
	<p>The school will apply the necessary measures so the learner with special educational needs has the required support to reach their maximum potential and curriculum objectives.</p> <p>Diagnosis of a learner’s difficulties will be especially taken into account as soon as it happens in order to take the necessary measures to continue their learning process.</p> <p>Learners may, exceptionally, stay an extra year in the second cycle of ECE, at the proposal of the cycle teaching team, which will have to be accompanied by a report elaborated by the educational services with family agreement and the principal’s approval. The decision will have to be communicated to the director of the pertinent territorial services.</p> <p>6. Parents decide what type of school their children attend.</p> <p>Parents are informed on the measures the school wants to adopt for the child. They have to agree on the measures.</p> <p>7. –</p>
<p><b><i>Practice at national level</i></b></p> <p>1. Is there assessment of the learning and development of children from age 3 years?</p> <p>2. What arrangements are there for the screening of children’s functioning?</p> <p>3. Is children's engagement and participation in ECE activities monitored?</p>	<p>1. Yes. It must be a global, continuous and formative assessment. It must serve to identify the acquired knowledge and the rhythm and characteristics of the development of each child.</p> <p>2. There are clear guidelines on evaluation in ECE after 3. An example is the law in the region of Madrid (Order 680/2009, of 19 February).</p> <p>Evaluation process criteria:</p> <ul style="list-style-type: none"> <li>– Evaluation of the children’s learning will be the responsibility of the group’s teacher-tutor, who will collect the information provided by other teachers who also work with the group or help particular children;</li> <li>– When a learner attends the second cycle for the first time, the teacher-tutor will collect information</li> </ul>



Guiding questions	Country response
<p>4. How do ECE settings reflect the cultural and linguistic diversity of all children?</p> <p>5. How do staff adapt (prepare and present) the curriculum and the learning activities to make them accessible to all children?</p> <p>6. How are parents involved in this process?</p> <p>7. How are children themselves involved in this process?</p> <p>8. How is ICT used to overcome barriers to participation and learning?</p> <p>9. What provisions are there for meeting children's additional needs?</p> <p>10. How is the environment adapted to the needs of all children?</p>	<p>provided by parents and, where appropriate, the reports that may be important for their school life;</p> <ul style="list-style-type: none"><li>– Decisions on the type of information at this initial point of data collection, as well as the techniques and tools used to collect and record this information, will be taken by the educational team of the cycle following the guidelines established by the head teacher. Such decisions will be reflected in their pedagogic proposal;</li><li>– The didactic programmes will be included in the school's pedagogical proposal. Such programmes will gather the evaluation criteria, which will be the reference point for the continuous assessment.</li></ul> <p>Evaluation sessions:</p> <p>At least three evaluation sessions will be established throughout the year, all without prejudice to others which may be established in the school's pedagogical proposal. The last evaluation session, which will have the value of a final evaluation, will assess the results, taking the continuous assessment as reference.</p> <p>Information for families:</p> <p>After each evaluation session, the teacher-tutor will inform the families in writing about the progress and difficulties detected in the educational and developmental processes of the children. To this end, the information collected in the continuous assessment process will be used according to the models established by the school.</p> <p>At the end of each school year the families will be informed in writing of the assessment of learning acquired in different areas and the support measures taken, where necessary, to allow the children to attain the programmed objectives. The school will keep a copy of the report given to the families.</p> <p>The teacher-tutors will keep a fluid communication with the families concerning the assessment of the children's</p>



Guiding questions	Country response
	<p>learning process. Likewise, the teacher-tutors will offer more specific information at any time during the year when the situation calls for it or the families demand it, and especially when learning difficulties are detected.</p> <p>3. Yes.</p> <p>4. The curriculum establishes that ‘the presence of different personal characteristics, by reason of sex, social or cultural origin, must be used by teachers to attend to diversity, creating an environment in which respect and acceptance of the differences are the objective.’</p> <p>5. There is not a method at national level. Academic freedom is a basic principle in the Spanish education system, so each teacher is free to choose their own way to prepare and present the curriculum and learning activities.</p> <p>6. No specific measures are established for the families’ participation in making the curriculum accessible for everybody, but most regions establish measures for the participation of the families.</p> <p>7. Not all regions take into account learners’ participation in their own learning process, but there are some examples, such as in the Basque Country (Decree 237/2015, of 22 December) where it is established that ‘in order to enable the development of basic competences, an active implication of the learner is required in processes or research, study, experimentation, reflection, application, self-assessment and communication of knowledge.’</p> <p>8. Not all regions include the use of ICT to overcome barriers, but in some, such as the Basque country, there are clear references to it: ‘Children in ECE, besides developing competence in verbal and non-verbal communication, have an increasing access to ICT. They must have the chance to use digital tools normally, even sometimes prioritising them over more traditional ones as is designed to compensate inequalities.’</p>



Guiding questions	Country response
	<p>9. There is no specific regulation for each case, but the education authorities must provide the materials and personal means needed to attend to these learners. The measures for attention to diversity established in Castile-La Mancha in the Decree 66/2013, of 3 September 2013 are an example.</p> <p>Preventive measures of educational support and reinforcement in ECE and primary education:</p> <p>The Department of Education, with competences in education, will regulate the different measures for attention to diversity in organisation and curriculum, which allow schools, in exercising their autonomy, to organise teaching and adjust it to the learners' characteristics.</p> <p>In the ECE and primary stages, emphasis will be placed on the following aspects:</p> <ul style="list-style-type: none"><li>– the prevention of learning problems and the implementation of intervention programmes from the moment difficulties are detected;</li><li>– attention to learners' diversity and individualised attention;</li><li>– use of efficient reinforcement systems which allow, when necessary, curricular repetition, support in mainstream groups and curriculum adaptations;</li><li>– organisational measures, such as flexible grouping and any other the school may deem necessary, useful and efficient.</li></ul> <p>Types of measures:</p> <ul style="list-style-type: none"><li>– learning groups to repeat key areas;</li><li>– flexible grouping which meets the different learners' rhythms, styles, range and depth of learning;</li><li>– educational workshops which allow adjustment of the educational response appropriate to the</li></ul>



Guiding questions	Country response
	<p>interests or needs of the learners;</p> <ul style="list-style-type: none"><li>– groups to study in depth and enrich specific content in one or more areas for the learners who need it;</li><li>– specific groups for immigrant or refugee learners to learn Spanish.</li></ul> <p>10. Each school adapts its environment to the characteristics of its learners.</p>



## 4. EVALUATION AND MONITORING

### Key principles

4.1. Monitoring and evaluating produces information at the relevant local, regional and/or national level to support continuing improvements in the quality of policy and practice.

4.2. Monitoring and evaluation which is in the best interest of the child.

Guiding questions	Country response
<p><b><i>Legislation and policy</i></b></p> <p>1. What standards are in place for ensuring the quality of ECE at national level?</p> <p>2. Describe the arrangements for monitoring and evaluating the quality of ECE provision?</p> <p>3. How is the participation of all children reflected in the national quality standards for ECE?</p> <p>4. How does national policy identify and address inequalities in participation in ECE?</p> <p>5. How does research inform policy and practice in ECE?</p>	<p>1. Schools must fulfil minimum facilities requirements to operate as ECE schools. Due to the organisation of the Spanish education system, each region can establish the standards for quality.</p> <p>2. The Educational Inspection Service is in charge of monitoring and evaluating the quality of educational provision at all levels.</p> <p>3. –</p> <p>4. –</p> <p>5. –</p>
<p><b><i>Practice at national level</i></b></p> <p>1. How do staff monitor and evaluate the participation and</p>	<p>1. They have to follow and adapt the evaluation criteria established by the legislation, but they are autonomous in establishing the processes to do so.</p> <p>2. The way in which families are involved in the evaluation process varies depending on the region. In general,</p>



<b>Guiding questions</b>	<b>Country response</b>
<p>learning of all children?</p> <p>2. How are parents involved in this process?</p> <p>3. How are children themselves involved in this process?</p>	<p>parents are informed of the objectives and evaluation criteria at the beginning of the school year.</p> <p>They receive a report at least three times a year establishing the result of the learning process. Parents may ask for clarifications on the results of continuous assessment and the final evaluation.</p> <p>The decision to keep a child in ECE for an extra year must be agreed on by the parents.</p> <p>3. –</p>



## 5. GOVERNANCE AND FUNDING

### Key principles

5.1. Stakeholders in the ECE system have a clear and shared understanding of their role and responsibilities, and know that they are expected to collaborate with partner organisations.

5.2. Legislation, regulation and/or funding supports progress towards a universal legal entitlement to publicly subsidised or funded ECE, and progress is regularly reported to all stakeholders.

Guiding questions	Country response
<p><b><i>Legislation and policy</i></b></p> <p>1. Under which ministry(ies) / department(s) are ECE provisions regulated and funded?</p> <p>2. How is intersectorial (health, social and education) collaboration promoted among all stakeholders in ECE?</p> <p>3. How is free or affordable provision guaranteed to all children age 3 years and over?</p> <p>4. What additional economic measures are available for children with additional needs and their families to access mainstream ECE?</p> <p>5. How is additional funding allocated?</p>	<p>1. The Ministry of Education establishes the facilities requirements for ECE schools, the general objectives and the subjects (objectives, basic competences, contents and evaluation criteria).</p> <p>Each region’s Education Department develops the national law and adapts it to the region, adding methodological guidelines.</p> <p>In terms of funding, the national government funds education in Ceuta, Melilla and schools abroad. The regional education authorities fund education in their region.</p> <p>2. In some regions, the current legislation establishes preventive actions and early detection. Among them is included collaboration between different administrations.</p> <p>3. By law, ECE for children age 3 years and over is free.</p> <p>4. Apart from general economic help, there is special economic help for families with disabled children. This help depends on the degree of disability of the children. There is economic help to cover school fees, transport, school meals, school residence, books and didactic materials and pedagogical or language therapy.</p> <p>5. There are direct aid, tax deductions and specific aid to families. There are also scholarships for learners.</p>





Guiding questions	Country response
<p data-bbox="150 320 464 398"><b><i>Practice at national level</i></b></p> <p data-bbox="150 427 491 600">1. How far does the standard of ECE provision vary across regions and localities?</p> <p data-bbox="150 629 501 887">2. How effective is collaboration between the ECE and health, social and other relevant agencies for children and families?</p> <p data-bbox="150 916 501 1128">3. What proportion of children (3 years to primary education) make use of additional funding?</p> <p data-bbox="150 1158 437 1330">4. How well does additional funding support inclusive education?</p>	<p data-bbox="552 320 1433 450">1. The standard does not vary very much from one region to another as the ministry establishes the minimum facilities and teaching requirements.</p> <p data-bbox="552 472 612 506">2. –</p> <p data-bbox="552 533 1433 663">3. There is no data regarding specific additional funding for ECE children with special educational needs. In 2013–14, 11.22% of scholarships were granted to ECE learners.</p> <p data-bbox="552 685 612 719">4. –</p>



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## **FURTHER COMMENTS**

Some of the questions have not been answered, as many of the policies work on a regional level and vary from one region to another. As such, it has been impossible to obtain the information.