

SPAIN

Participating institution	Pedagogical coordinator(s)	Written on
University of Murcia	Carmen Soto Pallarés	2023

Number of allophone pupils

Nationwide	<p>Nationwide: in 2021, Spain had a total non-national population of 5,440,148, of which 2,725,152 men and 2,714,996 women.</p> <p>Source: Instituto Nacional de Estadística (INE)</p> <p>https://www.ine.es/jaxi/Datos.htm?path=/t20/e245/p08/l0/&file=02005.px</p> <p>The number of non-national students enrolled in non-university education in 2021-2022 is 882,814. Of these, 211,931 are from the European Union (27), 267,349 from Africa, 9,647 from North America, 183,891 from South America, 88,641 from Asia and 394 from Oceania. The table available from the following link shows a more detailed breakdown by country.</p> <p>Source: Ministerio de Educación y formación profesional – Ministerio de Universidades</p> <p>http://estadisticas.mecd.gob.es/EducaJaxiPx/Datos.htm?path=/no-universitaria/alumnado/matriculado/2021-2022-da/comunidad/extranjeros//l0/&file=extran_04.px&type=pcaxis</p>
At regional level of the participating institution	<p>For the Murcia Region as a whole: in 2021, the Autonomous Community had a total foreign population of 222,324, of which 120,109 men and 102,215 women.</p> <p>Source: Instituto Nacional de Estadística (INE).</p> <p>https://www.ine.es/jaxi/Datos.htm?path=/t20/e245/p08/l0/&file=02005.px</p> <p>For the Region of Murcia as a whole, the percentage of non-national students by origin for the year 2021-2022 was as follows:</p> <ul style="list-style-type: none"> • European Union (27): 8.8 % • Rest of Europe: 5.1 % • Africa: 60.9% • North America: 0.3 % • Central America: 2.9 % • South America: 18.1 % • Asia: 4% • Oceania: 0% <p>Source: Ministerio de Educación y formación profesional – Ministerio de Universidades</p>

	http://estadisticas.mecd.gob.es/EducaJaxiPx/Datos.htm?path=/no-universitaria/alumnado/matriculado/2021-2022-da/comunidad/extranjeros//10/&file=extran_05.px&type=pcaxis
NOTES	The available data concerns the entire non-native population present on national and regional territory.

Schooling arrangements for allophone pupils

Nationwide	<p>Attention to diversity is specified in three types of measures in almost all Autonomous Communities:</p> <ul style="list-style-type: none"> • Ordinary measures of attention to diversity: These measures do not involve any significant modification of the prescriptive elements of the curriculum. Consequently, they do not significantly alter the objectives, content, assessment criteria or assessable learning standards or core competencies. • Educational support and reinforcement. • Targeted measures. These are measures that take diversity into account by modifying the competencies, objectives, content or evaluation criteria of the curriculum. <p>Allophone students are part of the ACNEAE in Spain (students with special educational needs) due to their needs around the language of instruction.</p> <p>Programs:</p> <p>PROA (Reinforcement, Orientation and Support Programs)</p> <p>Objective: to establish collaborative structures for carrying out programs in primary and secondary public schools with pupils at an educational disadvantage linked to their socio-cultural environment.</p> <p>Target groups: Pupils in 5th and 6th year of primary education - Pupils in the first three years of compulsory secondary education.</p> <p>Compensatory teaching:</p> <p>Objective: to develop, in collaboration with the center's teaching staff, the necessary ACIS (Individualized Curricular Adaptation), in line with the agreed support modality.</p>
At regional level of the participating institution	<p>The Murcia Region</p> <p>Transition classes:</p> <p>These serve as an initial space in the regional education system for young people with no knowledge of Spanish. Only three of these were operational, and centers located in municipalities with large immigrant populations have begun requesting more units to be opened. These classes serve not only as a means of language learning, but also as a gateway to social and educational integration.</p>

The terrain has changed over the last three school years: the number of students arriving in classes in the Region of Murcia without any competency in Spanish has risen by 52%, a significant increase for the regional Ministry of Education, which recently created up to 14 new reception classes for the school year of 2021-2022.

These reception classes have three levels according to the language proficiency of the students; the first level being made up of students joining the school for the first time and, consequently, its objective is the acquisition of general oral language skills.

Objective: To establish measures for organizing and monitoring reception classes aimed at acquiring language skills for foreign pupils with no knowledge of Spanish. It will be applicable in publicly-funded schools in the Murcia region that teach primary and/or compulsory secondary education, provided there are a minimum of ten target pupils.

Target group: Foreign pupils with no competency in Spanish, enrolled in the last two cycles of primary education or in compulsory secondary education, are admitted to transition classes.

In order to determine the target pupils and their inclusion in this organizational measure, the following elements are taken into account:

- a) Level of Spanish language proficiency.
- b) Curricular proficiency
- c) Previous schooling

PAI (Program for Integrated Learning in Secondary Education)

The PAI in the Murcia Region is implemented in a total of 15 secondary schools in the community. The number of students in class is reduced in order to heighten student-teacher interface. This also involves reducing the number of subjects, called 'areas' in the PAI. For example, the area of applied sciences includes Biology and Geology, Physics and Chemistry and Mathematics.

Objective: The aim is to promote students into one of the following options:

- Common educational group
- BFP (Basic Vocational Training)
- Professional training

Target group: Pupils in their 2nd year of secondary education, aged 16 or under, who show a certain rejection of schooling, who are at risk of dropping out and who do not meet the conditions for access to BFP.

NOTES

Teacher training / training of other instructors

<p>Pre-service teacher training</p>	<p>Initial training for specialist teachers</p> <p>In Spain, there are a number of different professionals dedicated exclusively to students with different needs.</p> <p>The therapeutic pedagogy teacher (PT) is the special education (also known as MAI) and inclusion support teacher (or MAE) with a specific class.</p> <p>The hearing and language teacher (AL) is a specialist dedicated to promoting and developing the prevention of language issues, improving communicative-linguistic skills and resolving specific language and communication problems in an educational center, contextualizing his or her work with the specific characteristics of each center.</p> <p>PT and AL are specialization disciplines in the fourth year of university training for pre-service primary school teachers.</p> <p>Compensatory teaching</p> <p>According to the Organic Law 2/2006 of May 3, it is the responsibility of the education authorities to ensure preventive and compensatory action, guaranteeing the most favorable conditions for the schooling of all children whose personal or social conditions imply an initial inequality of access to the various stages of education. The schooling of pupils in situations of socio-educational vulnerability will be governed by the principles of participation and inclusion, and will guarantee non-discrimination and non-segregation, as well as effective equality in access to and permanence in the education system. To this end, education authorities will have to adopt the necessary measures to act preventively with students in situations of socio-educational vulnerability, with the aim of fostering their success at school.</p> <p>To this end, the "compensation" teacher's functions are linked to the teaching and monitoring of students' schooling progress:</p> <ul style="list-style-type: none"> • Promote and guide the development, counseling and evaluation of PEC, PCE, in the area of social and cultural diversity and educational compensation needs. • Collaborate in the design and implementation of flexible groupings adapted to the needs of compensating students, and participate in the planning of compensatory actions and the final report. • Develop, in collaboration with the center's teaching staff, the necessary ACIS, in accordance with the agreed support modality. <p>This is not a specialist teacher like the previous two professions, but rather a person designated according to the needs of the center.</p>
<p>In-service teacher training</p>	<p>The CPR (Teacher and Resource Centers) is the Spanish equivalent of the French CANOPE.</p> <p>It is responsible for ensuring the continuity of teacher training according to the needs of the moment. During the CO-VID 19 lockdown, the CPR played a key role in creating in-service training courses with a range of resources to enable the urgent introduction of online teaching. Among other things, it offers training courses to try and find solutions to various classroom problems.</p>

Training of other instructors	Teachers are brought to deepening their training in particular ways (master's degrees, internships abroad, CPR training, etc.).
NOTES	

Needs and proposals

What are the needs that the ALTA project could respond to?	The ALTA project will create a methodology for the inclusion of allophone pupils at all levels, and for ordinary classes in all cycles. At the same time, an attempt should be made to establish observation and assessment grids common to all European countries. What's more, it is desirable for the ALTA project to achieve the widest possible dissemination when it comes to its conclusion.
Proposals for the ALTA project	<p>Create a common methodology for allophone students.</p> <p>Develop a common observation/evaluation grid.</p> <p>Disseminate results.</p>