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Legislative references regarding ECEC NATIONAL LEVEL

2006 LOE (Education Organic Law) This is the current law for early childhood education in Spain. But is not the best law.

- Inequality: leaves regulation of **first cycle in hands of regional governments**, differentiating it from the rest of educational levels (Art. 14.7).
- **Not compulsory to offer first cycle in all early childhood centres** (Art. 15.4) lucrative businesses with no requirements or educational inspection.
- **Ambiguity in definition of staff:** (indirect attention) 'staff with appropriate qualifications to attend this children' (Art. 92.1) . Reduction of the cost: the lower the degree is, the lower the salary and worse the working conditions.
- In many regions the presence of **children with special needs does not decrease ratios.**
- **Overcrowding.**

2013 LOMCE (Organic Law on the Improvement of the Quality of Education)

This law modify some articles of the LOE 2006 (Education Organic Law) but it does not affect to the early childhood education.



Legislative references regarding ECEC REGIONAL LEVEL

For the first cycle, each regional government, following the areas recommended by the Ministry of Education, will decide the educative contents that educative programmes elaborated by the schools should include and the rules that they will have to follow for being a recognized nursery school. (space, professional qualifications, ratios, support staff, etc.)

During the second cycle of Infantil Education the teachers will elaborate an educative programme following these areas:

- Personal, Social and Emotional Development.
- Knowledge and Understanding of the World.
- Communication, Language and Literacy.
- Mathematical Development.
- Physical Development.
- Creative Development.



Orden ECI/3960/2007 de 19 de diciembre.



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Legislative references regarding ECEC

MUNICIPAL LEVEL

In a local level, the local government can open a nursery school with support of the regional government in its town. But when they do it, they are always thinking in the nursery school as a place where the parents can leave the children while they are working.

The most of the schools for children under three years old are private schools.

| NUMBER OF INFANT SCHOOLS IN SPAIN | | |
|-----------------------------------|-------------|--------------|
| | FIRST CYCLE | SECOND CYCLE |
| TOTAL | 9.296 | 14.274 |
| PUBLIC SCHOOLS | 4.310 | 10.625 |
| SEMI PRIVATES SCHOOLS | 1.340 | 3.073 |
| PRIVATES SCHOOLS | 3.646 | 576 |



Different types of services for early childhood education and their organization

Pre-School Services

The ratio for the **first cycle (0 – 3 years)** depends on the age of the children:

- 0 – 1 year / 1 teacher per 8 children
- 1 – 2 years / 1 teacher per 13 children
- 2 – 3 years / 1 teacher per 18 – 20 children (depending on the region).

Now **they should have an educative programme**

The ratio for the **second cycle (3 – 6 years)** is **1 teacher per 25 students** (but they can reach 28 or 30 students). **During the second cycle of Infantil Education the teachers will elaborate an educative programme following areas that we mention before** (Personal, Social and Emotional Development, Communication, Mathematics ...).

Pre-School Education is not mandatory.



Different types of services for early childhood education and their organization

The intersection between education supply and demand

During the **second cycle** of ECEC is not a problem because, like the Education Organic Law says, **all the children have the right to get a place in a public school when they get three years old.** And that place always will be **free.**

But for the **first cycle** of ECEC the government only cover about the **30% - 40%** of the demand. These **places are only free for the parents who can justify a bad economic situation.** And the price increase at the same time that the economic situation of the parents improves.

The other 60% - 70% of the demand is covered by the private schools. The price is **similar** in public or a private schools and **they usually only cover the first cycle** because from the third year on the education is free for all the children.



Different types of services for early childhood education and their organization

Structure of ECEC Services

Usually the nursery schools for the first cycle (0-3) are separated from the schools and the second cycle of ECEC is integrated in the primary schools.

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| | | |
| NUMBER OF CHILDREN PER UNIT (CLASSROOM) | | |
| | FIRST CYCLE | SECOND CYCLE |
| TOTAL | 12.7 | 22.1 |
| PUBLIC SCHOOLS | 12.8 | 21.3 |
| PRIVATES SCHOOLS | 12.6 | 23.9 |



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Structure of ECEC Services

The **admission criteria** are based on:

- Economic situation of the family
- Address
- If the child has brothers or sisters in the school
- If the child has any physical or mental handicap
- If the child has any illness
- If the child belong to a ethnic minority
- Children with special needs
- ...

More than 90% of the children are enrolled in the school when they are 3 years old.



Different types of services for early childhood education and their organization

Structure of ECEC Services

Costs:

The cost of the **first cycle depends on the regional/local government and the economic capacity of the parents**. In the private schools the education is a little bit more expensive but not too much.

The cost of the **second cycle will be always “free”**. Except if the parents choose to enrol their child in a private school, in this case the parents will have to pay the school.



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Educational guidelines

- LOMCE: Ley Orgánica 8/2013, de 9 de diciembre, Organic Law on the Improvement of the Quality of Education
- LOE: Ley Orgánica 2/2006, de 3 de mayo, Education Organic Law
- Orden ECI/3960/2007 de 19 de diciembre

Mission, values and goals

The aim of early childhood education is to **contribute to the physical, emotional, social and intellectual development of a child**. In the second cycle the children start working with mathematics, reading , writing and languages (specially during the last year of the cycle).



Educational guidelines

Theoretical framework and teaching models

Families offer care and affection that children need but their education have some other needs...

- Rich and stimulating environments
- Affection and learn how to control their emotions
- Learn to communicate and share
- Learn to be autonomous
- Learn healthy habits
- Develop their skills

Today we know:

- Children have unlimited skills
- The first years of life are crucial for the future of the person
- The structures of the brain are not predetermined
- Main acquisitions are made in the first 6 years of life
- Interactions of the different environments (house, school, community, town) can favor or inhibit the development of children potentialities

This means a great responsibility for families, schools, governments and society in general.



Educational guidelines

The Role of the parents

According with the Educational Organic Law, for the government the role of the parents during the first cycle of the ECEC is not very important. But it becomes more important during the second cycle (3-6).

The LOMCE 8/2013 recognise the importance of the collaboration of the parents in the education of the children.



Thank you...



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