

DRAFT



Ufficio Scolastico Regionale per la Campania
Direzione Generale

COMENIUS REGIO

"A Care for Every Child"

Project Reference Number: 2012-1-IT2-COM13-38246

*"Tackling the Early school leaving
Italy and Spain
Comparison between two countries"*

QUALITY ASSURANCE ON EFFECTIVE COMMUNICATION

Abstract

The main objective of the project "A care for every child" is that to find early warning signs that may be predictive of early school leavers. One of these signals has been detected in the occasional frequencies with particular reference to primary and lower secondary school (in Spain the ESO level)

It is clear that this research work should be put into the context with respect to the specific realities of the two countries and the policy measures that have been undertaken to address the problem of early school leavers. The rates of ESL in Spain and Italy are the highest among European countries.

This report is part of the process of quality assurance of the project "To care for every child" and aims to ensure effective communication between the project partners.

The report provides a brief summary of the following documents:

- Ø The national reform plans of the two countries for the year 2013 with the indication of the initiatives taken in the field of early school leavers;
- Ø The working document of the European Commission containing recommendations to the Council for the definition of Country Specific Recommendation in response to the National Reform Plans (28 May 2013);
- Ø European Online Education and Training Monitor, 2013, with comparisons between Italy and Spain with reference to the contrast to early school leavers;
- Ø The Document Peer Review on Early School Leaving (Background paper: SPAIN-Submitted: February 2013).

The person responsible for Quality Assurance of the project has attempted a first analysis of the statistical data that have been put online by the Consejería de Educación, Cultura y Deportes of the Autonomous Region of Castile-La Mancha. The results are given in the Appendix to this report.

This document is only a draft which I hope will be useful to open a discussion with the partnership of Castilla-La Mancha, in order to have a better understanding of the reality of our two countries with reference to the contrast to early school leavers.

ITALY

NATIONAL REFORM PROGRAMME –ITALY 2013¹

Section III.1 of the NRP in 2013 is dedicated to the actions in response to the Council recommendations published in July 2012. A specific recommendation (Country-Specific Recommendations CSR) is dedicated to the theme of "Youth unemployment, training and school dropouts."

Recommendation 3. *take further action to address youth unemployment, including by improving the labour-market relevance of education and facilitating transition to work, also through incentives for business start-ups and for hiring employees. Enforce nation-wide recognition of skills and qualifications to promote labour mobility. Take measures to reduce tertiary education dropout rates and fight early school leaving.*

Target No.6 –Early school leavers

Europe 2020 Strategy Objective: reducing Early school leaving rates below 10% by 2020.

The national situation in terms of early school leaving rates is illustrated in the following table:

INDICATOR	CURRENT LEVEL (2012)	2020 OBJECTIVE	MEDIUM TERM
Early school leavers from education	17,6%		17,9 by 2013
	21,7% (Convergence area)	16%	17,3 by 2015

In 2011, the highest qualification achieved by 44 % of the population in the 25-64 age group was a lower-high school diploma, a figure that is quite far from the EU27 average (26,6%%). More recent data on the 2012 average show that young people aged 18-24 experiencing school dropout (Early school leavers-ESL) dropped to 758.000 (29.000 less than 2011); 59,6% of them are male. In the same age group, the incidence of Early school leavers is 17,6% (18,2% in 2011) against EU average of 13,5% (however these data refer 2011). As regard young foreigners, the indicator reached 41,3% (15% for Italians).

At regional level the situation is uneven: Molise is the only region to have met the European target, with the indicator showing 10,0%. The phenomenon of Early school leavers continues to plague mainly in the South, with peaks of 25,5% in Sardinia, 24,8% in Sicily and 21,8% in Campania. Compared to

¹ Downloadable from: Country-specific Recommendations 2013
<http://ec.europa.eu/europe2020/making-it-happen/country-specific-recommendations/>

2011, the Marche, the Autonomous Province of Trento, Liguria and Umbria recorded a significant increase in the indicator values (+3,0, +2,4, +2.2, and 2,1 percentage points respectively). Molise, Latium, Veneto and Lombardy show the strongest decline (- 3,1, -2,7, -2,6, -2.0 percentage points respectively).

Italy ranks fourth from the bottom, immediately after Portugal in the EU27 league table. The gap with the European average is more marked in the male population (21,0% against 15,3%), compared with the female population (15,2% and 11,6% respectively).

Programmes co-funded by Structural Funds help to reduce school dropout rate and, more generally, to improve attendance with 4,4 billion of euro in the current planning cycle, with expenditure at 31 December 2012 equal to 54% of the planned value. Programmes are concentrated in the South implemented by PORs (Regional operative programme) and by the two PONs (National operative programme for school) being implemented in the Convergence regions (Campania, Puglia, Calabria and Sicilia) enacted by the Ministry of Education, University and Research (the total funds earmarked to the Convergence amount to 3,2 billion of euro planned with an expenditure advancement of 52,3%).

COMMISSION STAFF WORKING DOCUMENT²

Assessment of the 2013 national reform programme and stability programme for ITALY Accompanying the document “ *Recommendation for a Council Recommendation on Italy’s 2013 national reform programme and delivering a Council Opinion on Italy’s stability programme for 2012-2017*”

Key Issues

Education: although some steps have been taken to upgrade the educational system, the still high early school leaving rate and low tertiary attainment rate point to a performance of the educational system that lags behind that in other EU countries. There is also evidence of a difficult transition from education to the labour market, including for high-skilled young people.

ECONOMIC DEVELOPMENTS AND CHALLENGES CHALLENGES

Italy’s weak human capital endowment hinders innovation and young graduates face a difficult labour market. Public expenditure on education as a share of GDP in Italy is among the lowest in the EU, notably at tertiary level. With a rate of 17.6% in 2012, Italy performs significantly worse than the EU average in terms of early school leaving, especially in the southern regions, which translates into a lack of basic skills. In addition, Italy registers the lowest tertiary education attainment rate in the EU for the 30-34-year-old age group and adult participation in lifelong learning is below the EU average. This low skill level certainly contributes to the economy’s limited ability to innovate, as reflected in the weak research and innovation intensity of Italian businesses. There is also evidence of a difficult transition from education to the labour market, including for high-skilled young people, which is compounded by the effects of the economic crisis: in 2012, almost one in five young tertiary education graduates were unemployed.

ASSESSMENT OF POLICY AGENDA

Labour market, education and social policies

Education

Some measures have been adopted with a view to improving the quality of the education system, but more ambition is needed. In 2012, the Council Recommendation called on Italy to improve the performance of education and transition to work. Some progress has been made towards addressing this CSR: the measures adopted so far are indeed relevant and

² Downloadable from: Country-specific Recommendations 2013
<http://ec.europa.eu/europe2020/making-it-happen/country-specific-recommendations/>

credible, but their scope remains narrow compared with the size of the challenge.

The early school leaving rate in Italy remains well above the EU average. The early school leaving rate declined further in 2012 – to 17.6%, from 18.2% in 2011 – but remains markedly above the EU average of 12.8% and the Europe 2020 target of 15-16%. With a rate of 44% in 2011, third-country nationals weigh heavily on the overall early school leaving score in Italy. While there is not yet evidence of a comprehensive strategy to address early school leaving, short-term action to tackle this issue could be taken through the Cohesion Action Plan ³ which identifies education as a priority area, as confirmed in the national reform programme. In the medium to long term, improving school quality and outcomes would contribute to reducing early school leaving. The main measure in this area was approved in March 2013 and establishes a national system for the evaluation of school institutions, which will be coordinated by the school evaluation agency (INVALSI) and could prove useful, if endowed with adequate resources.

Enhancing the performance of education crucially depends on the quality of teaching. The teaching profession in Italy follows a single career pathway with salary progression based on seniority only, limited prospects in terms of professional development, no comprehensive assessment of performance and, compared with other countries, low salary levels relative to other graduate jobs.⁴

OVERVIEW TABLE

<p>CSR 3: Take further action to address youth unemployment, including by improving the labour market relevance of education and facilitating transition to work, also through incentives for business start-ups and for hiring employees. Enforce nation-wide recognition of skills and qualifications to promote labour mobility. Take measures to reduce tertiary education dropout rates and fight early school leaving.</p>	<p>Some progress has been made towards addressing this CSR.</p> <p>Some measures have been taken to tackle early school leaving and tertiary education dropout rates and to adapt the supply of high-level skills to labour market needs, yet they are still insufficient. Nation-wide recognition of skills and qualifications has been implemented through the national system for the certification of skills. Several measures have been introduced to favour the creation of innovative start-ups and the recruitment of high-skilled young people but their scope is limited and some of them still lack implementing legislation.</p>
<p>Early school leaving target: 15-16%</p>	<p>The early school leaving rate (the percentage of the population aged 18-24 with at most lower secondary education and not in further education or training) was 18.2% in 2011 and 17.6% in 2012. Some progress has been achieved towards meeting the target.</p>

³ 19 The Cohesion Action Plan was adopted at the end of 2011, with the ambition to improve of improving the use of structural funds through the prioritisation and the redirection of resources towards four key areas (education, employment, railway transport and the digital agenda), later extended notably to childcare and elderly care structures.

⁴ 20 OECD, 'Education at a Glance', 2012.

SPAIN

NATIONAL REFORM PROGRAMME1-KINGDOM OF SPAIN 2013⁵

With respect to measures aimed at improving **educational quality** and **reducing the rate of early school-leaving**, a **reform of compulsory education** will be undertaken in 2013, including new instruments to detect learning problems earlier and apply programmes for improvement, so that students can decide on the training course that is best suited to their profile and improve their academic results (CSR 6.2.11).

Two specific action plans were implemented in 2012 with respect to early school-leaving (CSR 6.2.12 and CSR 6.2.12). One is aimed in a general way at preventing early school-leaving and encouraging people to return to the educational system; the other is aimed at dealing with the educational needs associated with the socio-cultural environment that have an effect on early school-leaving.

In addition, the educational reform will also have an effect on the scope of **vocational training**, with the aim of making this an attractive and effective alternative preparing students for entry into the labour market. Worth highlighting in this respect is the establishment of a new basic vocational training that can be accessed without the need for completing compulsory education, thus guaranteeing a professional diploma to those who abandon compulsory education. Changes will be introduced to higher vocational education diplomas to adapt these studies to the different occupational areas, access to vocational training and lifelong learning will also be improved (CSR 6.2.14, CSR 6.2.15 and CSR 6.2.16). This reform of vocational education will be combined with measures already adopted, or to be adopted in the future, to promote training and apprenticeship contracts and to promote a system of dual vocational training that improves the employability of young people in response to the reality of productive sectors and companies (CSR 5.1.5 and CSR 5.2.9).

Along the same lines of boosting **vocational training** and adapting it to the needs of the different productive sectors and occupational areas, a revision process has been initiated of the vocational education diplomas as well as the professional certificates used to certify vocational training acquired by means other than the vocational education diploma courses, for example through training and apprenticeship contracts (CSR 6.2.17 and CSR 6.2.18).

In the different Autonomous Regions, as the competent administrations in the areas of employment and education, important measures were taken in 2012 and are being taken in 2013 related to this recommendation. Most autonomous regions have implemented specific employment plans for young people, containing incentives for employment and for promoting

⁵ Downloadable from: Country-specific Recommendations 2013
<http://ec.europa.eu/europe2020/making-it-happen/country-specific-recommendations/>

entrepreneurship and self-employment. There has also been an increase in the number of actions aimed at boosting employment **through vocational training**, thus developing dual vocational training experience, creating incentives for training and apprenticeship contracts and work experience, and developing training programmes that lead to the attainment of a professional certificate or that involve a hiring compromise.

In addition, most autonomous regions are carrying out actions aimed at reducing early school-leaving through participation in national programmes and, in some cases, executing their own initiatives. Finally, it is also worth noting the number of autonomous regions that are carrying out measures aimed at training older workers and promoting lifelong learning.

Target 4: Education

A school drop-out rate of under 15%, and 44% of people aged 30 to 34 should have completed tertiary education.

The drop-out rate in Spain doubles that in the EU, at 26.5% in Spain in 2011 versus 13.5% in the European Union in 2011. Furthermore, the situation remained stable over the previous decade. However, over recent years the rate has been falling, from 31.9% in 2008 to 26.5% in 2011. For 2012, the latest data from the Active Population Survey (EPA) for the last quarter of 2012 (offered by the National Institute of Statistics, INE) show a percentage of 24.9%.

However, data on early school-leaving contrast with the percentage of people aged between 30 and 34 who have completed tertiary education, which amounts to 40.6%, above the European target of 40%, and which is still rising towards the national target of 44% by 2020.

Ø In 2012 two specific action plans were implemented to tackle early school-leaving (CSR 6.2.12 and CSR 6.2.13). The former is targeted at preventing early school-leaving and promoting a return to the educational system. The latter plan is aimed at meeting educational needs associated with the social and cultural environment that has an impact on early school-leaving.

Ø A further set of measures is also being adopted to contribute towards the objectives mentioned. These include: a programme such that young unemployed people who abandoned compulsory education may take it up again (CSR 6.2.8); a new form of part-time work for people to combine work and training (CSR 6.2.10); a new training contract to obtain a vocational training diploma or a professional certificate (CSR 5.1.4); enhanced access to vocational training through online possibilities (CSR 6.2.15); a review of the contents of the different diplomas and vocational training certificates to adapt them to new professional realities and needs of the productive sectors (CSR 6.2.17 and 6.2.18); the implementation of a plan to boost lifelong learning (CSR 6.2.16); a policy to improve the efficiency of scholarships (CSR 6.2.20); and a reform of university legislation in order to boost the excellence, competitiveness and the internationalisation of the university system (CSR 6.2.19).

COMMISSION STAFF WORKING DOCUMENT (29.5.2013)⁶

Assessment of the 2013 national reform programme and stability programme for SPAIN-Accompanying the document *“Recommendation for a Council Recommendation on Spain's 2013 national reform programme and delivering a Council Opinion on Spain's 2013 stability programme for 2012-2016”*

Key Issues

The main challenge for Spain is to boost economic growth and employment and correct the excessive macroeconomic imbalances. Continued fiscal consolidation and stronger fiscal institutions are needed to ensure sustainable public finances. Completing financial sector repair and restructuring is paramount to support the real economy. Competitiveness and export capacity need to be further improved, while competition in domestic goods and services sectors is still insufficient. Most crucially, the labour market situation remains critical. Early school leaving and a vocational training system which is insufficiently tailored to market needs remain a problem. Poverty and social exclusion are on the rise.

Labour market: The strength of exports and improvements in competitiveness are not yet supporting job creation. Unemployment is amongst the highest in the EU, while long-term unemployment (44.5% of total unemployment) and youth unemployment (55.7%) are on the rise. Despite the first notable effects of the 2012 labour market reform, there are still very high levels of temporary employment. The implementation of further reforms to help the unemployed back to work has lagged behind. Social problems are growing, with 27% of the population at risk of poverty or social exclusion. Early school leaving (24.9%) and insufficient use of vocational training remain a problem, as 35.2% of unemployed people lack formal qualifications.

A high proportion of unemployed people without formal qualifications (35.2% in Q4-2012) and the insufficient relevance of education and training to the labour market contribute to the high youth unemployment rate. Early school leaving, although decreasing, continues to represent a major challenge, and vocational training remains insufficiently used. The NRP highlights the importance of a swift implementation of the reform of the educational system and improvements in the quality of education and training. Moreover, dual vocational training has been introduced and pilot projects have started in 2012, but other measures to be included in the draft organic law on quality of education have not advanced. Poverty and social exclusion keep increasing, mainly as a result of the labour market situation, high household debt levels and the limited effectiveness of the social protection system to respond to growing needs.

⁶ Downloadable from: Country-specific Recommendations 2013
<http://ec.europa.eu/europe2020/making-it-happen/country-specific-recommendations/>

Labour market, education and social policies

Education and training

Structural weaknesses in the education and training system have contributed to the high youth unemployment rate and are still largely unresolved. These weaknesses include: high early school leaving rates, skills mismatches and insufficient labour market relevance and attractiveness of vocational education and training. To be effective in the long run, improvements in education need to enable access to quality education, to prevent and remedy early school leaving, and to obtain the skills and knowledge needed for effective social and labour market inclusion. Coordination of all levels of government remains key in education and training policies.

Reinforcing the quality and relevance of education and training remains a challenge.

Despite a continued reduction from 31.2 % in 2009 to 24.9 %³⁴ in 2012, early school leaving (ESL) represents a major problem, shows important disparities among regions (ranging from 32.5 % in Andalucía to 12 % in Navarra) and stands far from the target of 15 % by 2020.

Measures put in place in recent years have, to some extent, contributed to a reduction in early school leavers, but a comprehensive, adequately funded strategy is still to be implemented.

There have been national and regional measures in recent years, including the “Plan to fight ESL” (preventive and intervention measures such as analysis, awareness raising, follow up of early school leavers to support their reintegration into the education and training system), a guidance and support programme (the PROA) and an initial professional qualification programme (the PCPI). While funding for the “Plan to fight ESL” (EUR 40 million) and PROA (EUR 60 million)⁷ was maintained in the 2012 national budget, this was not supplemented by co-financing by the Autonomous Communities as in previous years. In addition, the 2013 national budget does not provide funding for measures. Reducing early school leaving is also the main objective of the draft Organic Law for the Improvement of Quality of Education (LOMCE), which aims to increase the percentage of students completing upper secondary education and obtaining initial and intermediate vocational training diplomas by making educational pathways more flexible and making vocational education more attractive (e.g. by introducing a two-year basic vocational training module).

⁷ Vedi Peer Review on Early School Leaving -Background paper: SPAIN –Submitted February 2013. Scaricabile da: http://ec.europa.eu/education/school-education/doc/peer/backes_en.pdf

OVERVIEW TABLE

<p>CSR 6: Review spending priorities and reallocate funds to support access to finance for small and medium-sized enterprises (SMEs), research, innovation and young people. Implement the Youth Action Plan, in particular as regards the quality and labour market relevance of vocational training and education, and reinforce efforts to reduce early school-leaving and increase participation in vocational education and training through prevention, intervention and compensation measures.</p>	<p>Spain has implemented the CSR partially.</p> <p>Following the work of the youth action team, € 286.3 million from the European Social Fund and €1026.9 million from European Regional Development Fund have been reallocated.</p> <p>The Youth Employment and Entrepreneurship Strategy 2013-2016 (in the pipeline) will encompass around 100 short, medium and long-term measures to support education and training, counterbalance youth unemployment and enhance entrepreneurship, with an overall budget of 3.5 billion.</p> <p>Early school leaving (ESL), although decreasing, is still very high (25 % in 2012). Measures to fight ESL have been maintained in 2012 in cooperation with the Autonomous Communities, but funding is no longer provided in the 2013 budget. The main objective of the draft Organic Law for the Improvement of Quality in Education (LOMCE) is also fight against ESL.</p> <p>The 2012 labour market reform significantly amended the contract for training and apprenticeship, and foundations were laid to launch a dual vocational training system (Royal Decree 1529/2012 of November 2012).</p> <p>The 2013 NRP does not provide for the reallocation of public spending to research and innovation, where no progress has been made since 2009.</p>
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Early school leaving target: 15 %

Early leavers from education and training (percentage of the population aged 18-24 with at most lower secondary education and not in further education or training): 28.4 % in 2010, 26.5 % in 2011 and 24.9 % in 2012. The decreasing trend since 2009 is also due to the effect of the economic crisis.

Education and Training Monitor 2013⁸

The comparisons between Italy and Spain can be downloaded from the portal of the European Online Education and Training Monitor 2013

⁸ Downloadable from: http://ec.europa.eu/education/lifelong-learning-policy/progress_en.htm

ITALY

1. Key indicators and benchmarks

Europe 2020 headline targets	Italy		EU average		Europe 2020 target / Benchmark
	2009	2012	2009	2012	
1. Early leavers from education and training (age 18-24)	19.2%	17.6%	14.2% EU28	12.7% EU28	EU target: 10% National target: 15-16%
2. Tertiary educational attainment (age 30-34)	19.0%	21.7%	32.1% EU28	35.7% EU28	EU target: 40% National target: 26-27%

Other ET 2020 Indicators

a. General government expenditure on education (% of GDP)	4.6%	4.2% ¹¹	5.5%	5.3% ¹¹
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Main challenges

Italy's weak human capital endowment hinders innovation and young people face a difficult labour market. Public expenditure on education as a share of GDP is among the lowest in the EU, notably at tertiary level. Italy performs significantly worse than the EU average in terms of early school leaving and registers the lowest tertiary attainment rate in the EU for the 30-34 year-old age group. Moreover, adult participation in lifelong learning is below the EU average. There is also evidence of a difficult transition from education to the labour market, including for high-skilled young people. Although some measures have been adopted with a view to improving the quality of the education system, more ambition is needed in some policy areas. Consequently, the 2013 European Semester country-specific recommendation (CSR) on education focused on four topics: stepping up efforts to prevent early school leaving, improving school quality and outcomes (also by reforming teachers' professional and career development), strengthening vocational education and training and improving career and counselling services for tertiary students.

Tackling early school leaving and raising the bar in school education

Although on a moderately declining trend, the early school leaving rate in Italy remains markedly above the EU average (17.6% as against EU average of 12.7% in 2012) and the national target 2020 of 15-16% (EU Average 10%). With a rate of 39.1% in 2012, foreign-born people weigh heavily on the overall national rate. The analysis of sub-indicators shows that the family educational background is particularly unfavourable. Italy performs above the EU benchmark on participation in early childhood education, which is relevant for prevention of early school leaving.

While there is not yet evidence of a comprehensive strategy against early school leaving⁹, the Cohesion Action Plan¹⁰ has a strong focus on education and in the short term it should be an important tool to fight against early school leaving in Southern regions, where the problem is more severe. The 2013 CSR on education recommended that Italy step up efforts to reduce early school leaving.

In a medium- to long-term perspective, improving school quality and outcomes may help reduce early school leaving. The main measure in this area was approved in March 2013 and establishes a National System for the Evaluation of school institutions, which will be coordinated by the school evaluation agency (INVALSI). In this new system, each school will present its self-evaluation report in accordance with a common framework and using the quantitative data on pupils' performance provided by INVALSI; schools can also be subject to visits by external evaluators. Subsequently each school will prepare a plan for improvement in cooperation with local stakeholders and finally will have to publish a report on results achieved. This new system could prove very useful, if endowed with adequate resources.

School quality and outcomes also matter for future employability of young people. Evidence shows that they strongly depend on the role of teachers¹¹. However, at present the teaching profession in Italy follows a single career pathway with salary progression based on seniority only, limited prospects in terms of professional development¹², no comprehensive assessment of performance and, compared with other countries, low salary levels relative to other workers with tertiary education¹³. Hence the 2013 CSR on education also asks for reforming teachers' professional and career development.

⁹ In line with Council recommendation of 28 June 2011 on policies to reduce early school leaving (2011/C 191/01).

¹⁰ The Cohesion Action Plan was adopted at the end of 2011, with the aim to improve the use of structural funds through the prioritisation and the redirection of resources towards some key areas, including education.

¹¹ See European Commission (2012), Supporting the Teaching Professions for Better Learning Outcomes, SWD(2012) 374.

¹² For instance, according to the 2008 OECD TALIS survey of teachers in lower secondary education, 56% of Italian teachers wanted more professional development.

¹³ While in Italy the annual number of teaching hours is in line with the EU average at primary and upper secondary level and slightly below at lower secondary level, the ratio of teachers' salaries to earnings for workers with tertiary education is significantly lower. It ranges from 58% for primary teachers to 65% for upper secondary ones, compared with an EU average ranging from 80% to 89%. See OECD (2013), Education at a Glance 2013.

Spain

1. Key indicators and benchmarks

<i>Europe 2020 headline targets</i>	Spain		EU average		Europe 2020 target / Benchmark
	2009	2012	2009	2012	
1. Early leavers from education and training (age 18-24)	31.2%	24.9%	14.2% ^{EU28}	12.7% ^{EU28}	EU target: 10% National target: 15%
2. Tertiary educational attainment (age 30-34)	39.4%	40.1%	32.1% ^{EU28}	35.7% ^{EU28}	EU target: 40% National target: 44%

Other ET 2020 Indicators

a. General government expenditure on education (% of GDP)	5.1%	4.7% ¹¹	5.5%	5.3% ¹¹
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Main challenges

The major challenges in the Spanish education system are the transition from education and training to the labour market, a persistently high rate of early school leavers with big regional disparities, and skills mismatches, including in higher education. Those challenges are aggravated by the economic situation in Spain demanding significant fiscal consolidation efforts, with budgetary cuts in education since 2011 at national and regional level. Early school leaving and vocational education and training (VET) have been at the core of the European Semester country-specific recommendations (CSRs) since 2011. Progress has been made in both fields. Nevertheless, they still remain a major cause of concern and thus are also addressed in 2013 CSRs, which recommend that Spain continue with efforts to increase the labour market relevance of education and training, to reduce early school leaving and to enhance life-long learning, namely by expanding application of dual vocational training beyond the current pilot phase and by introducing a comprehensive monitoring system of pupils' performance by the end of 2013.

Tackling early school leaving and raising the bar in school education

Despite a reduction from 31.2% in 2009 to 24.9% in 2012, the early school leaving (ESL) rate is far above the EU average (12.7%), with big regional disparities (from 11,5% in País Vasco to 32,2% in Extremadura). It is also far from the national target of 15% by 2020. Measures to fight ESL were put in place at national and regional level in recent years, including the 'Plan to fight ESL' (preventive and intervention measures such as analysis, awareness raising, follow up of early school leavers to support their reintegration into the

education and training system), PROA (guidance and support programme) and PCPI (initial professional qualification programme). The ministry of education is currently carrying out an evaluation of these measures. The national programmes referred to above are not funded by the regions anymore since 2012, and also not included in the 2013 national budget.

Given the financial difficulties, the Government's efforts concentrate on normative measures; the reduction of ESL is the first main objective stated in the draft Organic Law for the Improvement of the Quality of Education (LOMCE), approved by the Government on 17 May 2013 and currently undergoing the legislative procedure in the Spanish Parliament. Amongst a series of measures, LOMCE in particular offers flexibility in pathways and aims to increase the percentage of students completing upper secondary education and obtaining initial vocational training diplomas.

Regarding participation rate in Early Childhood Education and Care (ECEC), Spain reached 100% in 2011. Finally, Spain is now elaborating a Non-University Teaching Staff Statute to regulate the teaching profession, including access to the teaching profession within public service, provision of teaching position, teachers' rights and obligations.

Peer Review on Early School Leaving¹⁴

Background paper: SPAIN-Submitted: February 2013

There have been obstacles for designing and developing a comprehensive approach to ESL:

- Education is a shared responsibility between the Ministry of Education and the Autonomous Communities. To agree on a common strategy takes time and organisational efforts. The Spanish Education Conference is the body that enables inter-governmental coordination, where the Minister and the regional Educational Authorities are present. However, even when there is a national framework such as the Plan to tackle ESL, there are differences amongst the Autonomous Communities' actions and policies, as well as amongst their socio-economic realities.

- In Spain it was not anticipated that the economic growth (and availability of vast numbers of jobs in construction and tourism) would be such a major consequential factor contributing to high levels of ESL. The economic crisis and the significant numbers of young unemployed have shown failings in the Spanish economic system. New measures have since been taken to increase the flexibility of the education system and enable early school leavers to return to the system, as well as introducing mechanisms to recognise the competences young people acquired through their work experience.

- The lack of flexibility of the Spanish education system to allow students to pursue further studies if they had not successfully completed secondary education. Now there is greater flexibility, especially since the implementation of the Initial Professional Qualification Programmes and the dual vocational education system.

In terms of public funding, since 2007 there has been a specific item for the reduction of ESL in the budget of the Ministry of Education. This budget supports programmes developed by the Autonomous Communities under the framework of the Programme to Reduce Early School Leaving.

¹⁴ Downloadable on: http://ec.europa.eu/education/school-education/doc/peer/backes_en.pdf

Figure 1: Budget destined to the Programme to Reduce Early School Leaving

	Ministry of Education, Culture and Sport	Autonomous Communities	Total
2007	11.200.000	16.800.000	28.000.000
2008	20.000.000	30.000.000	50.000.000
2009	37.200.000	55.800.000	93.000.000
2010	48.600.000	72.900.000	121.500.000
2011	44.800.000	0	44.800.000
2012	40.800.000	0	40.800.000
TOTAL	202.600.000	175.500.000	378.100.000

As shown in Figure 1, it can be observed that from 2007 to 2010 the Ministry of Education funded 40 % of actions to reduce ESL. In 2011, the Ministry of Education funded 100 % of the actions. Since 2010, the budget has decreased dramatically, which can have negative consequences for the reduction of ESL. Without resources it seems difficult to continue developing existing and new actions to reduce ESL in Spain.

Reinforcement, Guidance and Support Plan (PROA) policy measure

The main policy measure to reduce/address ESL is the PROA Plan (Reinforcement, Guidance and Support Plan).

The PROA Plan for schools is a joint project between the Ministry of Education and the Autonomous Communities. It aims to improve students' academic performance during compulsory education. It has been running since the academic year 2005-2006. In the academic year 2011-2012, 4, 234 schools participated in the Programme. Currently all Autonomous Communities are involved. Participation by schools and students is voluntary and depends on the signature of an agreement between the school and the Autonomous Community where it is based³¹. PROA can be considered both as a preventive and intervention measure. It is preventive because it aims to address additional educational needs associated with the students' socio-cultural environment by a set of programmes to support schools. It has an intervention nature because it also provides guidance and support to students with difficulties in the last two years of primary education and the first three years of secondary education. Pupils are supported by young mentors or teachers. The intention is to improve their academic results and therefore contribute to their social integration.

The PROA Plan is composed by two types of programmes:

- School mentoring Programme for primary education and secondary education. Support is provided to pupils with difficulties outside of regular school hours from young mentors and/or members of the teaching staff. They are organised in small groups. The objective is to improve students' academic performance, their social integration and therefore, facilitate their continuity in the educational system. During the academic year 2011-2012, 2, 369 primary schools and 1, 096 secondary schools participated.

- Support and Reinforcement Programme for secondary education. This programme aims to improve quality and equity in secondary schools with a high number of students socially and educationally disadvantaged, living in challenging environments. The programme provides resources to schools in order to help them improve their situation. It establishes three areas of action: school organisation and students' attention, cooperation with families and environment (defined as academic mentorship, extra curricula activities, prevention of school absenteeism). Schools specify their needs and their priority areas of action. The most implemented actions have been in relation to academic reinforcement and collaboration with families³³. During the academic year 2011-2012, the plan was implemented in 727 secondary schools³⁴. For instance, in Madrid, there are specific programmes to help young immigrants learn Spanish; there are intercultural mediation programmes in Aragon and Cantabria. There have also been a higher number of social educators in areas with socio-cultural problems to work directly with families and reduce students' absenteeism.

For its correct implementation and positive results, the collaboration and coordination between local, regional and national governments on the one hand, and between teachers, school counsellors, families and social educational mediators on the other, is fundamental. There is a need for a cross-sector, multi-disciplinary approach.

The Ministry of Education has been setting the design of the programme and has provided funding since 2005, when it was first implemented. The educational authorities of the Autonomous Communities have co-financed 50 % of the programme (until 2010) and are responsible for the selection of schools. They support, monitor and assist these schools in the evaluation designed for this purpose which is held every year. In turn, the schools participating in the programme analyse their needs and are committed to its integration into the school management procedures. Figure 2 shows the budget destined to PROA, which has been reduced since 2010:

Figure 2: Budget destined to the Reinforcement, Guidance and Support Plan (PROA)

	Ministry of Education, Culture and Sport	Autonomous Communities	Total
2005	4.251.000	4.251.000	8.502.000
2006	14.509.367	14.509.367	29.018.734
2007	28.901.114	28.901.114	57.802.228
2008	45.348.484	45.348.484	90.696.968
2009	49.316.298	49.316.298	98.632.596
2010	49.650.000	49.650.000	99.300.000
2011	56.842.129	0	56.842.129
2012	60.000.000	0	60.000.000
TOTAL	308.818.392	191.976.263	500.794.655

Evaluations have been carried out from the academic year 2005-2006 to continuously improve and adjust the programme. The latest evaluation corresponds to the academic year 2010-2011, when 70, 000 participants from centres throughout the country were evaluated. The evaluation focuses on the opinions of school staff, students and their families, concentrating on their perceptions about the benefits, strengths and weaknesses of the programme.

Evaluations have shown that the programme has achieved a high degree of planning and those involved have shown a high degree of satisfaction, as well as improvement in their academic performance. In terms of how students perceive improvements in their own academic performance, 70 % of participating learners in primary education and 93 % in secondary education were satisfied with their own improvement. In the academic year 2010-2011, 89.8 % of the students in primary education, and 64.7 % in secondary education involved in the 'school mentoring programme' passed their school year, and 80.1% of the students participating in the support and reinforcement programme also passed their school year¹⁵.

The financial cuts that can be observed since 2010 may have negative consequences in the existing and further development of the programme in more schools and targeting more students. Future evaluations will show if this budget reduction has a negative impact on the results of the programme and on ESL rates in general.

Conclusions

Spain is the second country in the EU with highest rates of ESL (26.5 %). There are many causes that explain this high rate, ranging from education policies, the education system itself, to more contextual, individual

¹⁵ Manzanares Moya, A. y Ulla Díez, S. (2012) La evaluación estatal del plan de refuerzo, orientación y apoyo (PROA). Análisis tras seis años de evaluación continuada, *Revista de Educación*. Madrid, Ministerio de Educación, Cultura y Deporte, número extraordinario 2012, pp. 89-116.

and socio-economic factors. The economic crisis has been key in recognising the need to tackle ESL. The establishment of the Plan to Reduce Early School Leaving in 2008 showed the commitment of the Spanish government towards the reduction of ESL and since then direct policies to tackle ESL have been implemented. In Spain there are preventive, intervention and compensatory measures, but intervention seems to be the most important approach and compensation the least. Although there are many actions in place to reduce ESL through a range of preventive, intervention and compensatory measures, there is not a comprehensive strategy in place to tackle ESL.

Positive points in Spain to report are the strong commitment to tackle ESL shown by all governments since 2008, collaboration between central and regional governments, funding different measures and allowing schools to be autonomous and state their needs.

The draft of the new Organic Law for Education Quality Improvement (LOMCE) emphasises the implementation of a more flexible education system, where students can choose between VET and the Baccalaureate in the last year of compulsory education. It foresees the modernisation of VET in line with the needs of the labour market. It also gives more autonomy to schools and reduces the potential of grade repetition, which has been considered by experts as costly and ineffective¹⁶. Political changes quite often affect the Education Laws in Spain. In order to achieve better results, consistent and long-term measures would be desirable. The economic crisis is increasing inequalities and there have been significant funding cuts in education. A number of changes have been introduced that may limit efforts underway to reduce ESL. For example, the Royal Decree of 14/2012 of urgent measures to rationalise public spending in education¹⁷ describes efficiency measure to increase of the number of students per class (up to 20 %). It also sets out plans to raise the number of teaching hours per teacher and stop the substitution of a teacher that is on sick leave during the first 10 working days of their absence. These measures can have negative consequences both for students and teacher performance, as well as limiting the potential for personalised learning due to the higher number of students per class.

¹⁶ OCDE (2012) Equity and Quality in Education: Supporting Disadvantaged Students and Schools. Spotlight report: Spain <http://www.oecd.org/education/preschoolandschool/49603597.pdf> [Accessed on 12 February 2013].

¹⁷ Royal Decree of 14/2012, of 20th April, of urgent measures to rationalise public spending in education <http://www.boe.es/boe/dias/2012/04/21/pdfs/BOE-A-2012-5337.pdf> [Accessed on 11 February 2013].

APPENDIX

Using the fichas of Educational Statistics, put online by the Consejería de Educación, Cultura y Deportes della Castilla-La Mancha¹⁸, we have been drawn up the following data:

- Ø Alumnado repetidor por enseñanza y titularidad. Régimen General. 2013-2007 (aggregation per school year and educational center, with reference to primary education, compulsory secondary education and Bachillerato). See Table 1 and Chart 1-2-3-4
- Ø Alumnado que promociona o titula, por tipo de enseñanza, titularidad y su distribución porcentual. Régimen General.2007-2012 (aggregation per school year, per educational center and per men and women, with reference to the Primary School, and ESO). See Table 2 and charts from 5 to 10. The Charts 9 and 10 are related to Albacete.
- Ø Centros de Régimen General por titularidad y provincia, Alumnado matriculado por tipo de centro, sexo y provincia. Régimen General, Alumnado matriculado por sexo y titularidad. See Table 3
- Ø Alumnado matriculado por provincia, titularidad y sexo. Régimen General, Alumnado matriculado por titularidad y municipio. Régimen General e Centros de Régimen General por titularidad y provincia. Provincia di Albaccete. See Table 4
- Ø Alumnado Extraniero que promociona o titula, por tipo de enseñanza, titularidad y su distribución porcentual. Régimen General 2007-2012, ALBACETE Alumnado Extraniero que promociona o titula, por tipo de enseñanza, titularidad y su distribución porcentual. Régimen General.(aggregation per school year, per educational centres and per men and women, with reference to the Primary School, and ESO). See Table 5 -6 and Charts from 11 to 14

¹⁸ Dwonlodable from: <http://www.educa.jccm.es/es/consejeria-educacion/estadistica-educativa>

A first analysis of these data seem to confirm some of the conclusions contained in the Peer Review on Early School Leaving and in particular the obstacles for designing and Developing a comprehensive approach to ESL:

- *The Spanish Education Conference is the body that enables inter-governmental coordination, where the Minister and the regional Educational Authorities are present. However, even when there is a national framework such as the Plan to tackle ESL, there are differences amongst the Autonomous Communities' actions and policies, as well as amongst their socio-economic realities.*

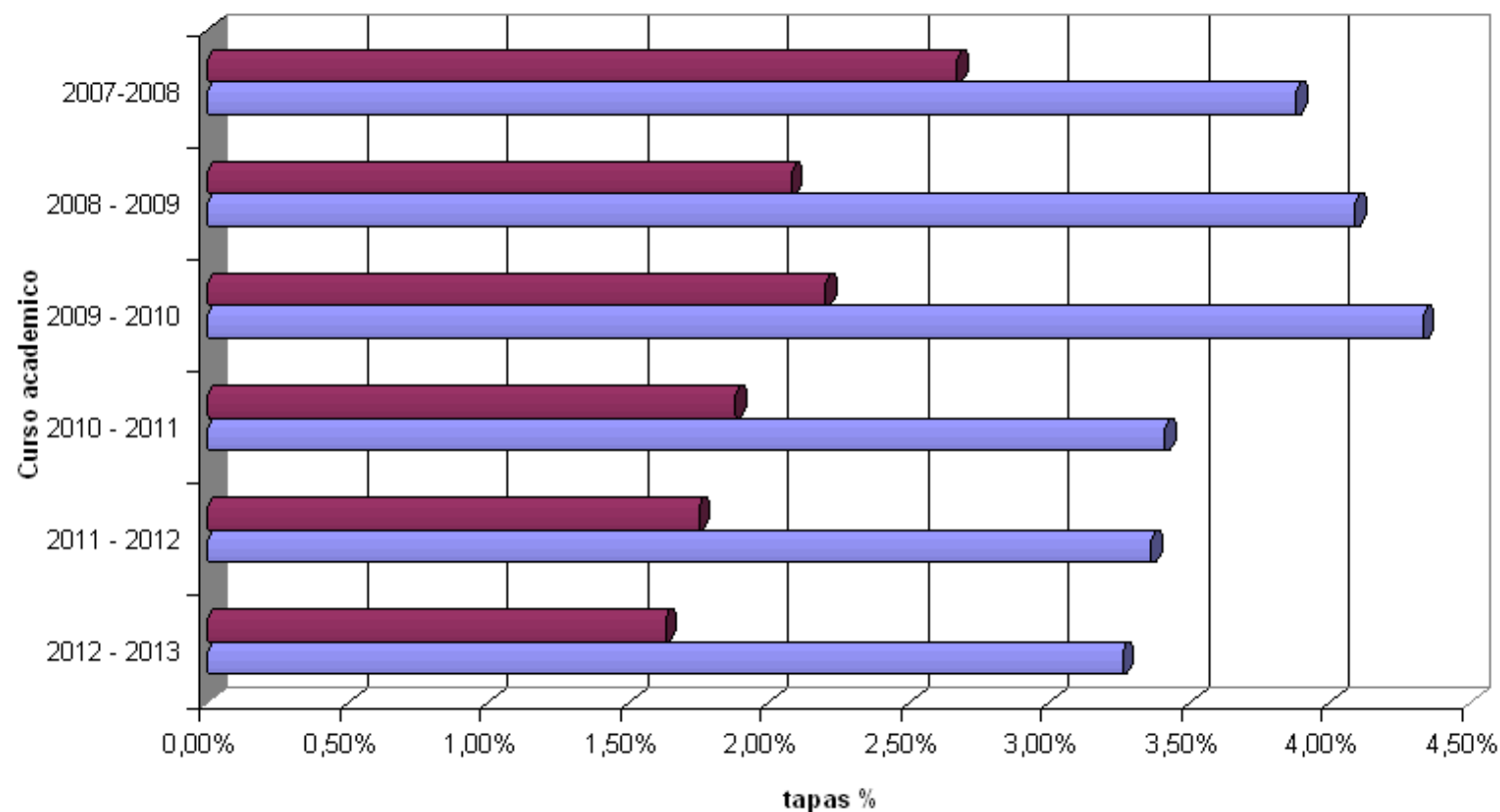
- *The economic crisis and the significant numbers of young unemployed have shown failings in the Spanish economic system. New measures have since been taken to increase the flexibility of the education system and enable early school leavers to return to the system, as well as introducing mechanisms to recognise the competences young people acquired through their work experience.*

- *The lack of flexibility of the Spanish education system to allow students to pursue further studies if they had not successfully completed secondary education. Now there is greater flexibility, especially since the implementation of the Initial Professional Qualification Programmes and the dual vocational education system.*

Table 1

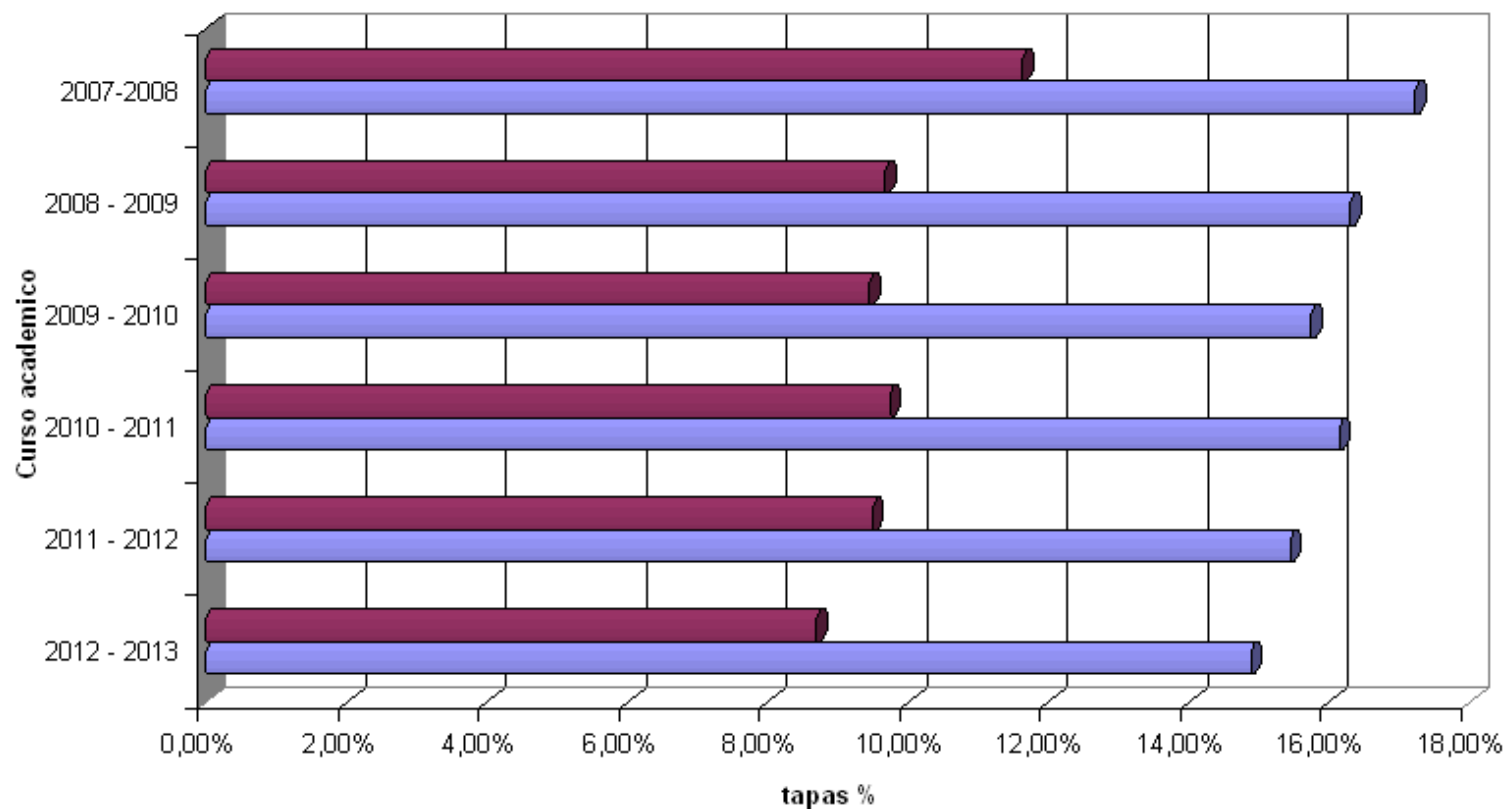
Alumnado repetidor por enseñanza y titularidad. Régimen General. 2013-2007												
	2012 - 2013		2011 - 2012		2010 - 2011		2009 - 2010		2008 - 2009		2007-2008	
	Tasa %		Tasa %		Tasa %		Tasa %		Tasa %		Tasa %	
Etapa Educativa	Centros Públicos	Centros Privados	Centros Públicos	Centros Privados	Centros Públicos	Centros Privados	Centros Públicos	Centros Privados	Centros Públicos	Centros Privados	Centros Públicos	Centros Privados
Educación Primaria	3,26%	1,63%	3,36%	1,75%	3,41%	1,88%	4,33%	2,20%	4,09%	2,08%	3,88%	2,67%
E.S.O.	14,88%	8,70%	15,44%	9,49%	16,14%	9,74%	15,74%	9,44%	16,29%	9,67%	17,22%	11,63%
Bachillerato	14,45%	5,79%	15,05%	7,27%	13,80%	4,95%	14,64%	10,93%	13,20%	7,49%	13,97%	10,30%
CFGM	14,24%	11,50%	12,72%	12,47%	13,55%	10,43%	13,63%	21,63%	13,89%	13,83%	13,19%	19,84%
CFGS	13,49%	18,18%	10,98%	5,94%	10,11%	6,73%	10,68%	15,47%	11,83%	3,25%	10,51%	16,22%
Educación Primaria		ESO		Bachillerato								
	Centros Públicos	Centros Privados	Centros Públicos	Centros Privados	Centros Públicos	Centros Privados						
2012 - 2013	3,26%	1,63%	14,88%	8,70%	14,45%	5,79%						
2011 - 2012	3,36%	1,75%	15,44%	9,49%	15,05%	7,27%						
2010 - 2011	3,41%	1,88%	16,14%	9,74%	13,80%	4,95%						
2009 - 2010	4,33%	2,20%	15,74%	9,44%	14,64%	10,93%						
2008 - 2009	4,09%	2,08%	16,29%	9,67%	13,20%	7,49%						
2007-2008	3,88%	2,67%	17,22%	11,63%	13,97%	10,30%						

Educación Primaria
Alumnado repetidor. Régimen General. Curso Académico 2007_2013. Tapas %



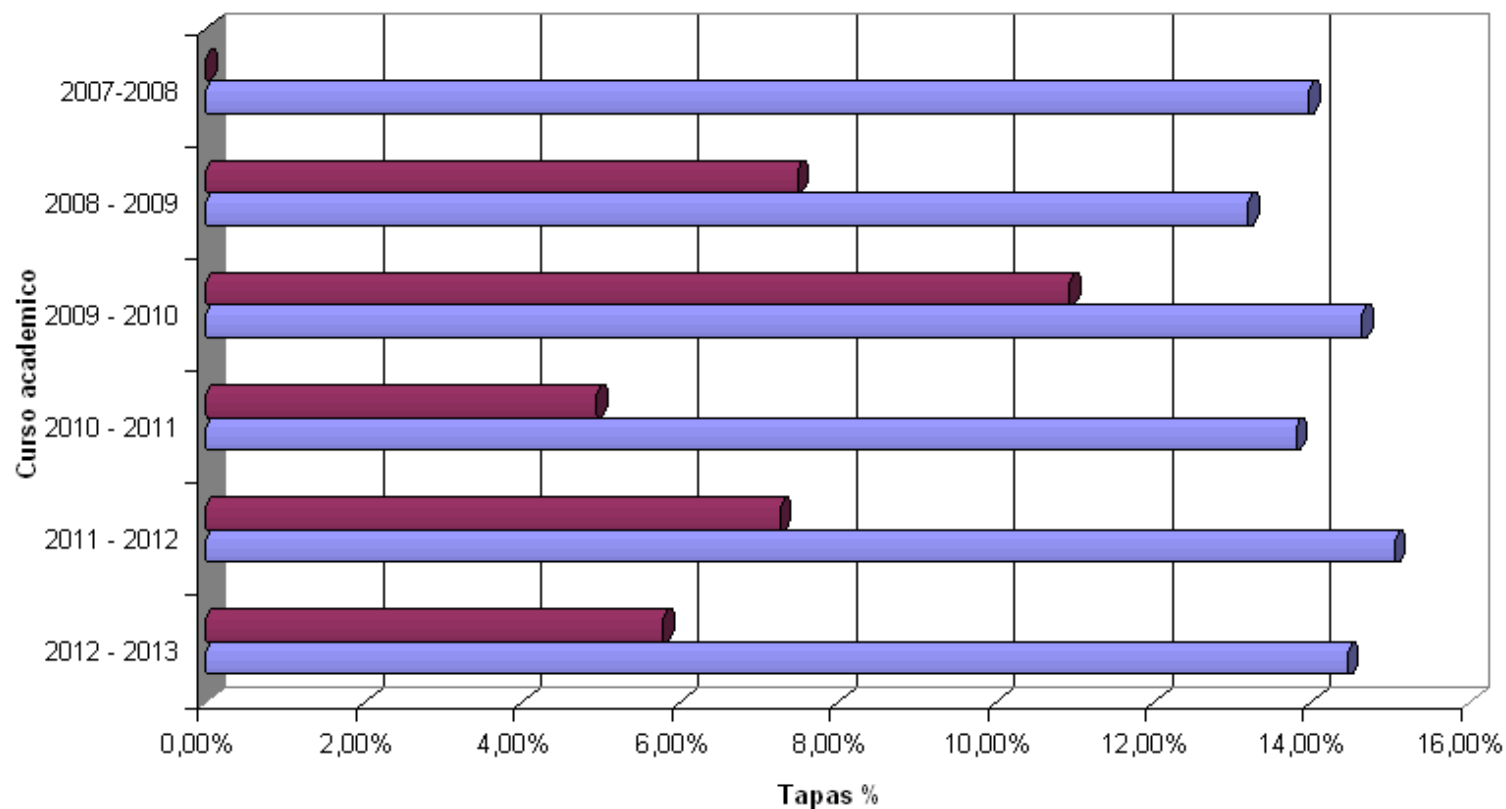
	2012 - 2013	2011 - 2012	2010 - 2011	2009 - 2010	2008 - 2009	2007-2008
Centros Privados	1,63%	1,75%	1,88%	2,20%	2,08%	2,67%
Centros Públicos	3,26%	3,36%	3,41%	4,33%	4,09%	3,88%

Educación Secundaria Obligatoria (ESO).
Alumnado repetidor. Régimen General. Curso Académico 2007_2013. Tapas %



	2012 - 2013	2011 - 2012	2010 - 2011	2009 - 2010	2008 - 2009	2007-2008
■ Centros Privados	8,70%	9,49%	9,74%	9,44%	9,67%	11,63%
■ Centros Públicos	14,88%	15,44%	16,14%	15,74%	16,29%	17,22%

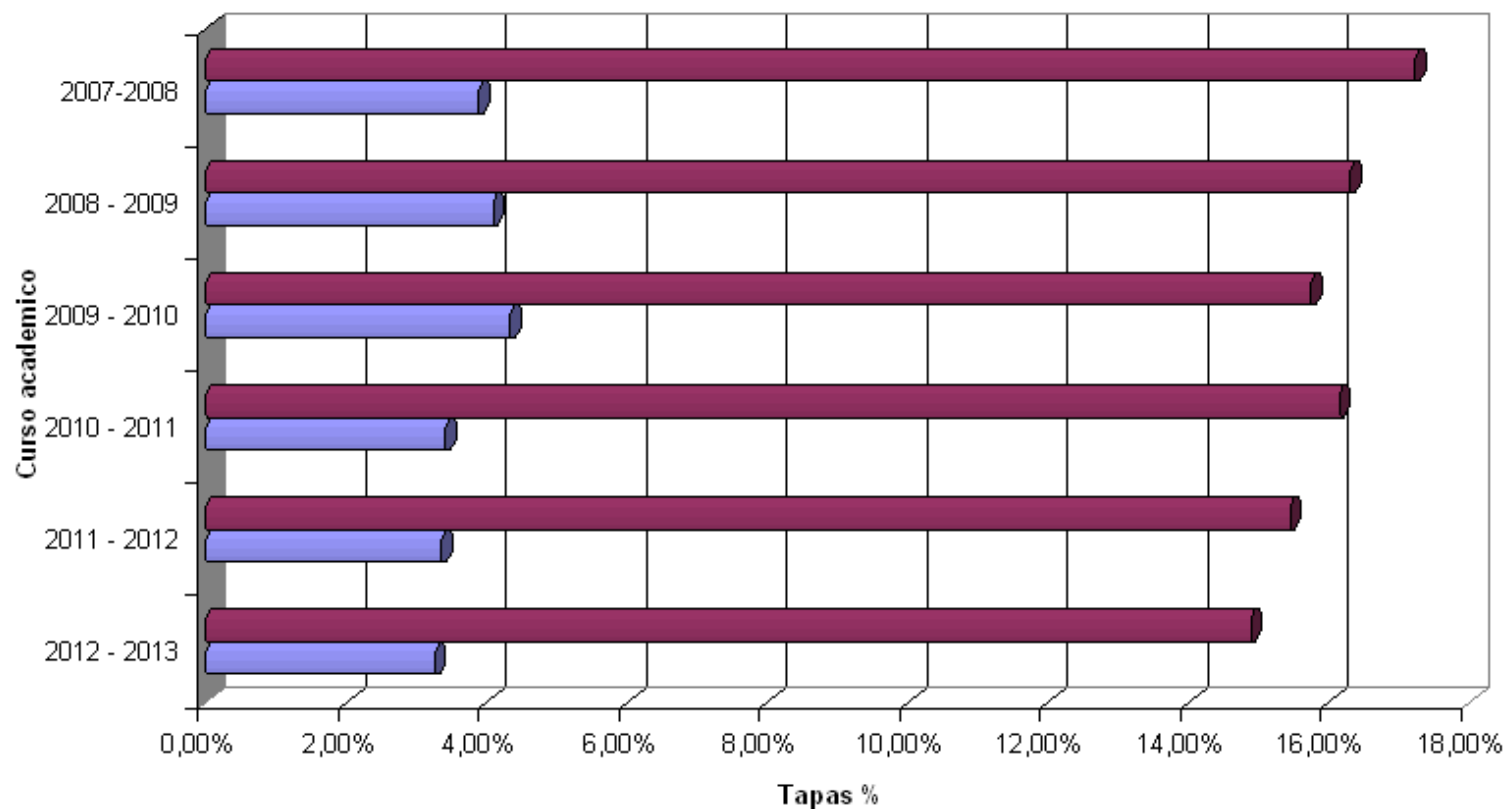
Bachillerato.
Alumnado repetidor. Régimen General. Curso Académico 2007_2013. Tapas %



	2012 - 2013	2011 - 2012	2010 - 2011	2009 - 2010	2008 - 2009	2007-2008
Centros Privados	5,79%	7,27%	4,95%	10,93%	7,49%	0,00%
Centros Públicos	14,45%	15,05%	13,80%	14,64%	13,20%	13,97%

Chart 4

Educacion primaria - Educacion secundaria obligatoria
Alumnado repetidor. Régimen General. Curso Académico 2007_2013. Tapas %

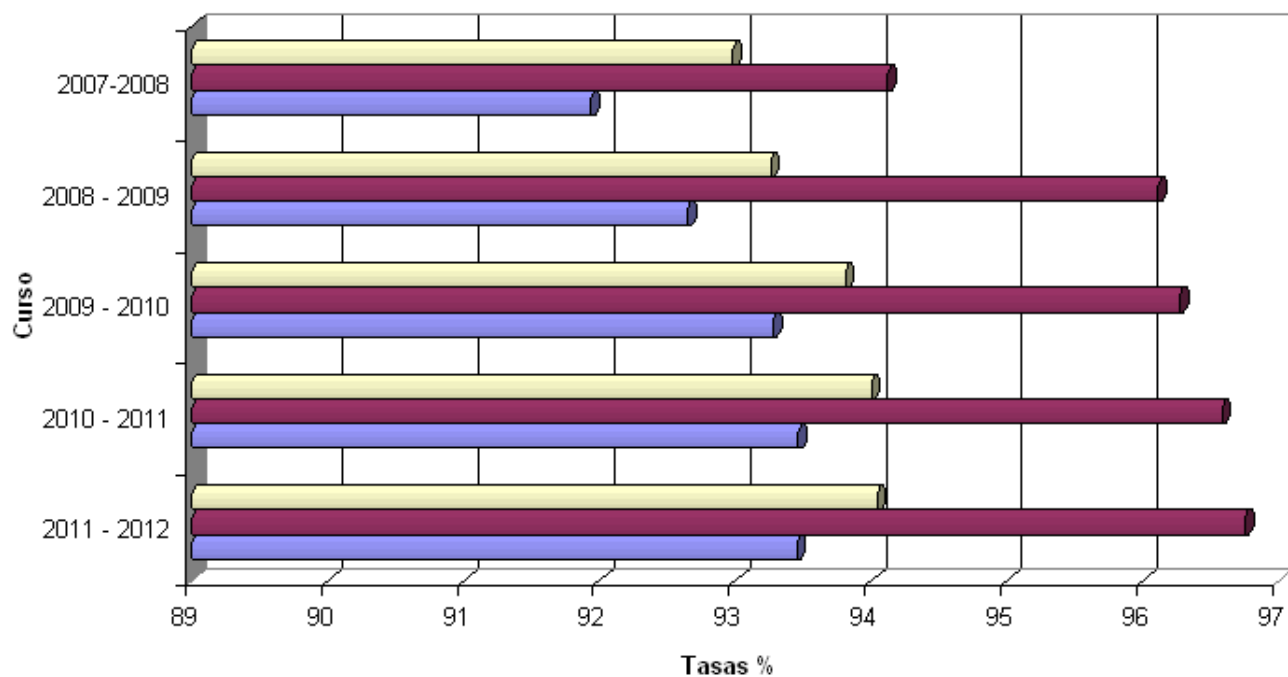


	2012 - 2013	2011 - 2012	2010 - 2011	2009 - 2010	2008 - 2009	2007-2008
■ Educacion primaria	14,88%	15,44%	16,14%	15,74%	16,29%	17,22%
■ ESO	3,26%	3,36%	3,41%	4,33%	4,09%	3,88%

Table 2

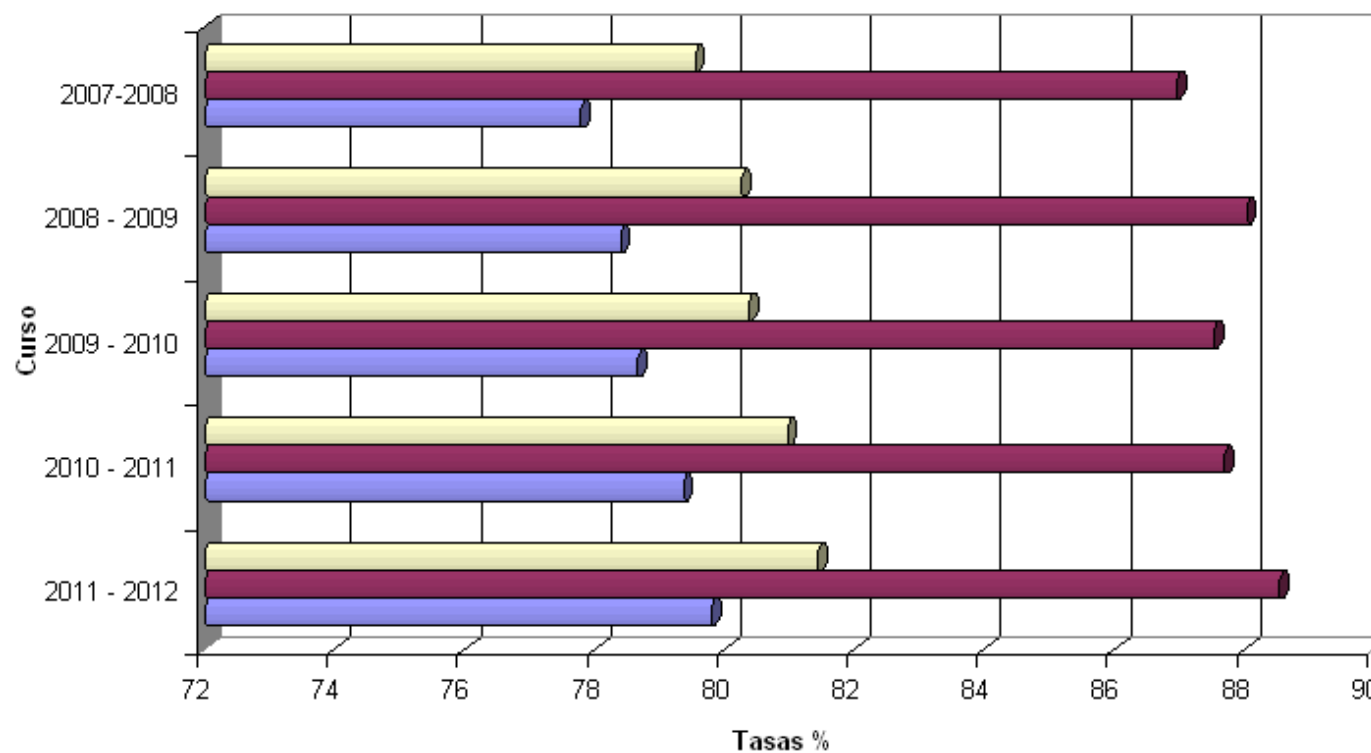
Alumnado que promociona o titula, por tipo de enseñanza, titularidad y su distribución porcentual. Régimen General-Tasas %						
	Educación Primaria			ESO		
	Centros Públicos	Centros Privados	Total	Centros Públicos	Centros Privados	Total
2011 - 2012	93,45	96,75	94,04	79,8	88,54	81,45
2010 - 2011	93,46	96,58	94,00	79,37	87,70	80,97
2009 - 2010	93,28	96,27	93,81	78,66	87,53	80,37
2008 - 2009	92,65	96,11	93,26	78,4	88,04	80,26
2007-2008	91,94	94,12	92,98	77,79	86,96	79,55
	Educación Primaria			ESO		
	Hombres	Mujeres	TOTAL	Hombres	Mujeres	TOTAL
2011 - 2012	93,28	94,87	94,04	79,8	88,54	81,45
2010 - 2011	93,31	94,74	94,00	79,37	87,70	80,97
2009 - 2010	93,01	94,68	93,81	78,66	87,53	80,37
2008 - 2009	92,37	94,22	93,26	78,4	88,04	80,26
2007-2008	91,94	94,12	92,98	77,79	86,96	79,55
ALBACETE Alumnado que promociona o titula, por tipo de enseñanza, titularidad y su distribución porcentual. Régimen General-Tasas %						
	Educación Primaria			ESO		
	Hombres	Mujeres	TOTAL	Hombres	Mujeres	TOTAL
2011 - 2012	94,34	96,01	95,15	80,15	84,83	82,42
2010 - 2011	94,32	95,24	94,76	79,18	84,69	81,84
2009 - 2010	93,83	95,32	94,55	78,46	83,98	81,14
2008 - 2009	92,81	94,04	93,41	77,28	84,12	80,61
2007-2008	92,7	94,92	93,76	77,24	83,25	80,19

Educación primaria
Alumnado que promociona o titula, por tipo de enseñanza, titularidad y su distribución porcentual.
Régimen General-Tasas %



	2011 - 2012	2010 - 2011	2009 - 2010	2008 - 2009	2007-2008
□ Total	94,04	94,00	93,81	93,26	92,98
■ Centros Privados	96,75	96,58	96,27	96,11	94,12
■ Centros Públicos	93,45	93,46	93,28	92,65	91,94

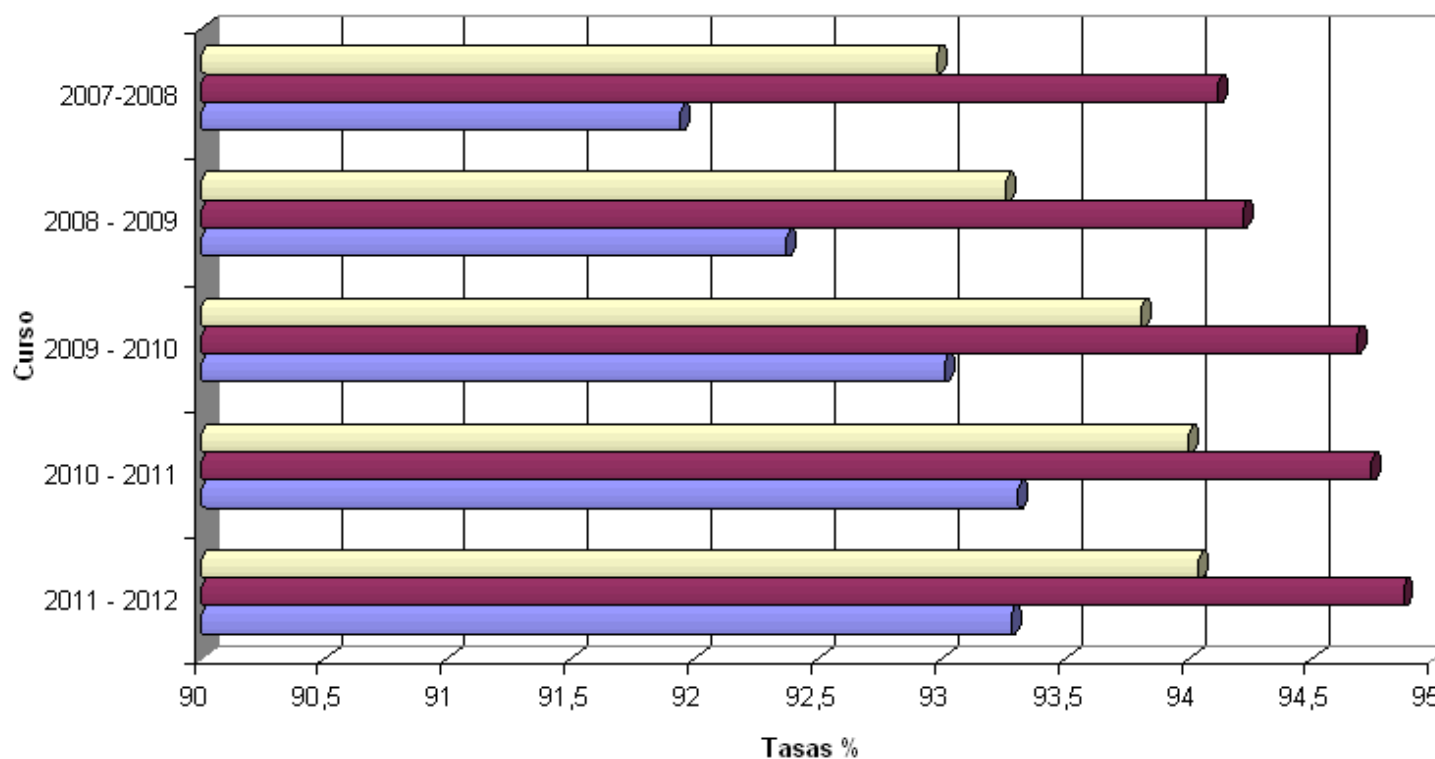
ESO_ Alumnado que promociona o titula, por tipo de enseñanza, titularidad y su distribución porcentual. Régimen General-Tasas %



	2011 - 2012	2010 - 2011	2009 - 2010	2008 - 2009	2007-2008
■ Total	81,45	80,97	80,37	80,26	79,55
■ Centros Privados	88,54	87,70	87,53	88,04	86,96
■ Centros Públicos	79,8	79,37	78,66	78,4	77,79

Chart 7

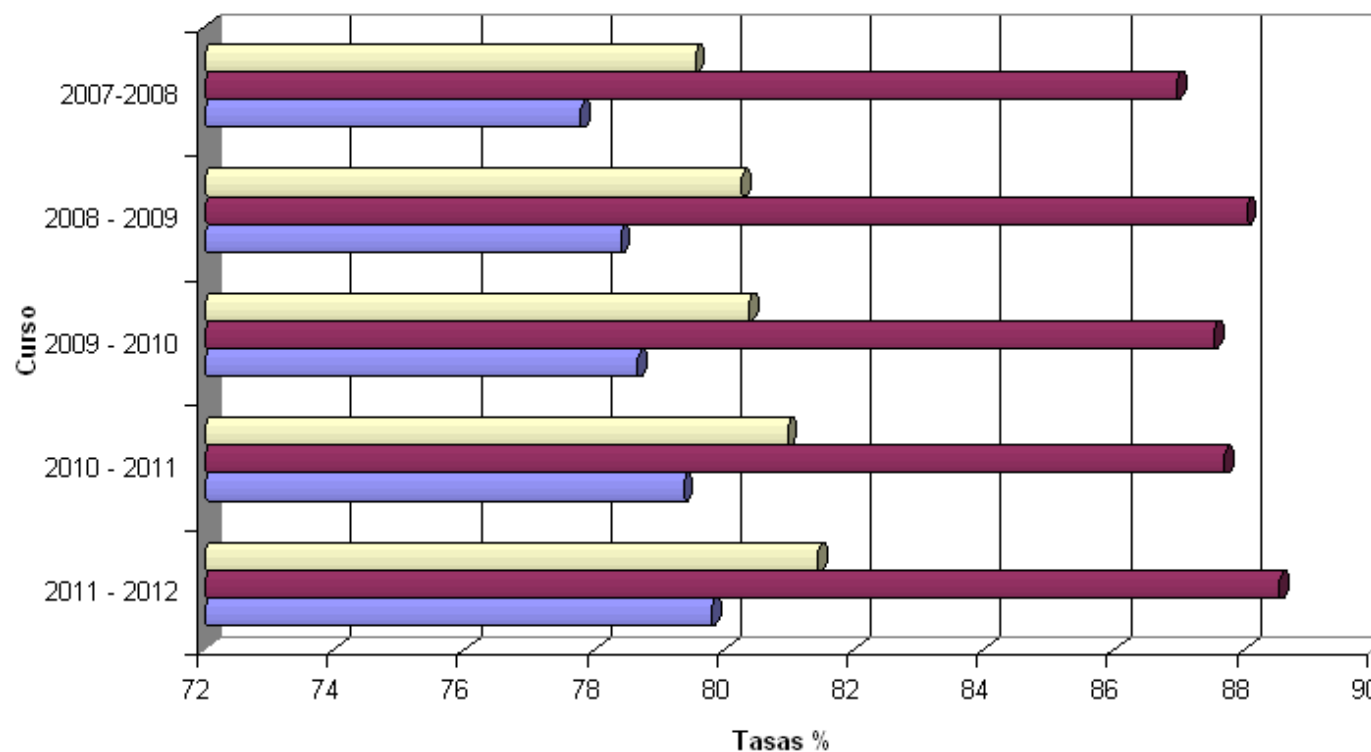
Educación primaria
Alumnado que promociona o titula, por sexo, tipo de enseñanza, titularidad y su distribución porcentual. Régimen General-Tasas %



	2011 - 2012	2010 - 2011	2009 - 2010	2008 - 2009	2007-2008
□ TOTAL	94,04	94,00	93,81	93,26	92,98
■ Mujeres	94,87	94,74	94,68	94,22	94,12
■ Hombres	93,28	93,31	93,01	92,37	91,94

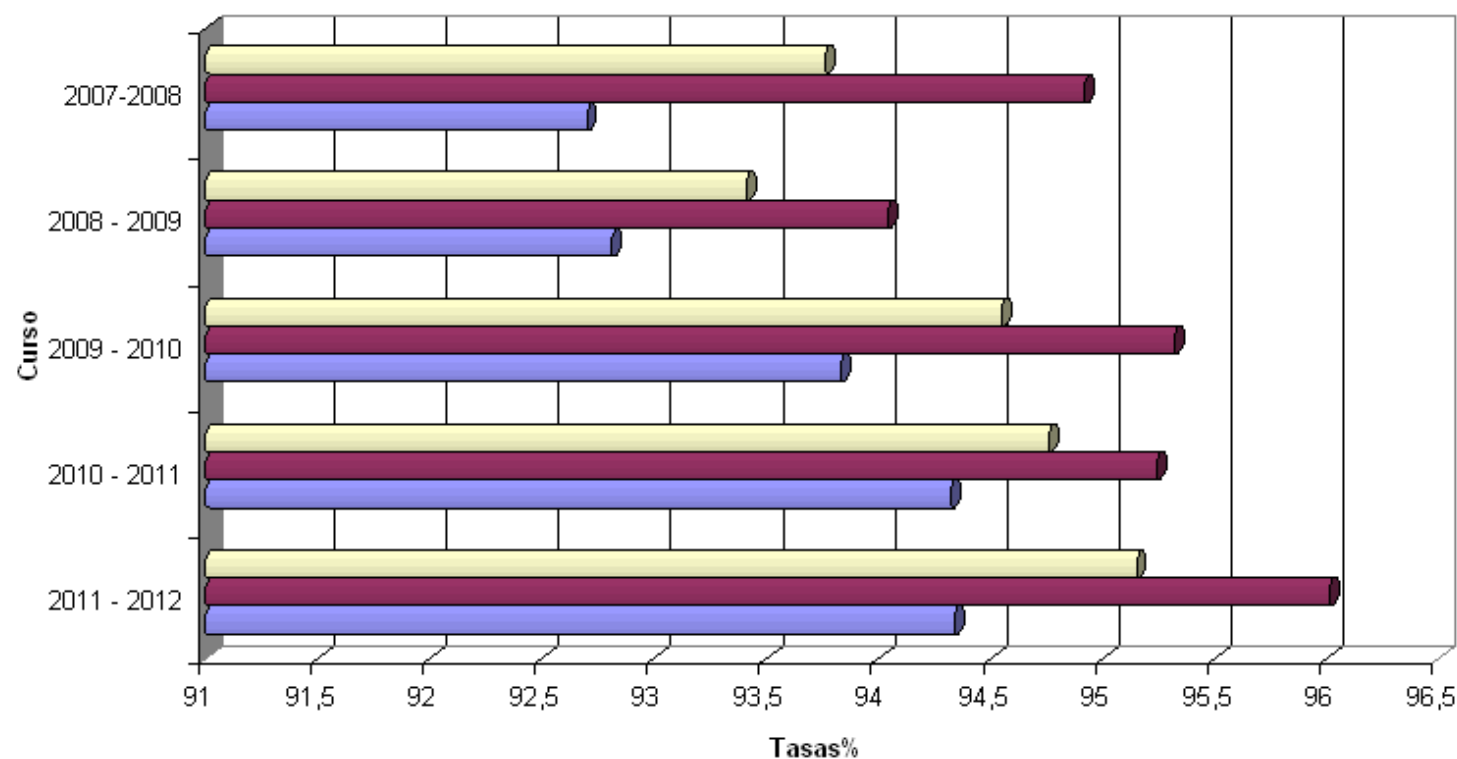
Chart 8

ESO_ Alumnado que promociona o titula, por sexo, tipo de enseñanza, titularidad y su distribución porcentual. Régimen General-Tasas %



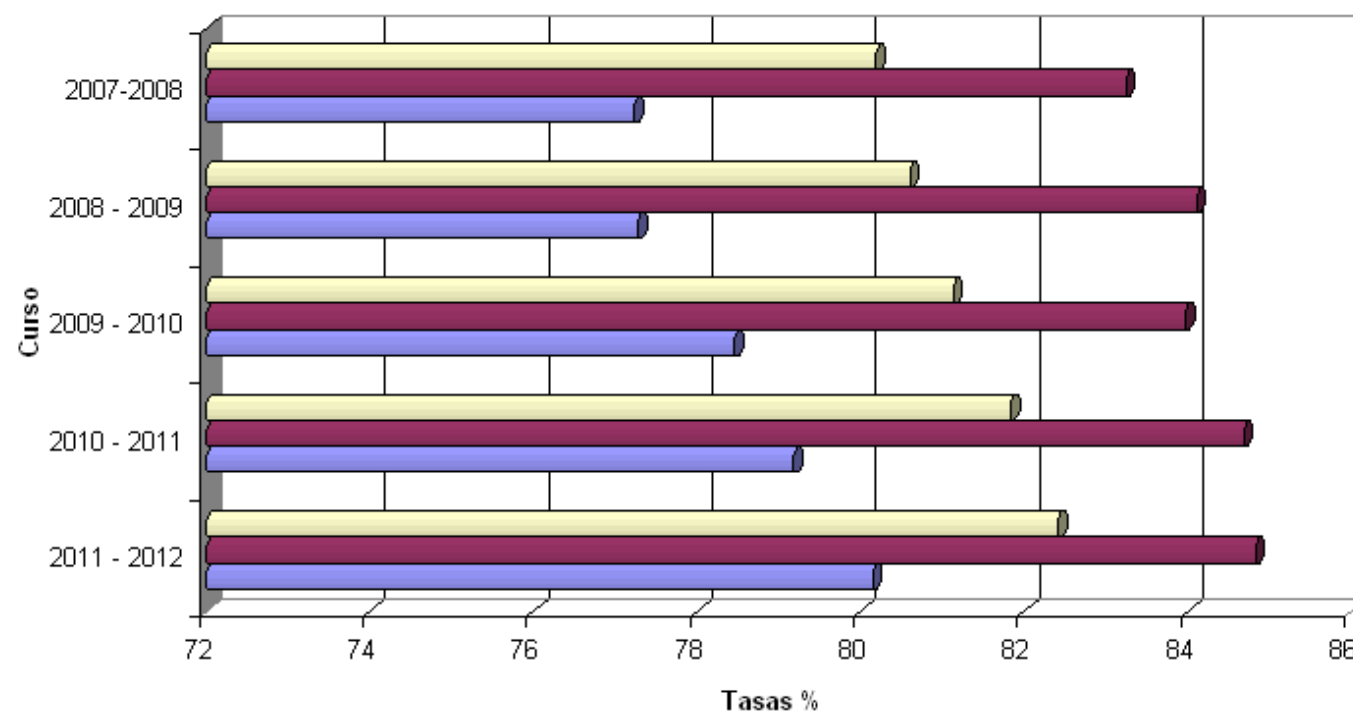
	2011 - 2012	2010 - 2011	2009 - 2010	2008 - 2009	2007-2008
■ TOTAL	81,45	80,97	80,37	80,26	79,55
■ Mujeres	88,54	87,70	87,53	88,04	86,96
■ Hombres	79,8	79,37	78,66	78,4	77,79

ALBACETE
Educación primaria_ Alumnado que promociona o titula, por sexo, tipo de enseñanza, titularidad y su distribución porcentual. Régimen General-Tasas %



	2011 - 2012	2010 - 2011	2009 - 2010	2008 - 2009	2007-2008
□ TOTAL	95,15	94,76	94,55	93,41	93,76
■ Mujeres	96,01	95,24	95,32	94,04	94,92
■ Hombres	94,34	94,32	93,83	92,81	92,7

ALBACETE
ESO_ Alumnado que promociona o titula, por sexo, tipo de enseñanza, titularidad y su distribución porcentual. Régimen General-Tasas %



	2011 - 2012	2010 - 2011	2009 - 2010	2008 - 2009	2007-2008
■ TOTAL	82,42	81,84	81,14	80,61	80,19
■ Mujeres	84,83	84,69	83,98	84,12	83,25
■ Hombres	80,15	79,18	78,46	77,28	77,24

Table 3

Centros de Régimen General por titularidad y provincia				Alumnado matriculado por tipo de centro, sexo y provincia. Régimen General				
2012 - 2013				2012 - 2013				
Provincia	Centros Públicos	Centros Privados	Total	Tipo de Centro	Albacete		Total	Total
					Hombres	Mujeres		
Albacete	237	66	303	Centros de Ed. Infantil (1)	2.237	2.082	4.319	6.846
Ciudad Real	312	79	391	Centros de Ed. Primaria (2)	16.136	14.992	31.128	58.042
Cuenca	127	21	148	Centros de Ed. Primaria y E.S.O. (2)	3.447	3.427	6.874	11.274
Guadalajara	142	46	188	Centros de E.S.O. y/o Bachillerato y/o F.P. (3)	14.851	14.170	29.021	42.354
Toledo	384	109	493	Centros Primaria, E.S.O. y/o Bachillerato/F.P. (2)	838	770	1.608	10.547
Castilla-La Mancha	1202	321	1523	Centros Específicos de Ed. Especial (4)	160	92	252	406
				Escuelas de Arte con Bachillerato	98	132	230	314
				Estudios Superiores de Diseño con Bachillerato				
				Centros Específicos de Ed. Adultos	3.708	4.369	8.077	10.972
				Total	41.475	40.034	81.509	140.755
Alumnado matriculado por sexo y titularidad.								
2012 - 2013								
Sexo	Centros Públicos	Centros Privados	Total					
Hombres	159.624	33.800	193.424					
Mujeres	150.153	32.562	182.715					
Total	309.777	66.362	376.139					

Table 4

Alumnado matriculado por provincia, titularidad y sexo. Régimen General							
2012 - 2013							
Provincia	Centros Públicos			Centros Privados			TOTAL CENTROS
	Hombres	Mujeres	TOTAL	Hombres	Mujeres	TOTAL	
Albacete	35.459	34.173	69.632	6.016	5.861	11.877	81.509
CASTILLA LA MANCHA	177.051	170.434	347.485	33.800	32.562	66.362	413.847
Alumnado matriculado por titularidad y municipio. Régimen General							
2012 - 2013							
MUNICIPIO	CENTRO PÚBLICO	CENTRO PRIVADO	TOTAL				
Albacete	28.437	8.771	37.208				
TOTAL MUNICIPIO	61.608	11.877	73.485				
titularidad y provincia							
2012 - 2013							
Provincia	Centros Públicos	Centros Privados	Total				
Albacete	237	66	303				

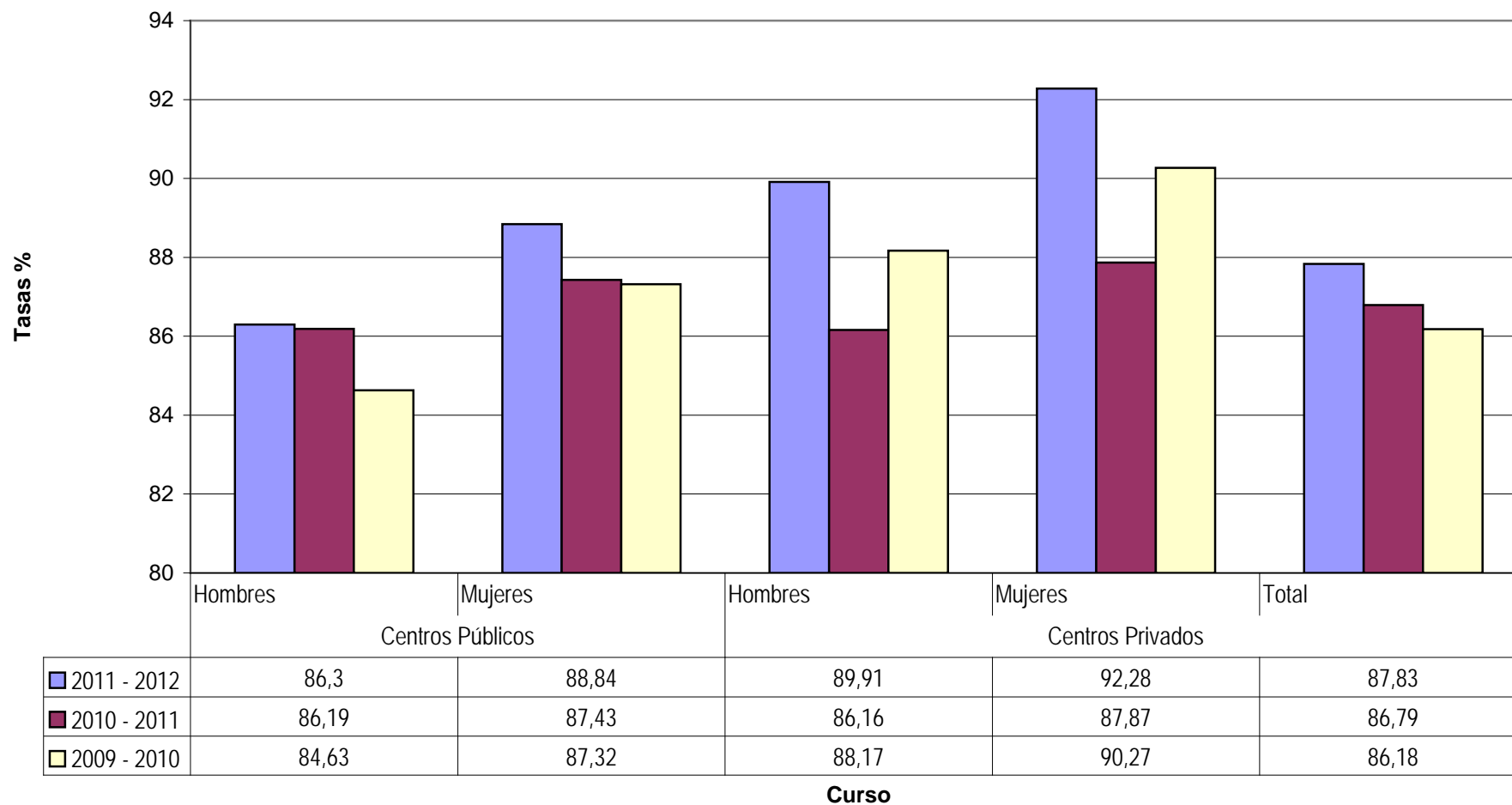
Table 5

Alumnado Extranjero que promociona o titula, por tipo de enseñanza, titularidad y su distribución porcentual. Régimen General-Tasas %										
	Educación Primaria					ESO				
	Centros Públicos		Centros Privados			Centros Públicos		Centros Privados		
	Hombres	Mujeres	Hombres	Mujeres	Total	Hombres	Mujeres	Hombres	Mujeres	Total
2011 - 2012	86,3	88,84	89,91	92,28	87,83	63	71,96	73,63	77,82	68,39
2010 - 2011	86,19	87,43	86,16	87,87	86,79	61,97	71,38	61,94	71,72	66,76
2009 - 2010	84,63	87,32	88,17	90,27	86,18	60,26	71,13	62,31	74,4	66,02
ALBACETE Alumnado Extranjero que promociona o titula, por tipo de enseñanza, titularidad y su distribución porcentual. Régimen General-Tasas %										
	Educación Primaria					ESO				
	Centros Públicos		Centros Privados			Centros Públicos		Centros Privados		
	Hombres	Mujeres	Hombres	Mujeres	Total	Hombres	Mujeres	Hombres	Mujeres	Total
2011 - 2012	84,99	92,36	90,67	95,71	89,38	61,49	70,49	82	80,33	67,10
2010 - 2011	86,93	85,87	80,56	91,43	86,37	60,95	72,32	60	69,81	66,60
2009 - 2010	82,77	88,1	93,42	90,32	86,34	60,72	68,77	74,36	74,42	65,34

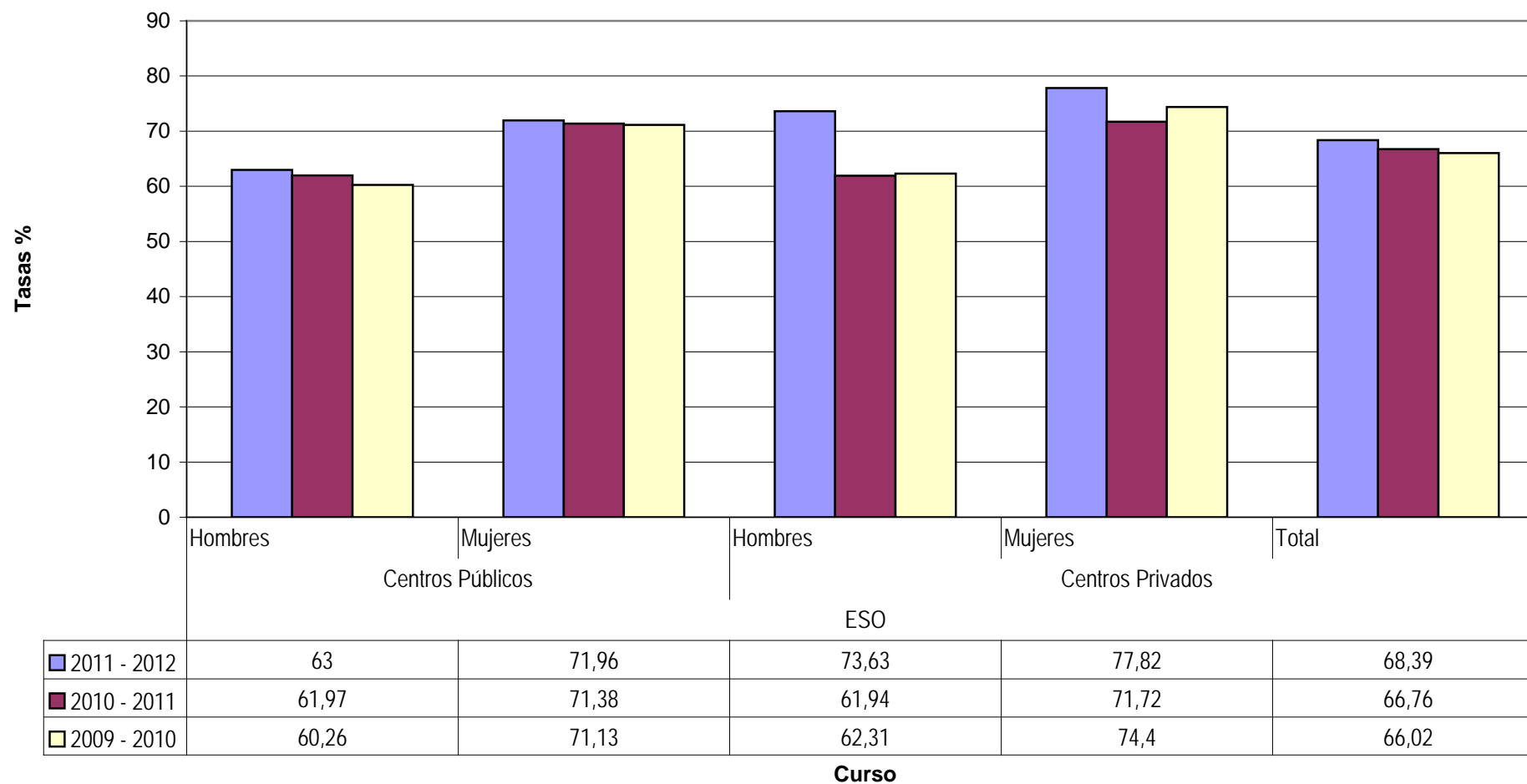
Table 6

Alumnado que promociona o titula, por tipo de enseñanza, titularidad y su distribución porcentual. Régimen General-Tasas %						
	Educación Primaria			ESO		
	Centros Públicos	Centros Privados	Total	Centros Públicos	Centros Privados	Total
2011 - 2012	93,45	96,75	94,04	79,8	88,54	81,45
2010 - 2011	93,46	96,58	94,00	79,37	87,70	80,97
2009 - 2010	93,28	96,27	93,81	78,66	87,53	80,37
2008 - 2009	92,65	96,11	93,26	78,4	88,04	80,26
2007-2008	91,94	94,12	92,98	77,79	86,96	79,55
	Educación Primaria			ESO		
	Hombres	Mujeres	TOTAL	Hombres	Mujeres	TOTAL
2011 - 2012	93,28	94,87	94,04	79,8	88,54	81,45
2010 - 2011	93,31	94,74	94,00	79,37	87,70	80,97
2009 - 2010	93,01	94,68	93,81	78,66	87,53	80,37
2008 - 2009	92,37	94,22	93,26	78,4	88,04	80,26
2007-2008	91,94	94,12	92,98	77,79	86,96	79,55
ALBACETE Alumnado que promociona o titula, por tipo de enseñanza, titularidad y su distribución porcentual. Régimen General-Tasas %						
	Educación Primaria			ESO		
	Hombres	Mujeres	TOTAL	Hombres	Mujeres	TOTAL
2011 - 2012	94,34	96,01	95,15	80,15	84,83	82,42
2010 - 2011	94,32	95,24	94,76	79,18	84,69	81,84
2009 - 2010	93,83	95,32	94,55	78,46	83,98	81,14
2008 - 2009	92,81	94,04	93,41	77,28	84,12	80,61
2007-2008	92,7	94,92	93,76	77,24	83,25	80,19

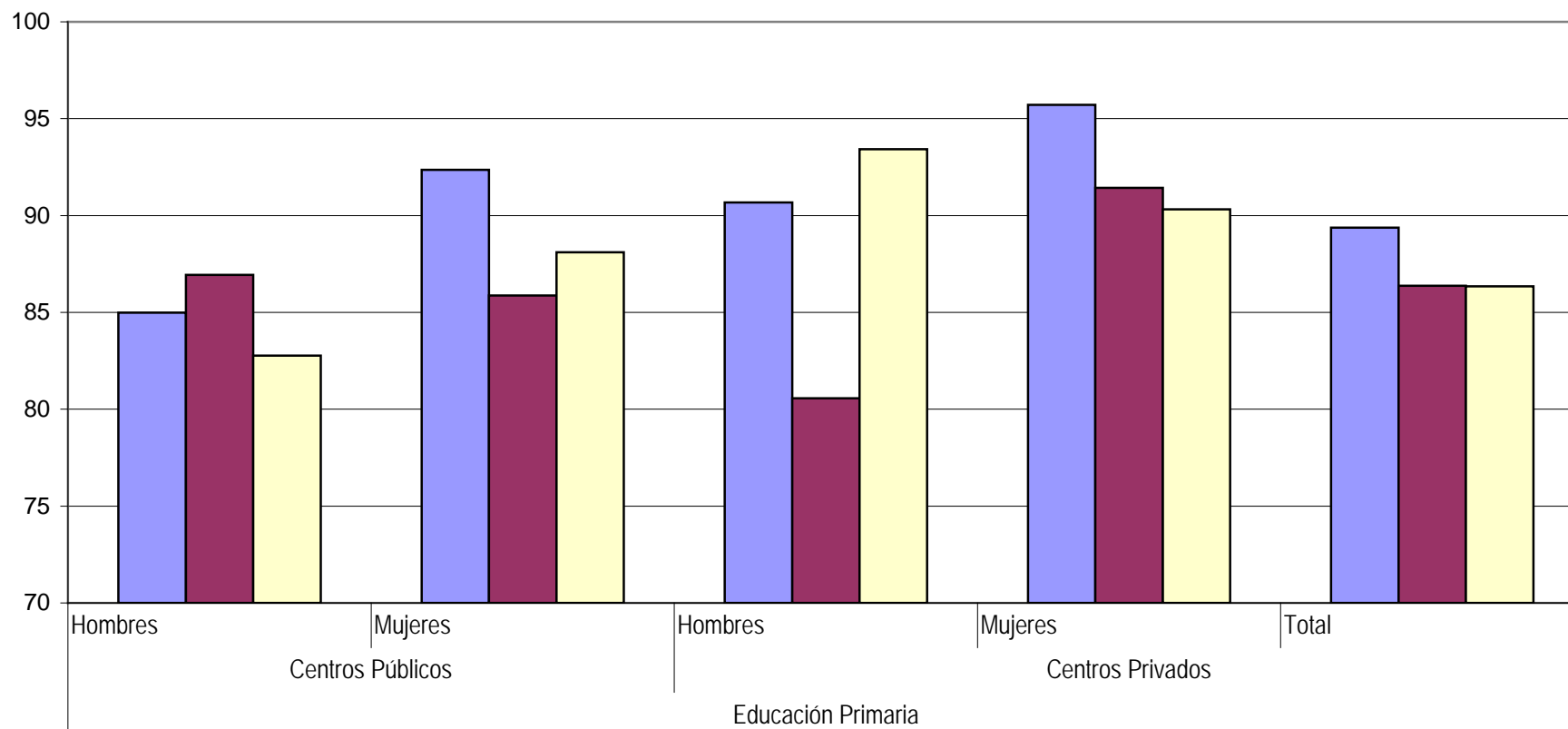
PRIMARIA
Alumnado Extranjero que promociona o titula, por tipo de enseñanza, titularidad y su distribución porcentual. Régimen General-Tasas %



ESO
Alumnado Extranjero que promociona o titula, por tipo de enseñanza, titularidad y su distribución porcentual. Régimen General-Tasas %



ALBACETE PRIMARIA
Alumnado Extranjero que promociona o titula, por tipo de enseñanza, titularidad y su distribución porcentual. Régimen General-Tasas %



■ 2011 - 2012	84,99	92,36	90,67	95,71	89,38
■ 2010 - 2011	86,93	85,87	80,56	91,43	86,37
■ 2009 - 2010	82,77	88,1	93,42	90,32	86,34

ALBACETE ESO
Alumnado Extranjero que promociona o titula, por tipo de enseñanza, titularidad y su distribución porcentual. Régimen General-Tasas %

