

Eurydice report: *Key data on teaching languages at school in Europe* *2023 edition*

Eva Alcayde
Eurydice Spain Unit
Instituto Nacional de Evaluación Educativa (INEE)
Ministerio de Educación y Formación Profesional
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EURYDICE - rediE

- EURYDICE: European network whose task is to explain how education systems are organized in and how they work [LINK](#)
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The image shows two overlapping screenshots of the EURYDICE Spain page. The top screenshot is the 'Overview' page, which includes a navigation menu, a table of contents, and a list of key aspects of the education system. The bottom screenshot is a detailed article titled '1. España: contexto político, económico y social', which discusses the political, economic, and social context of the Spanish education system, including the role of the state and the impact of demographic changes.

Overview
Last update: 26 October 2022

Spanish | Export PDF

On this page

- Aspectos clave del sistema educativo
 - Características de la administración del sistema educativo
 - Organización y estructura
 - Retos importantes del sistema educativo
 - Características del profesorado
- Oferta formativa del sistema educativo
- Estructura del sistema educativo
- Enlaces de interés

El sistema educativo en España comprende:

- las Administraciones educativas, los profesionales de la educación y otros agentes, públicos y privados, que desarrollan funciones de regulación, de financiación o de prestación de servicios para el ejercicio del derecho a la educación contenido en la Constitución española de 1978;
- los titulares del Derecho a la educación;
- el conjunto de relaciones, estructuras, medidas y acciones que se implementan para prestarlo.

Aspectos clave del sistema educativo

1. España: contexto político, económico y social
Last update: 9 May 2022

España es un estado social y democrático de derecho que propugna como valores superiores de su ordenamiento jurídico la libertad, la justicia, la igualdad y el pluralismo político. Su forma política es la monarquía parlamentaria, el Rey ostenta la Jefatura del Estado y existe separación entre los poderes legislativo, ejecutivo y judicial. La Constitución de 1978 es la norma suprema del ordenamiento jurídico español, y en su artículo 27 recoge el derecho a la educación y a la libertad de enseñanza.

La organización territorial del Estado se caracteriza por la descentralización, con el derecho de autonomía reconocido por la Constitución a las comunidades autónomas, provincias y municipios. El Estado es garante del principio de solidaridad y del equilibrio económico, adecuado y justo entre las diversas partes del territorio español y atiende a las circunstancias del hecho insular.

La descentralización del Estado ha dado lugar a una importante transformación en su organización territorial, lo que en materia de educación implica:

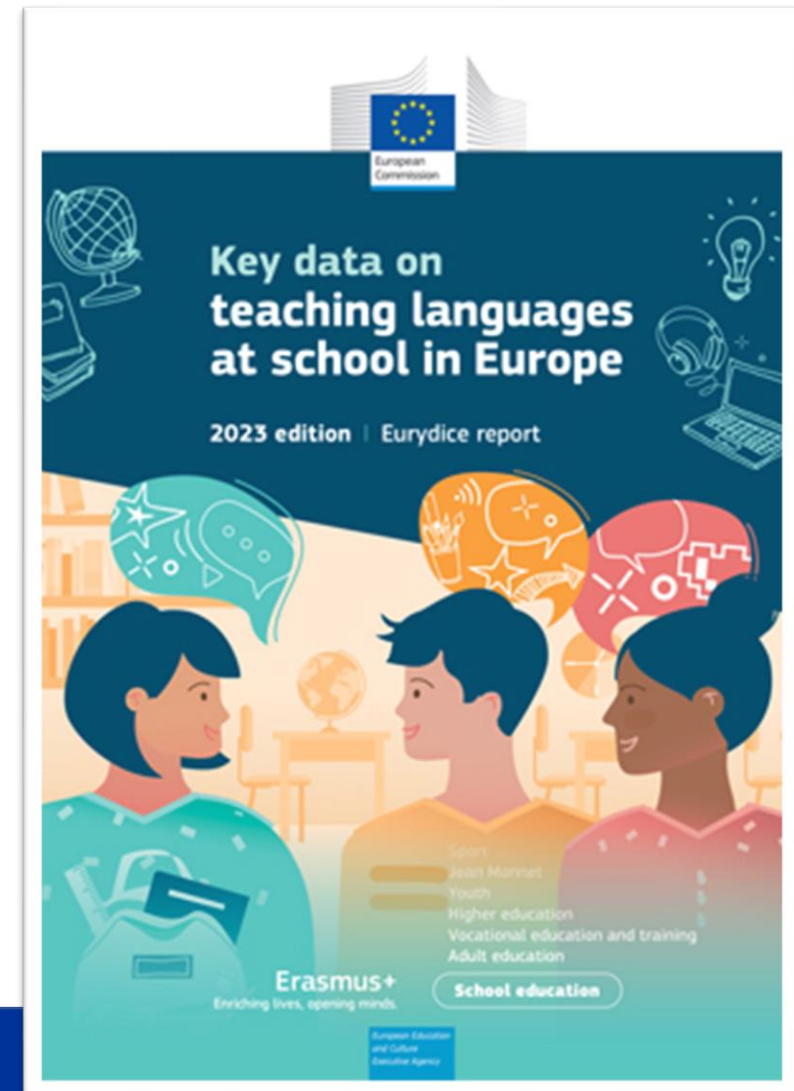
- el reparto de las competencias educativas entre la Administración General del Estado (Ministerio de Educación) y las comunidades autónomas (Consejerías o Departamentos de Educación). El proceso de transferencia del Estado a las comunidades autónomas finalizó en el año 2000
- las administraciones educativas delegan en los municipios el ejercicio de funciones en aspectos que afectan directamente a los intereses de éstos, y que gestionan a través de las concejalías o los institutos municipales de educación.

La situación demográfica de España, que supera los 47 millones de habitantes, se caracteriza por el envejecimiento de la población. El desempleo, otro de sus principales problemas sociales, afecta especialmente a los más jóvenes y a los mayores de 45 años, e influye en la pérdida de población. En cuanto a los movimientos migratorios, España tiene un saldo positivo según los datos de 2020.

Key data on teaching languages at school in Europe, 2023 edition

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CONTEXT

- European Reference Framework: ‘Literacy’ and ‘multilingual’ competences are indeed among the eight key competences for lifelong learning, included in the European reference framework.
- The Council resolution on a new strategic framework for European cooperation in education and training towards the European education area and beyond (2021-2023): identifies the support of language teaching and learning and multilingualism as a concrete action for European cooperation in order to bring about quality, equity, inclusion and success in education and training.
- European Council Recommendations (2019): ‘Explore ways to help all young people to acquire before the end of upper secondary education and training — in addition to the languages of schooling — where possible, a competence level in at least one other European language’
- Reference year: 2021/2022.
- Publication: March 2023.

DATA COLLECTION

- Eurydice network: qualitative
 - questionnaires
 - official top level regulations
- Eurostat
- PISA (Programme for International Student Assessment)
- TALIS (Teaching and Learning International Survey)

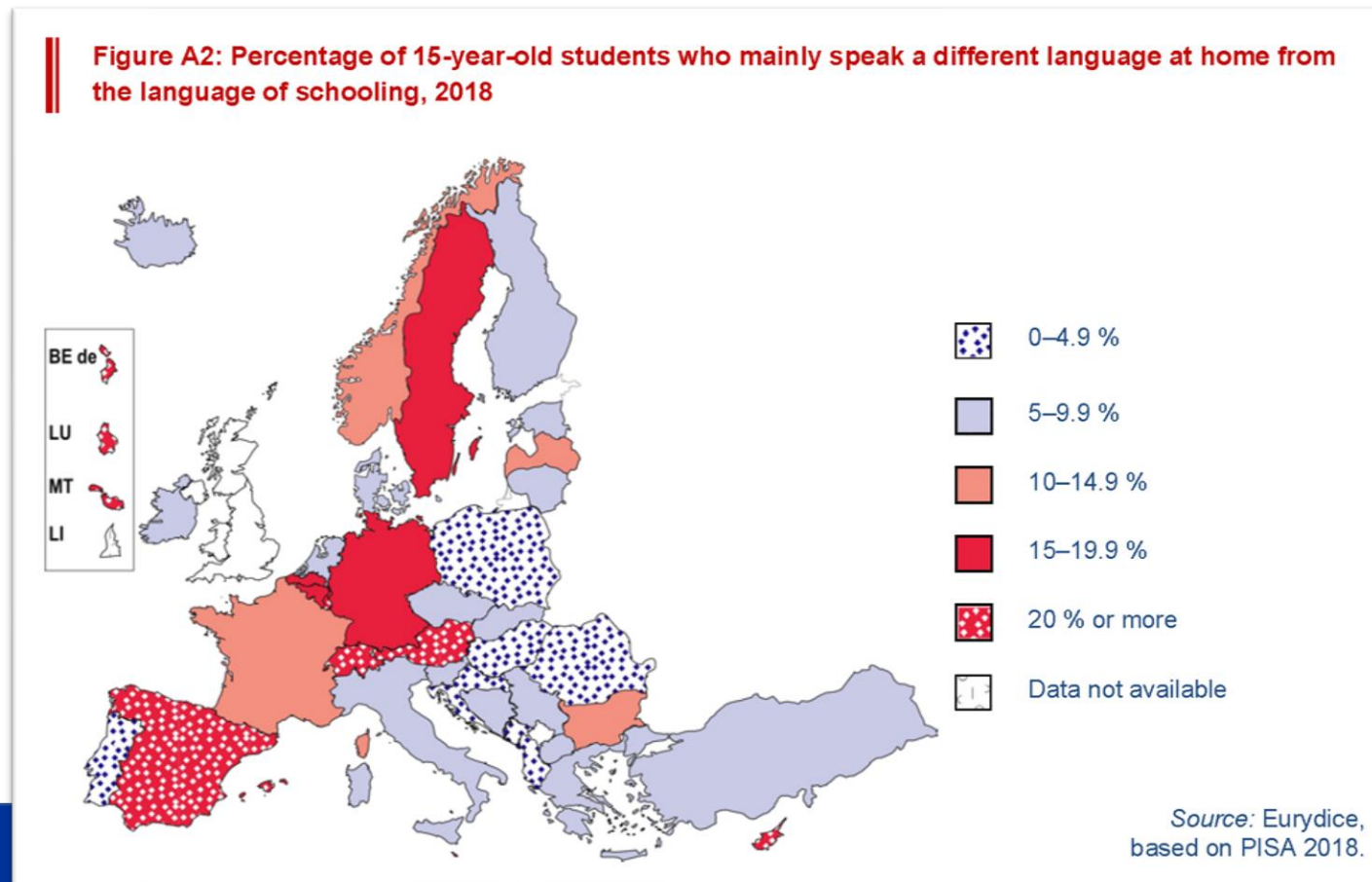
CONTENT

5 chapters:

- **CONTEXT:** list of official languages and linguistic diversity in schools.
- **ORGANISATION:** foreign language teaching structures and diversity of languages offered
- **PARTICIPATION:** number of languages learnt by students (foreign and regional)
- **TEACHERS:** qualifications and training, transnational mobility
- **TEACHING PROCESSES:** instruction time and learning outcomes, and learning support measures

MAIN FINDINGS – Language of schooling vs home language

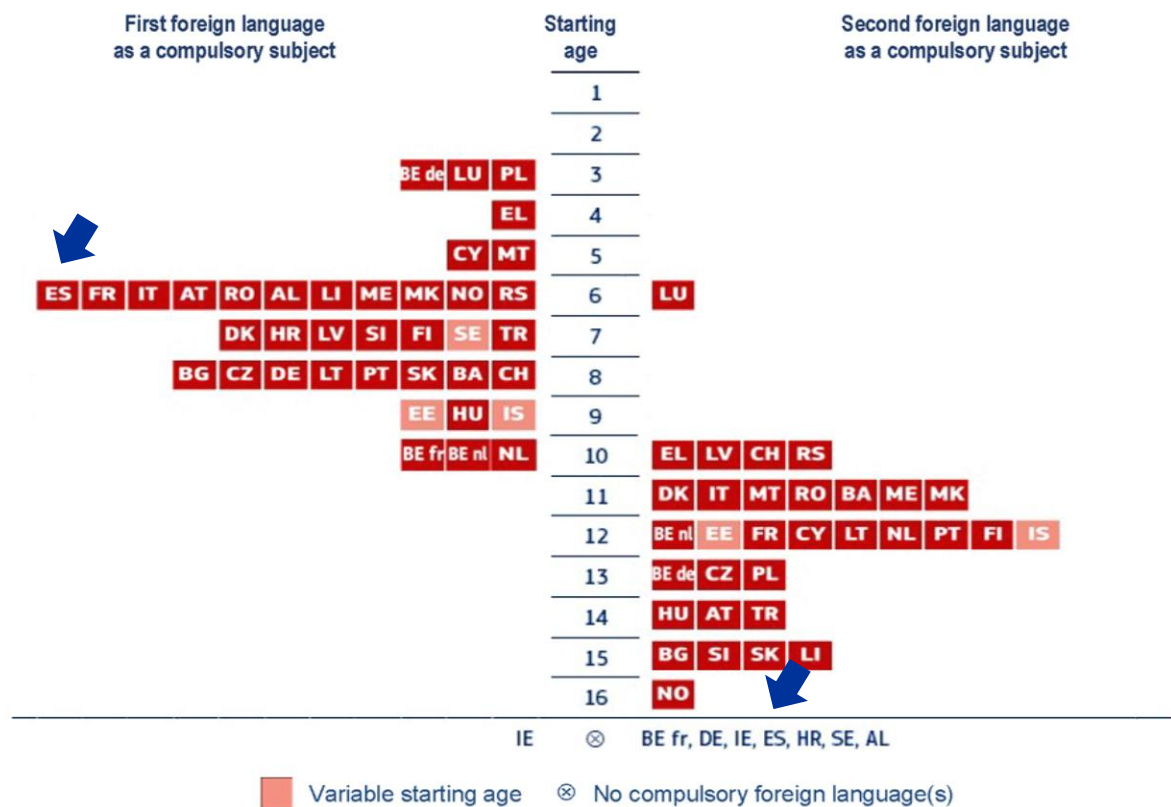
In the EU, 88.5% of 15-year-old students speak the language of schooling at home, while 11.5% speak another language (PISA)



MAIN FINDINGS – Compulsory subjects

- Students learn the first foreign language for an increasing number of years
- Students may also be entitled to learn foreign languages as optional subjects

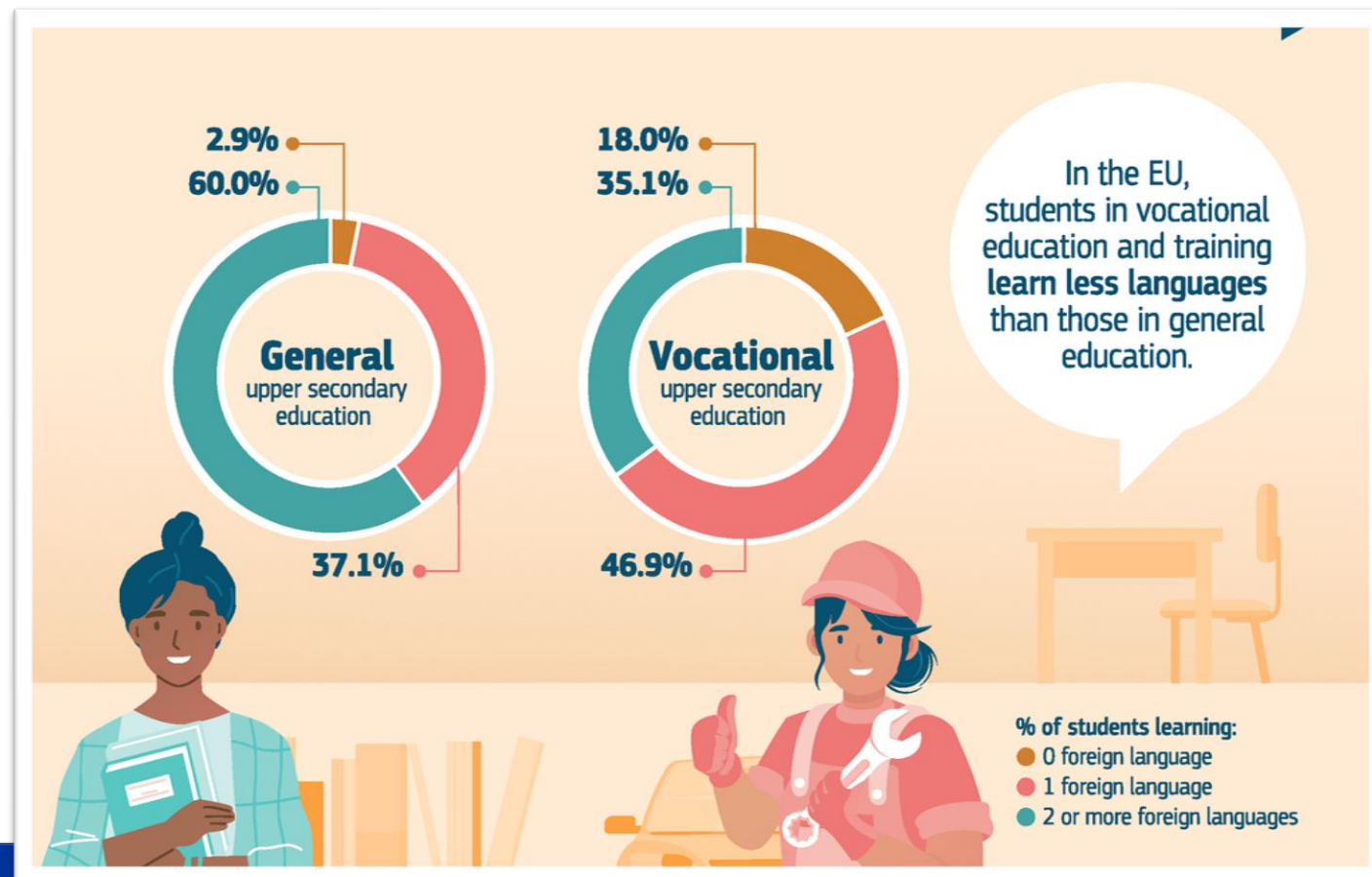
Figure B1: Starting ages at which the first and second foreign languages are compulsory subjects for all students in pre-primary, primary and/or general secondary education (ISCED 0–3), 2021/2022



Source: Eurvdice.

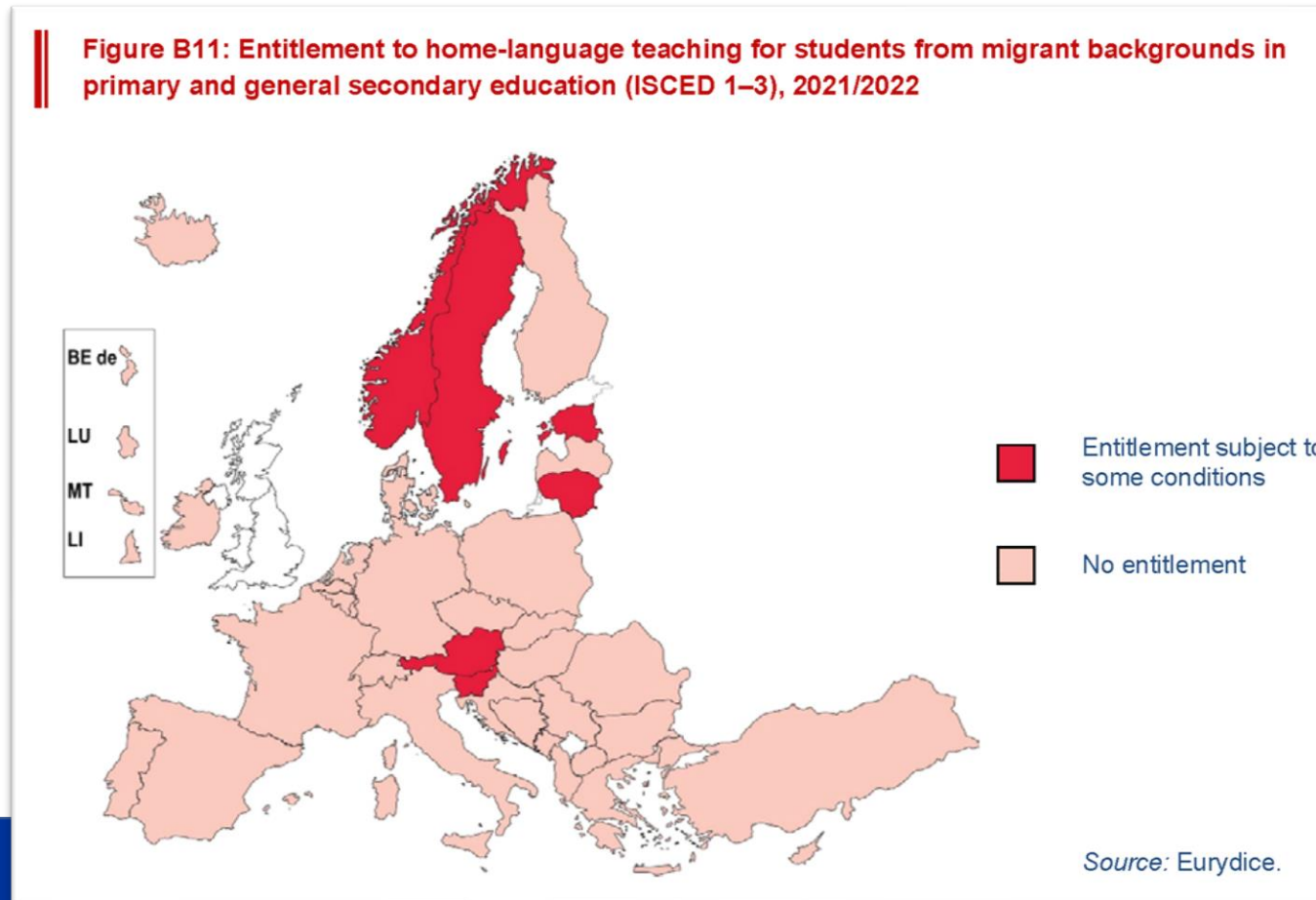
MAIN FINDINGS – General vs VET

- In most countries, VET students typically study ONE foreign language for the same number of years as students in general education
- In Spain, not all VET students are required to learn a foreign language; whether they need to depends on the specific program they are enrolled in.



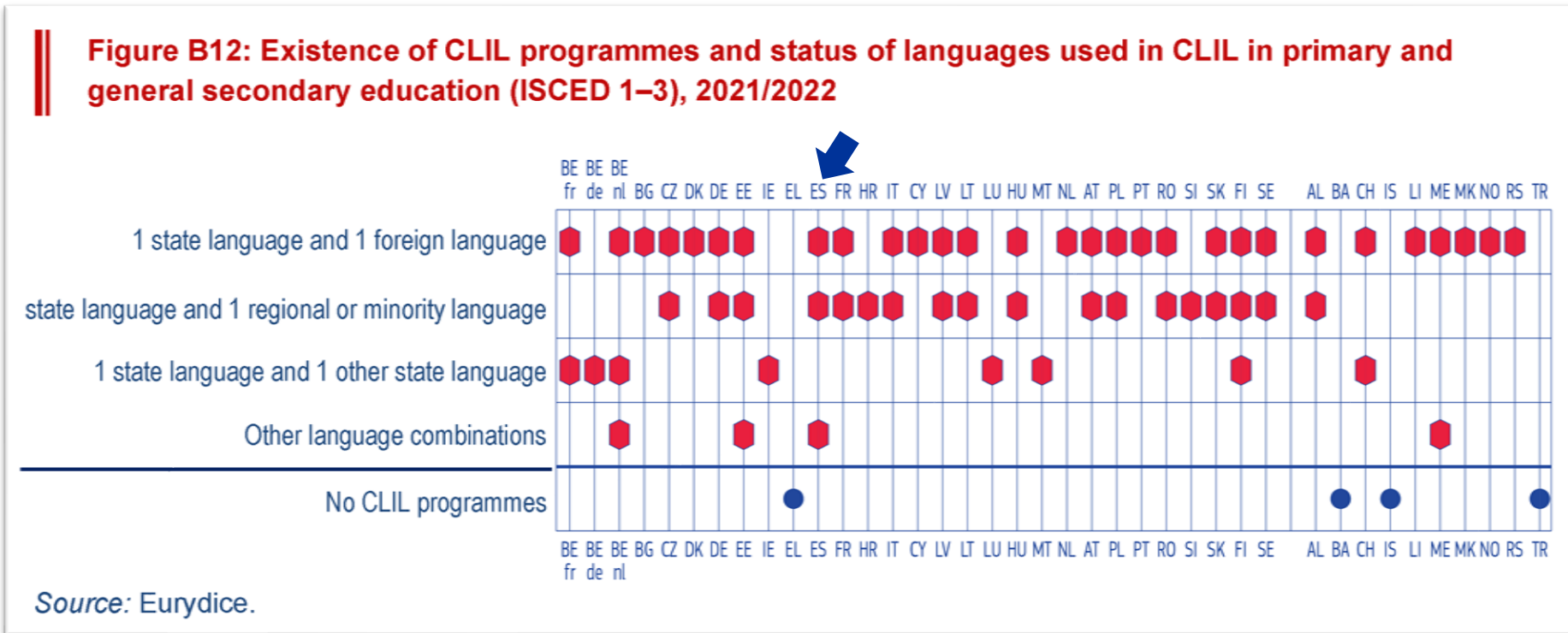
MAIN FINDINGS – Entitlement of home language

Students from migrant backgrounds are entitled to home language teaching in very few countries



MAIN FINDINGS – CLIL

In addition to foreign languages, regional or minority languages are often used to deliver content and language integrated learning (CLIL)



MAIN FINDINGS – CLIL

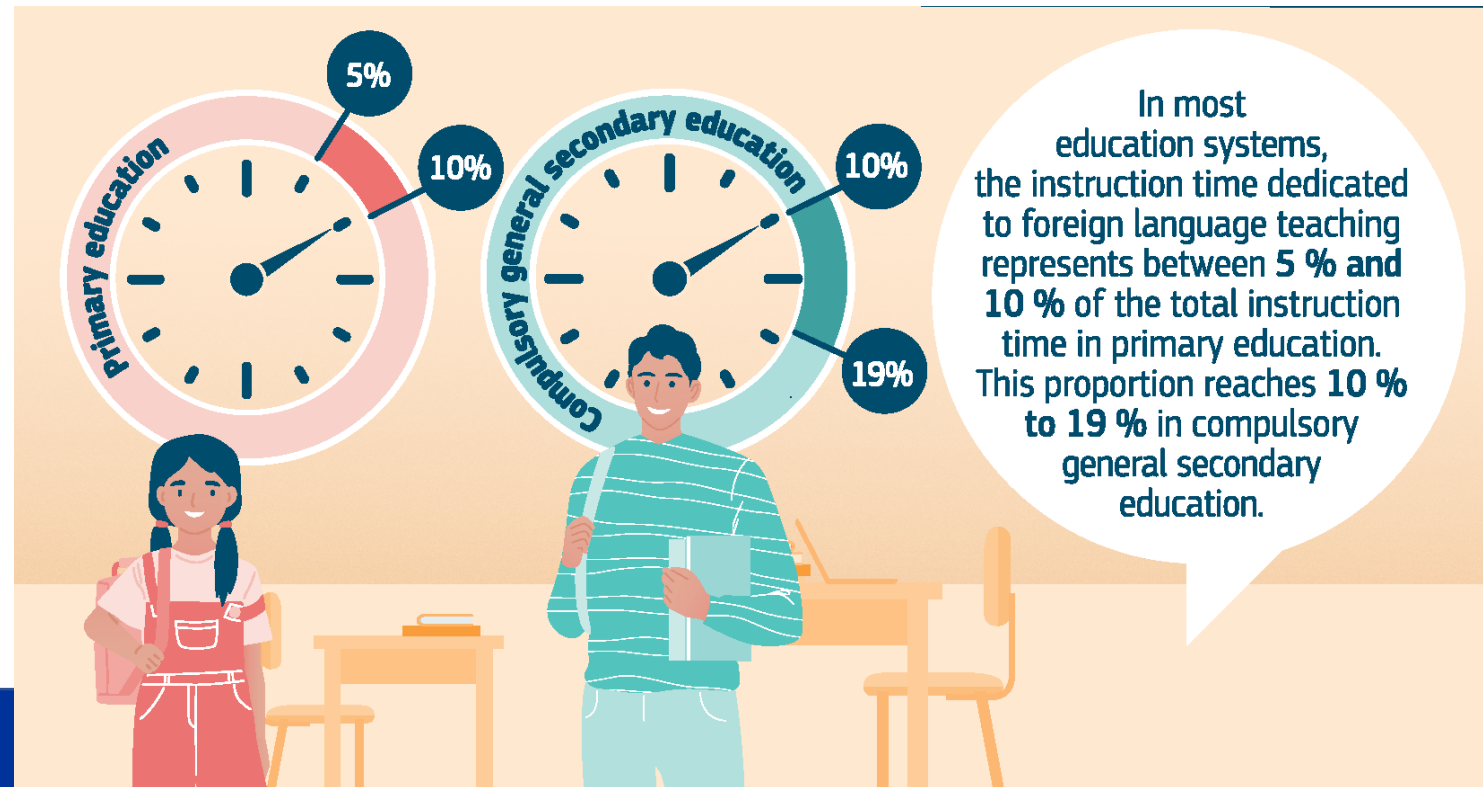
ANNEX 2

ES	1 state language + 1 foreign language	Spanish + English/French/German/Italian/Portuguese	1–3
	1 state language + 1 regional/minority language with official language status	Spanish + Basque/Catalan/Galician/Occitan/Valencian	1–3
	1 state language + 1 regional/minority language with official language status + 1 foreign language	Spanish + Basque + English/French/German Spanish + Catalan + English/French Spanish + Galician + English/French/German/Portuguese Spanish + Aranese (Occitan) + English/French Spanish + Valencian + English/French	1–3
	1 state language + 1 foreign language + 1 other foreign language	Spanish + English + French/German/Italian	1–3
	1 regional/minority language with official language status + 1 foreign language	Basque + English/French Catalan + English/French	1–3

MAIN FINDINGS – Age and instruction time

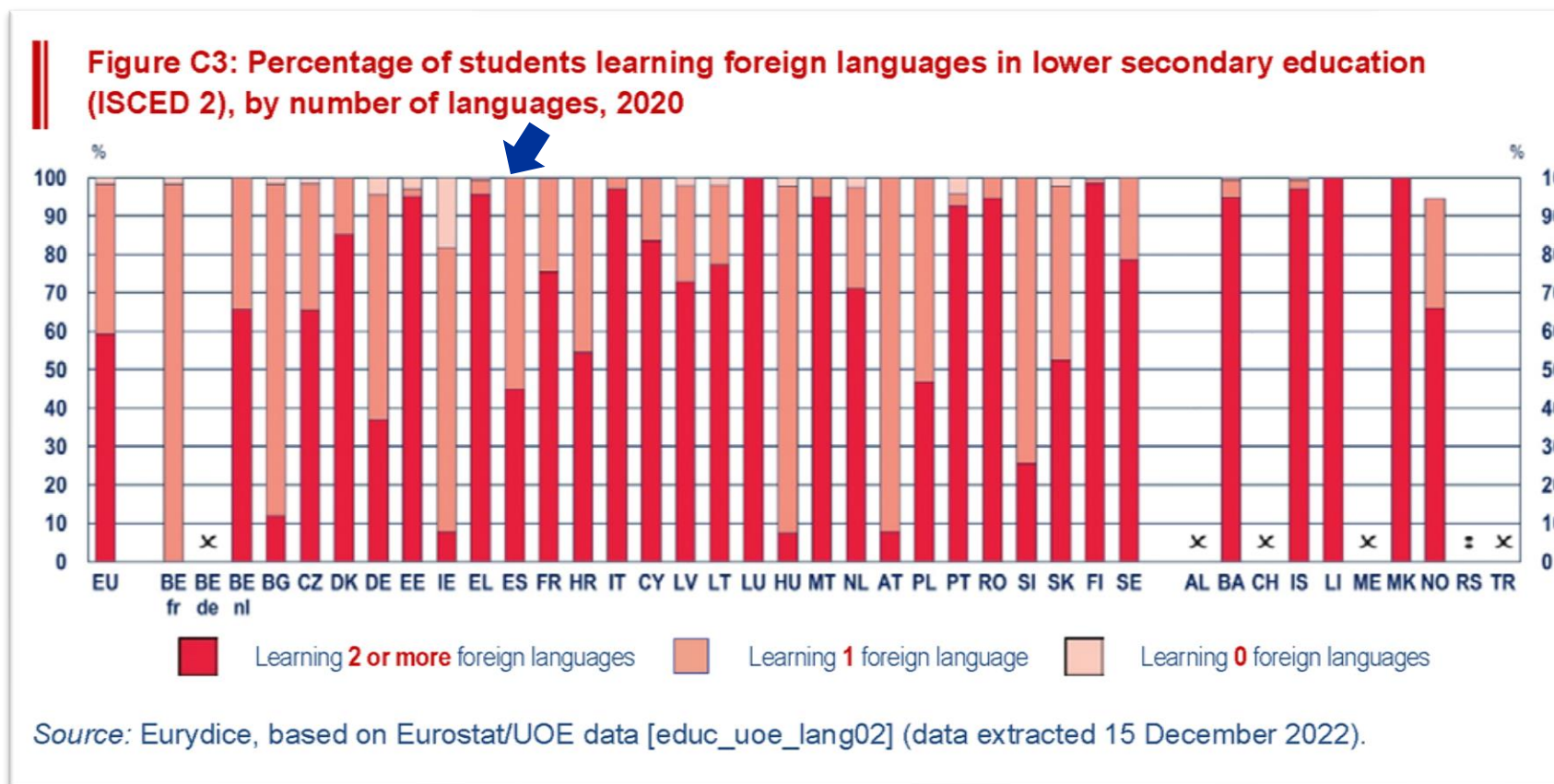
PRIMARY EDUCATION

- At EU level, 86 % of students learn at least one foreign language
- This learning usually starts between the **ages of 6 and 8 years**
- Learning a second foreign language often becomes compulsory at the beginning of lower secondary education or at the end of primary education



MAIN FINDINGS – Number of languages learnt

60 % of students learn at least two foreign languages in **lower secondary education**



In Spain, there is a high number of students who study two languages:

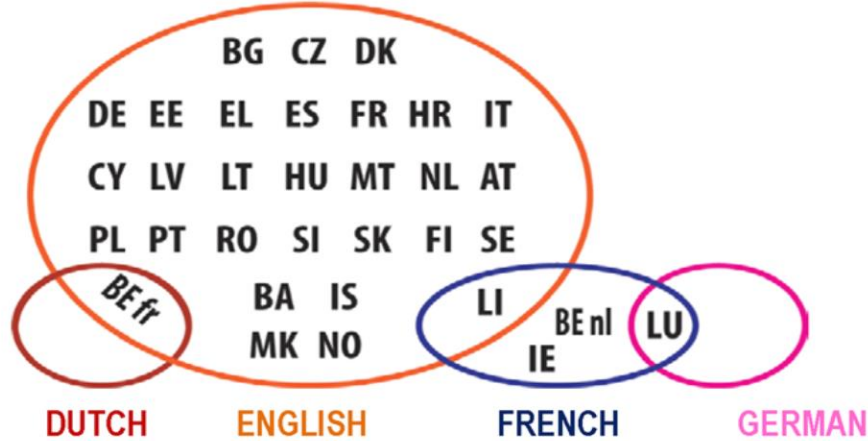
1 foreign + 1 regional

MAIN FINDINGS - Participation

- The proportion of upper secondary school students studying two or more languages increased in very few countries. In Spain, it remained stable
- More than 90 % of students learn **English** in at least one education level in almost all European countries
 - In Spain, the percentage is higher than 90%
- In the EU, the most popular languages after English are **French** and **German**

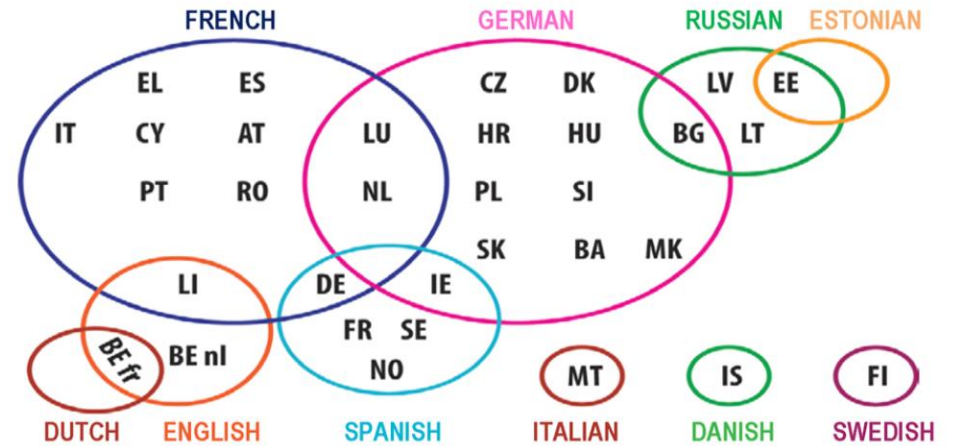
MAIN FINDINGS - Participation

Figure C8: The most learnt foreign language in primary and secondary education (ISCED 1–3), 2020



Source: Eurydice, based on Eurostat/UOE data [educ_uoe_lang01] (data extracted 15 December 2022).

Figure C10: The second most learnt foreign language in primary and secondary education (ISCED 1–3), 2020



Source: Eurydice, based on Eurostat/UOE data [educ_uoe_lang01] (data extracted 15 December 2022).

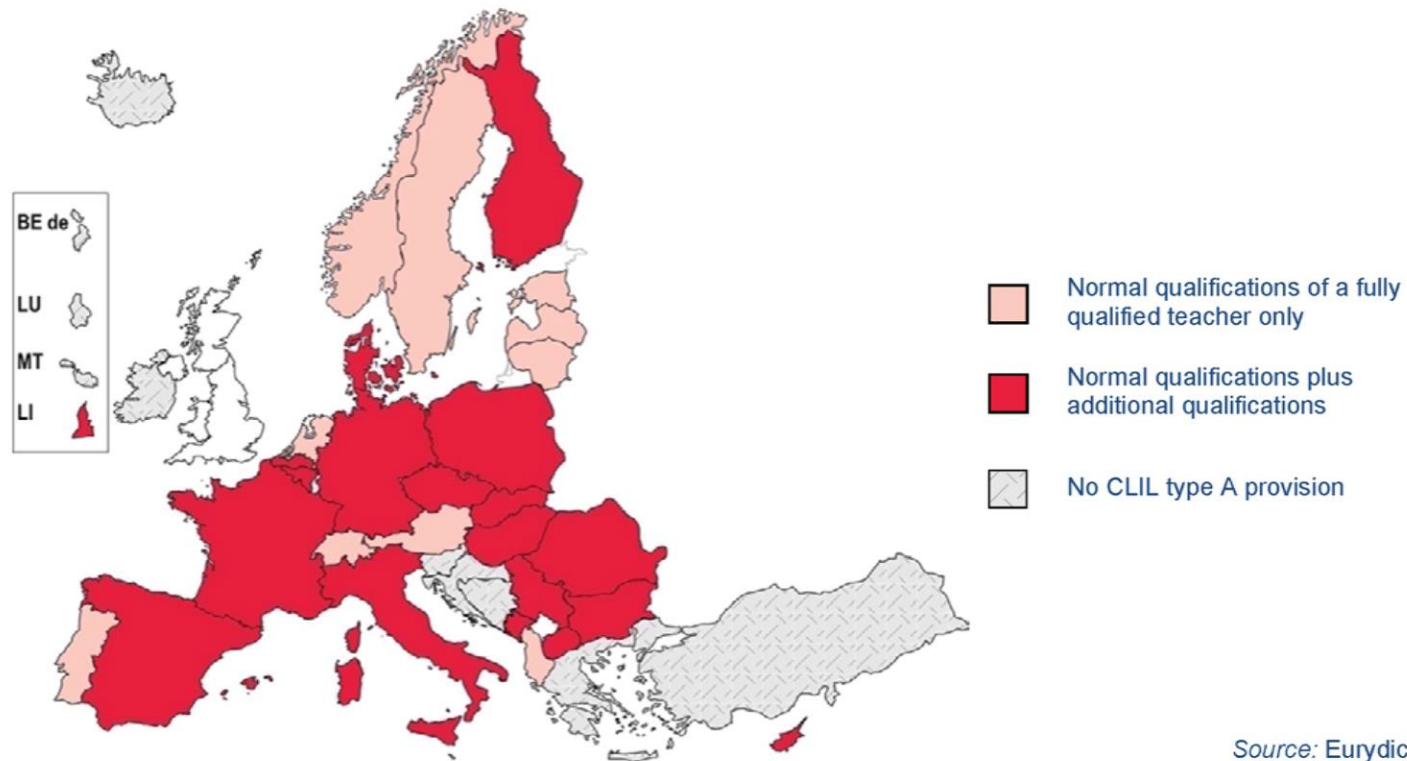
SPANISH:

- 17,7 % of lower secondary education students
- 26,8 % of general upper secondary education students

MAIN FINDINGS - Teachers

Teachers delivering CLIL usually need to prove their foreign language abilities (language degrees - usually B2 or C1-, specific additional training, etc.)

Figure D2: Qualifications required to work in schools providing CLIL type A instruction in primary and general secondary education (ISCED 1–3), 2021/2022



Source: Eurydice.

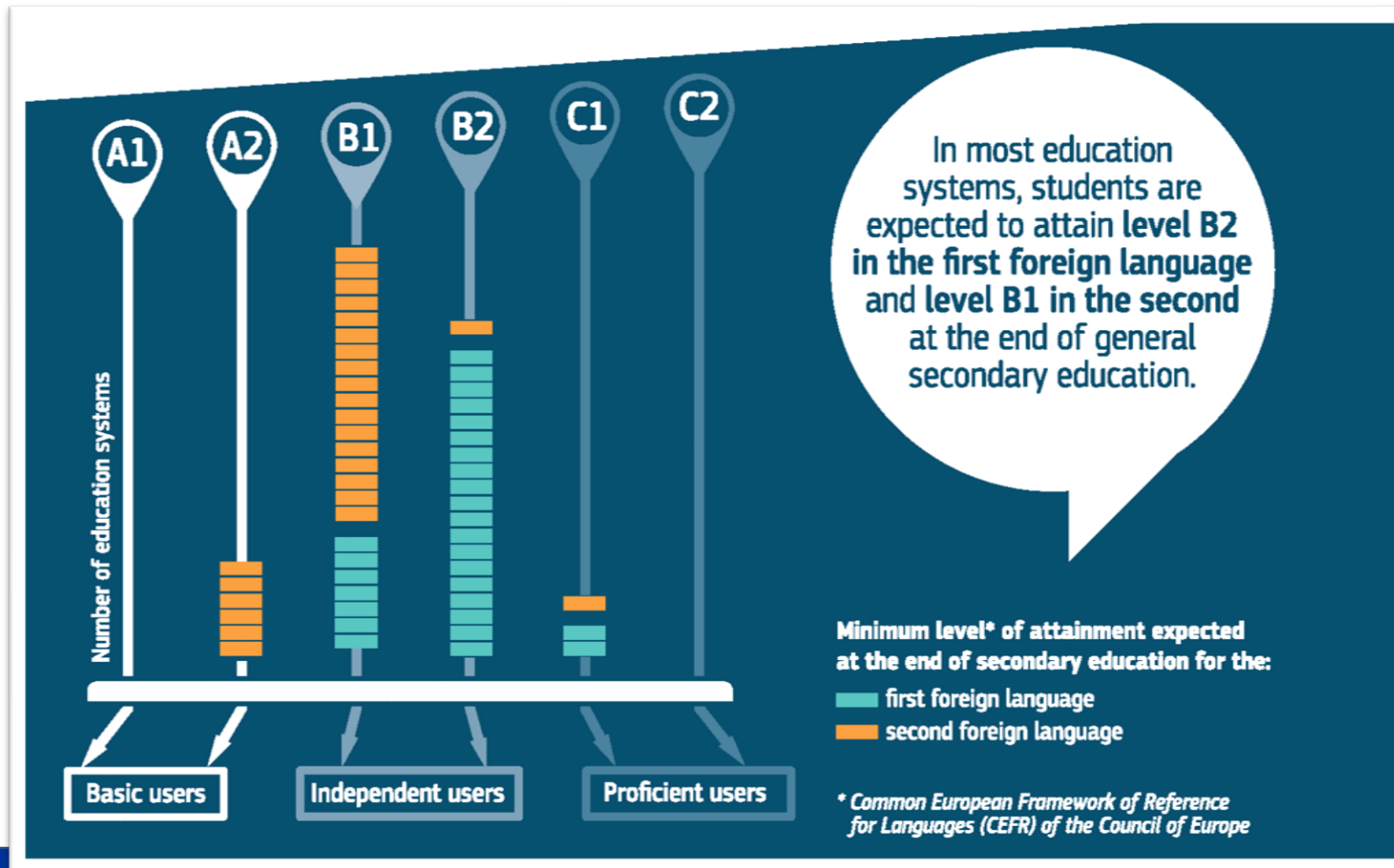
MAIN FINDINGS - Teaching processes

- Instruction time dedicated to foreign languages is **substantially higher** in secondary education than in primary education
- The first foreign language commands the largest share of instruction time for foreign languages in all countries

(Hours)	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR	IT	CY	LV	LT	LU 1	LU 2	HU	MT
First foreign language	86	111	●	114	68	63	80	61	⊗	60	105	84	66	89	50	58	66	223	199	54	109
Second foreign language	0	25	●	6	20	39	31	35	⊗	27	0	37	0	20	15	31	28	126	138	16	27
	NL	AT	PL	PT	RO	SI	SK	FI	SE	AL	BA	CH	IS	LI Gym	LI Obs	LI Reals	ME	MK	NO	RS	TR
First foreign language	●	80	81	20	58	66	67	57	53	58	42	○	39	68	78	68	64	46	59	54	76
Second foreign language	●	0	14	0	37	0	8	19	36	0	24	○	39	36	0	36	22	18	0	27	16

Source: Eurydice.

MAIN FINDINGS - Teaching processes



THANK YOU

Eva Alcayde
eva.alcayde@educacion.gob.es
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