

THE EVOLUTION IN SPECIAL EDUCATION SYSTEM OF SPAIN

Initial experiments in special education in Spain can be traced back to the sixteenth century and were intended for children with sensory handicaps. The same line of thought was followed over the next two centuries, although there were occasional experiments unrelated to general education with the deaf, blind, etc.

During the nineteenth century, schools and institutions of a purely charitable and aid-providing nature were set up for the education of children with sensory disorders and for the attention to the mentally ill and misfits. The segregation of the handicapped in institutions providing fundamental aid and medical care went on well into the twentieth century. The focus on rehabilitation and education was only slowly introduced. After the civil war, the development of special education was left in private hands, which fostered the setting up of specific centres.

1970 → General Education Law

It was the first time what Special Education is incorporated in the law. Special Education is named as an educational system **parallel** to the regular education, so children were taken to a special centre different from a normal school because it was forbidden to adapt schools for special education. Children with mild impairments were taken to these centers so I guess the most serious cases were excluded from education.

1975 → Instituto Nacional de Educación Especial (National Institute of Special Education)

It was the first autonomous organisation under the Ministry of Education. Since 1975, there were more detailed studies of special education from education field and not only from law, medicine field.

The **1978 Spanish Constitution** guarantees all citizens' right to education and urges public authorities to implement a policy of planning, treatment, rehabilitation and integration of people with physical, sensorial, and psychical disabilities in all social areas and, therefore, in education. The same year, the INEE drew up the National Plan on Special Education where the standardization of services, educational integration and individual attention principles are formulated for the first time.

1982 → Integración Social del Minusválido (Social Integration of Disabled People)

The principles set down are embraced and legally embodied with the enactment in 1982 of the Law for the Social Integration of the Handicapped (LISMI). The Law sets down a series of measures concerning personal, social and labour attention to handicapped people. Among these measures are basic guidelines for the educational framework, with the aim of guaranteeing that these pupils may reach as far as possible the established general objectives of education.

1986 → Centro Nacional de Recursos para la Educación Especial (National Resource Center for Special Education)

A new law in 1985 it started to considerate that Special Education curriculum must be based in the ordinary curriculum in any case.

This law was the beginning of an **integration** program in Spain created in 1986, National Resource Center for Special Education under the Ministry of Education.

This Center was an experimental practise lasted 8 years.

The experimental result of this practise was the creation of the Royal Decree of 1995.

1995 → Real Decreto (artículo) (Real decree)

Real decree is about impaired children have the right to learn the same as a normal child but with an adjustment to their curriculum.

Since this moment it start to increase the number of professionals working in this area: social workers, psychologists, educational psychologist, fisiotherapist, educators, etc.

1990 LOGSE (Organic Law on the Education System)

According to the 1990 Organic Act on the General Organisation of the Education System (LOGSE), special education is no longer conceived as education for a different kind of pupil and begins to be conceived as the set of material and personal resources available in the education system in order to be able to meet the needs, either transitory or permanent, that part of the pupils may have. In this sense, the education system must have the necessary resources so that pupils with special educational needs may achieve the general goals set for all pupils.

At present, the **Organic Law of Education LOE 2006** changes the scope and the objectives on special education which is not longer the concept, but **SPECIFIC EDUCATIONAL SUPPORT NEEDS**. It must take into account that education focuses on achieving the respect for basic rights and liberties, equal rights and opportunities between men and women and equal treatment and non-discrimination for the disabled.