

FOREIGN EDUCATIONAL CENTRES: THE SILENT SEDUCTION. A GUIDE TO SUPERVISION.

CENTROS DE EDUCACIÓN EXTRANJEROS. UNA GUÍA DE SUPERVISIÓN

Isabel María Suero Mellinas

Education inspector. Coordinator of the SGIE of the Community of Madrid.

Resumen

Los centros educativos extranjeros (CEEX) afincados en territorio español han logrado seducir con sigilo a buena parte de la más acomodada e intelectual sociedad española.

El alumnado de mayor poder adquisitivo se convierte en cantera para realizar sus estudios universitarios en Estados Unidos, Gran Bretaña, Suiza o países de la Unión Europea. Para aquellos que además sumen talento y buen expediente académico se les abrirán las puertas de las universidades más prestigiosas según los rankings internacionales.

La creación de centros docentes privados extranjeros (art.27.6 de la CE y art.21 de la LODE) se ha incrementado en la última década ya

que han demostrado resultados empresariales positivos. Si consultamos en el buscador de centros docentes no universitarios del Ministerio de Educación, Formación Profesional y Deportes, en el territorio español ya se asientan 337 CEEX.

A pesar de su auge y potencial, es un tema poco estudiado y sobre el que no existe literatura académica ni institucional. Tan solo contamos con un escaso referente normativo que refleja más la sociedad del siglo XX, que de la sociedad actual.

No obstante, durante el curso escolar 2019-2020, previo a la pandemia, en la Comunidad de Madrid se realizó un trabajo inédito sobre este tema y algunas de sus conclusiones se exponen en este artículo.

A continuación, a modo de guía descriptiva de supervisión de CEEX, se analiza, por un lado, los antecedentes y la normativa de referencia, las singularidades en la supervisión de los CEEX, así como la seguridad jurídica de las familias que optan por este tipo de enseñanzas. En definitiva, qué competencias y actuaciones puede y debe realizar la Inspección Educativa en la supervisión de los CEEX.

Palabras clave: *Centros educativos extranjeros (CEEX), lengua y cultura españolas, currículo integrado o mixto, movilidad del alumnado, requerimiento, extinción, revocación, homologación, convalidación, credencial y principio de reciprocidad.*

Abstract

Foreign educational institutions (CEEX) based in Spanish territory have successfully, albeit discreetly, attracted a significant portion of Spain's affluent and intellectual society.

Students from higher socioeconomic backgrounds often become candidates for pursuing their university studies in the United States, Great Britain, Switzerland, or European Union Countries. For those who also possess talent and a strong academic record, the doors to the most prestigious universities, according to international rankings, will open.

The establishment of private foreign educational centres (art. 27.6 of CE and art. 21 of LODE) has increased over the past decade, demonstrating positive business outcomes. According to the non-university educational institutions search engine of the Ministry of Education, Vocational Training, and Sports, there are already 337 CEEX in Spain.

Despite their growth and potential, this subject has been scarcely studied, with little academic or institutional content available. The existing regulatory framework is limited and it reflects more 20th-century society than the current one.

However, during the 2019-2020 academic year, prior to the pandemic, an unprecedented study on this topic was conducted in the Community of Madrid, and some of its conclusions are presented in this article.

Subsequently, as a descriptive guide for the supervision of CEEX, this article analyses the background and relevant regulations, the peculiarities in supervising CEEX, and the legal security for families choosing this type of education. In essence, it examines the competencies and actions that Educational Inspection can and should undertake in supervising CEEX.

Keywords: *Foreign Educational Institutions (CEEX), Spanish language and culture, integrated or mixed curriculum, student mobility, requirement, extinction, revocation, homologation, validation, credential, and principle of reciprocity.*

1. Introduction

Like an elegant and distinctive perfume, the foreign educational centres (CEEX) established in Spain have managed to seduce a large part of the most affluent, elitist and intellectual Spanish society with art and stealth, like an invisible but real aroma.

Educational centres such as the British School (1940), the Lycée Français (1984) or the German School (1896), among others, have contributed to forging and consolidating a brand of success (CEEX) in our country with educational formulas based, until proven otherwise, on several of the great challenges of the 21st century: multilingualism, soft skills, resilience and internationalisation.

In addition, those students who combine talent, purchasing power and a good academic record will be able to access the most prestigious universities according to international rankings.

The values of CEEX, to the surprise of some, are rooted in a deep pride in their cultural roots, which is manifested in the preferential recruitment of native teachers and management teams trained in their respective countries. In this line, the Education Inspectorates also have a responsibility to give prestige to the teaching of Spanish language and culture through their supervision, as well as to advise teachers working in CEEX on legislative changes in education.

The creation of foreign private schools (art.27.6 of the EC and art.21 of the LODE) has multiplied in the last decade, as they have demonstrated positive business results. Moreover, many schools that were experiencing a loss of confidence on the part of their families have managed to recover by transforming themselves, for example, into schools that provide the American education system, and all this despite

the fact that, at present, the lowest number of babies are born in Spain since statistical data has been available (INE, 2024), which implies greater competitiveness in attracting pupils for educational centres in general, and private centres in particular.

Lifelong learning and the need to obtain a qualification in order to achieve full working maturity have increased the added value of CEEEX for families, but most of them are unaware of the implications of choosing such an education and are surprised to discover how limited our competences are to act in these educational centres.

The society that promulgated Royal Decree 806/1993 of 28 May 1993, regulating the regime of foreign schools in Spain, had little or nothing to do with today's knowledge society. Those students did not live through a pandemic that has brought with it an imperious and unprecedented need for socio-emotional intervention, nor was it as sensitive as today's society to cases of bullying. For these and other reasons, families are increasingly demanding the figure of the education inspector, as other bodies are inaccessible to them.

In this regard, it should be noted that the publication of Organic Law 8/2021, of 4 June, on the comprehensive protection of children and adolescents against violence (LOPVI), obliges all schools equally, regardless of their ownership. In many cases, the CEEEX themselves, located in Spanish territory, ask us for clear guidelines for intervention and advice on these aspects, which are not curricular, and they would be willing to voluntarily adopt the general regulatory framework both at national and regional level. We are faced with an unexplored, unknown and unknown path that would require a lot of work in terms of coordination and updating of regulations.

In this article, by way of a descriptive guide to the supervision of

CEEX, we analyse, on the one hand, the background and reference regulations, the principle of administrative authorisation, the singularities in the supervision of CEEX, the legal security of the families that opt for this type of teaching, the process of accreditation of GESO qualifications, assessment and academic documentation, as well as the supervision of the teaching programmes of Spanish language and culture teaching. In short, what competences and actions can and should be carried out by the Education Inspectorate in the supervision of CEEX?

2. Background and reference legislation

Royal Decree 806/1993 of 28 May 1993, which regulates the regime of foreign educational establishments in Spain, published in BOE No 149 of 23 June 1993, is the standard for any inspector dealing with the supervision of a CEEX. In 2010, it was amended following the publication of Royal Decree 131/2010 of 12 February 2010 amending Royal Decree 806/1993 of 28 May 1993 on the rules governing foreign schools in Spain (art. 3). It will be discussed at length throughout this article. However, in the following, we will point out some of the regulatory background of interest:

As has already been raised in Spain, teaching has been provided in accordance with educational systems in force in other countries, long before even the transfer of competences in educational matters to the different Autonomous Communities, hence the importance of the Ministry of Education and Vocational Training (MEC, at that time), in the regulatory development in the matter at hand. It would be inappropriate to overlook the fact that these courses are governed by the principle of reciprocity and are covered by treaties and agreements signed by the Spanish State and the countries of origin.

Once these CEEX were established in our country, it was considered appropriate to legislate on the CEEX that could admit Spanish pupils, and on the CEEX that exclusively admitted foreign pupils, which would not have to be based on the provisions of Law 14/1970, of 4 August 1970, General Law on Education and Financing of the Educational Reform (Villar Palasí Law). All of the above was included in the repealed Royal Decree 1110/1978, of 12 May, on the regime of foreign schools in Spain.

This distinction between Spanish and foreign pupils will be a factor to be considered in the supervision of a centre of these characteristics. This Royal Decree attributed to the then Technical Education Inspection Service, with respect to the Spanish Section of foreign schools, the same functions and powers as those corresponding to Spanish schools.

Although the regulation by which we are governed dates from 1983, the growing interest of Spanish society in this type of CEEX has been reflected in article 80 of Organic Law 3/2022, of 31 March, on the organisation and integration of Vocational Education and Training, which refers to vocational education and training CEEX. This recognition is a milestone, since the creation and operation of these centres was traditionally attributed to basic education and the Baccalaureate. Finally, it should be noted that CEEXs are showing interest in providing the first cycle of pre-primary education, which has a direct impact on the principle of administrative authorisation and, if necessary, the modification of the same.

3. The principle of authorisation in CEEX

The second transitory provision of Royal Decree 806/1993 establishes that authorisations prior to the 1993-1994 academic year had

to be renewed, which implies that all educational centres that did not do so at the time could have lost their authorisation and would have to initiate the procedures in the competent educational administration of each Autonomous Community again, in the worst case scenario. On the other hand, it is not uncommon to find during monitoring that some of these schools have increased the number of units previously authorised in their certification or have carried out reforms or wish to implement new educational stages; in any of these cases, schools should push for an application for a modification of their previous authorisations. CEEX are official schools subject to the principle of administrative authorisation (art. 5.1 and 14.2.b of Royal Decree 806/1993).

Exceptionally, during the visit, it may happen that some of these CEEX carry out their activity without the corresponding authorisation. In this case, a report should be drawn up and the superiority should be informed.

Finally, it is worth mentioning that CEEX may be found which have received a single procedure to provide both non-compulsory and compulsory education under the same ownership, school code and name (art. 23 of Royal Decree 806/1993), and in other cases we may find schools with two codes to differentiate the education provided to exclusively foreign pupils who study Spanish as a second foreign language from Spanish nationals or foreign pupils who are enrolled in Spanish language and culture.

In the unpublished document *Orientaciones para la supervisión por la inspección de educación de los centros docentes extranjeros de la Comunidad de Madrid* ("Guidelines for the supervision by the education

inspection of foreign schools in the Region of Madrid), authored by the education inspector Mr Demetrio Fernández González")¹, it is stated:

"authorised foreign educational establishments are official educational establishments, as are all other officially authorised educational establishments: they must be listed in the Register of establishments (identification of the owner, name of the establishment, courses taught, number of school places, system in which it operates), they are affected by the authorising Order and possible Orders modifying the authorisation, and they must fulfil the purposes for which they have been authorised".

A CEEX may be defined as a privately owned school which provides foreign education, and which has the official authorisation issued by the corresponding administration.

On the other hand, education inspectors will be responsible for supervising those CEEX where Spanish language and culture are taught, generally in basic education, although the specificities of each CEEX will have to be considered.

Annex I of Royal Decree 276/2003 of 7 March 2003, which regulates the State Register of non-university educational centres, establishes the basic content that should be included in the registration process of these centres in the State Register.

¹ During the 2019-2020 school year, when Mr Avelino Sarasúa Ortega was Deputy Director General of Education Inspectorate in the Community of Madrid, a working group on CEEX was set up, made up of the following inspectors: Ms Marta Álvaro García, Ms Ana María Barbero Alcalde, Mr Demetrio Fernández González and Ms Isabel María Suero Mellinas. Unfortunately, the work was suspended after the first quarantine caused by the COVID-19 pandemic.

Demetrio Fernández González, in the aforementioned document, distinguishes between two types of foreign teaching centres in accordance with Royal Decree 806/1993:

- Those authorised to provide regulated education at non-compulsory levels (e.g. Pre-school or Baccalaureate).
- Those authorised to provide regulated education at compulsory levels (Primary Education or ESO).

In turn, foreign educational institutions authorised to provide regulated education at compulsory levels (primary education or ESO) may be:

- Foreign centres where Spanish language and culture are **taught**.
- Foreign centres where Spanish language and culture are **not taught**.

In summary, and in accordance with the provisions of art. 5.1 and 14.2.b of R.D. 806/1993, it follows that during supervision it is important to check the Certificate of authorisation granted to the centre, as well as any possible modifications to it.

4. Singularities in the monitoring of CEEX².

As in the case of other private schools, the reception of the School Organisation Document (DOC) should be prescriptive and should be required if it has not been registered at the beginning of each school year.

One of the main characteristics of CEEX is that they have a great deal of autonomy to establish their organisation and functioning, they

² During the 2019-2020 school year, within the framework of the Territorial Action Plan of the Education Inspectorate Service of the DAT-MADRID-WEST, a working team was set up, coordinated by Ms Ángela de las Heras and subsequently by Ms Isabel María Suero Mellinas.

The members of the team were: Ms. Virginia Araya Gutiérrez, Ms. Marta Cogolludo Moreno, Ruth Neches Olaso, Beatriz Pérez Sánchez, Cinta de Vargas Cáscales and Sonia Villacañas Beades. As a result, the most complete protocol I have known to date was drawn up.

have a unique structure and regime. Hence, it is often difficult to establish the limits of the competences of the Spanish Education Inspectorate (art. 9.1 of R.D. 806/1993) with respect to CEEX which, in principle, would be the same as for the rest of the educational centres with official authorisation.

In any case, both students and families should be guaranteed the rights and duties established in the Preliminary Title of Organic Law 8/1985, of 3 July, regulating the Right to Education.

4.1. Teacher accreditation

Article 12 of Royal Decree 806/1993, of 28 May, establishes that teachers who teach in CEEX must meet the qualification requirements required by Spanish legislation for the corresponding educational levels (generally basic education).

The areas and subjects we usually supervise are Spanish Language and Culture, Social Sciences in Primary Education, Spanish Language and Literature, Social Sciences, Geography and History, in ESO and Baccalaureate (if the school offers a Baccalaureate in the Spanish education system). I will not expand on this point, as the requirements must be fulfilled through the same authorisation procedure to teach these subjects in private schools.

The same teaching staff, when required by administrative procedures, may request the Education Inspectorate Service to endorse the certificates of professional performance completed and signed by the technical director of teaching, once the DOC has been consulted.

We consider the supremacy of the minor's interest (article 11.2.a of Law 26/2015, of 28 July), as well as the introduction number 5 of article

13 of section eight of article one of Law 26/2015, of 28 July, on the modification of the system of protection for children and adolescents (B.O.E. 29 July), that it will be a requirement for access to and exercise of professions, trades and activities that involve regular contact with minors, not to have been convicted by final judgement for a crime against sexual freedom and indemnity. To this end, those seeking access to such professions or trades must accredit this circumstance by providing a negative certificate from the Central Register of Sex Offenders. Therefore, there is no doubt that teachers who teach areas, subjects or modules will be asked for the negative credential from the central sex offenders' register; but there is more, art. 2 of the LOLPIVI establishes its application to minors who are in Spanish territory, regardless of their nationality and their administrative situation of residence; furthermore, by virtue of its section 2, the obligations established in this law will be enforceable on all natural or legal persons, public or private, who act or are in Spanish territory. And it clarifies that, for these purposes, a legal person shall be deemed to be in Spanish territory when it has its registered office, effective place of management, branch, delegation or establishment of any nature in Spanish territory. In short, the mandate extends to all teaching and non-teaching staff who perform their duties on a regular basis in a CEEX.

4.2. Legal certainty for families who send their children to school in CEEX.

In the same way as in Spanish centres, CEEX have their specificities and, although the prototype usually includes modern and functional facilities, the truth is that we may be surprised by some of them.

Minors in general, and disabled children in particular, have the right to physical accessibility, adequate assistance for the exercise of their

rights and the support resources they need, within the framework of inclusive projects. In this sense, article 6 of Royal Decree 806/1993, of 28 May, on the regulations governing foreign educational centres in Spain, states that foreign centres must, in all cases, meet the safety and hygiene, acoustic and habitability conditions required by Spanish legislation and have architectural conditions that enable access and circulation for pupils with physical disabilities, in accordance with the provisions of Spanish legislation.

In some administrative authorisations granted to newly established CEEX, it is expressly urged to provide truthful and sufficient information to families. Why? As already mentioned, pupils with foreign nationality or dual nationality do not have to take Spanish language and culture courses (article 18.2 of Royal Decree 806/1993 of 28 May 1993). Pupils who are new to Spanish who enrol late in these centres and who cannot follow the curriculum they would have had to take in Spanish courses due to their age, opt for Spanish as a second language. In these cases, families are unaware that not preparing Spanish language and culture is an impediment, today, to enrolling in a Spanish university, as they cannot validate (for not studying Spanish language and culture) or validate (for having studied these foreign non-university courses equivalent to secondary education in Spanish territory) the Spanish language and culture.

Spanish universities are offering more and more degrees in English, which means that students from expatriate families who traditionally come to Spain and enrol in non-university studies, but who later intend to study abroad, change their minds and end up completing their university studies in our country because they find it attractive (not in vain is Spain the preferred destination for Erasmus students). The hardest

thing is when they discover that they cannot do so because they have not studied these courses.

Moreover, both families and our children must be sufficiently protected, especially in terms of fundamental rights that guarantee equality, non-discrimination and universal accessibility for students with special or specific educational needs.

4.3. The homologation and validation process: Evaluation and academic documentation.

Article 8 of Royal Decree 806/1993 of 28 May 1993 states that the recognition of studies completed in these centres shall be in accordance with the provisions of the regulations governing the recognition and validation of foreign qualifications and studies in non-university education. On the other hand, article 3.1.a establishes that the Education Inspectorate Services have competence in those CEEX which provide regulated education at levels equivalent to the compulsory levels of the foreign education system and which also provide Spanish language and culture education.

As education inspectors, we will supervise that the academic documentation leading to the **process of homologation of the ESO** Graduate qualification is in order. The homologation of foreign non-university education studies involves the declaration of equivalence with the qualifications of the current Spanish education system (MEFP):

<https://www.educacionfpydeportes.gob.es/servicios-al-ciudadano/catalogo/general/05/051270/ficha/051270.html>

The person initiating the procedure must obtain academic certification of the four courses equivalent to Compulsory Secondary Education.

The legalisation of official documents will not be required for European Union countries or Switzerland. At this point, it is worth remembering that since Brexit became official in 2020, British CEEEX are no longer among this group of countries, so they must legalise their documents with the Hague Apostille.

With regard to the tasks that inspectors carry out, one of the biggest challenges they may face is that not all CEEEX or foreign education systems have documentary instruments of an evidentiary nature, where the teachers' decisions on the academic progress of pupils are recorded, i.e. the authentic nature of the outcome of the teaching and learning process.

Most CEEEX opt for the report, which is the official document of the Spanish education system where the marks obtained by pupils are recorded. However, although the use of the report card is widespread in CEEEX, it is not uniform, since article 12 of Royal Decree 806/1993, of 28 May, establishes that the assessment of Spanish language and culture teaching shall be carried out in accordance with the same rules applicable to the rest of the courses studied at the centre and the results shall be recorded in the corresponding academic certificates. As inspectors, we must ensure that the marks for Spanish Language and Culture subjects are expressed in accordance with the numerical scale of the Spanish system.

The certificate must include the letterhead and seal of the centre, the signature of the competent educational authority, i.e. the corresponding Autonomous Community and the signature of whoever has the inspection functions referred to in article 9 of Royal Decree

806/1993 and of the technical director provided for in article 12.2 of the same, exclusively for Spanish language and culture teaching.

4.4. Supervision of the teaching of Spanish Language and Culture.

As stated in the preamble of the consolidated version of Organic Law 2/2006 of 3 May on education, the definition and organisation of the curriculum is one of the central elements of the education system. In addition, reference is made to the possibility of establishing mixed curricula of courses from the Spanish education system and from other education systems, leading to the respective qualifications.

Article 11 of Royal Decree 806/1993 of 28 May 1993 on the system of foreign teaching centres in Spain establishes that the Ministry of Education and Science and the other educational administrations shall establish, in accordance with their respective competences, the curriculum of the Spanish language and culture and the curriculum of the languages of the autonomous communities, as well as the timetable corresponding to each of the two types of teaching.

The Spanish culture curriculum will include Geography and History contents and, among them, those of the respective Autonomous Community.

There is no homogeneity in the programmes drawn up by the CEEEX in terms of the regulations on which they are based, although in general they tend to opt for the Autonomous Community curriculum regulations.

One of the greatest difficulties in the supervision of these subjects is the timetable for Spanish Culture, Social Sciences, Geography and History in ESO, as the regulations are not exhaustive. The same is not

true of Spanish Language and Literature, and they tend to meet the established hours by far. The learning of Spanish is highly demanded by the families themselves, not in vain, according to the Report on Spanish in the World, Yearbook 2023 of the Cervantes Institute, Spanish is the second mother tongue in the world and the fourth in the world in terms of number of speakers, which makes it a highly valuable asset.

CONCLUSIONS

The creation of CEEX has multiplied in the last decade, especially those that follow the American educational system. The seduction of Spanish society has been silent but effective.

Lifelong learning and the need to obtain a qualification in order to be able to achieve a full working maturity have increased the added value of CEEX for families, but most of them are unaware of the implications of choosing such an education and are surprised to discover how limited our competences are to act in these educational centres.

The publication of Organic Law 8/2021, of 4 June, on the comprehensive protection of children and adolescents against violence (LOPVI), obliges all schools equally, regardless of their ownership. In many cases, the CEEX themselves, located in Spanish territory, ask us for clear guidelines for intervention and advice on these aspects, which are not curricular, and they would be willing to voluntarily adopt the general regulatory framework both at national and regional level. Families with pupils attending CEEX are increasingly demanding more legal certainty, and many inspectors are interested in this issue and dedicate a significant part of their time to it.

Royal Decree 806/1993 of 28 May 1993, which regulates the regime of foreign schools in Spain, published in BOE No. 149 of 23 June 1993, in its consolidated version, is the standard for any inspector faced with the supervision of a CEEEX. The distinction between Spanish and foreign pupils will be a factor to be considered in the supervision of a CEEEX.

In general terms, the competences of the Inspectorate with regard to CEEEX are as follows:

- Checking the corresponding authorisation.
- Supervision of the School Organisation Document (DOC) and the teaching programmes of the areas and subjects of Spanish Language and Culture.
- The accreditation of teachers of Spanish Language and Culture, Social Sciences in Primary Education, Spanish Language and Literature, Social Sciences and Geography and History in ESO and Baccalaureate corresponding to the Spanish education system.
- To supervise the evaluation process and academic documentation, as well as to ensure that the corresponding student certification complies with the reference regulations³.

Naturally, they would not fall within our competence:

- The supervision of areas, subjects or modules from foreign education systems, although the interested parties must submit their academic results in order to promote the homologation or validation process.

³ INSTRUCTIONS of the General Technical Secretariat of 9 October 2003 on the procedure to be followed for the homologation and validation of studies taken in foreign centres located in Spain, in which studies of a foreign education system, Spanish Language and Culture and, where appropriate, teachings of the languages of the autonomous communities are followed.

<https://www.adideandalucia.es/normas/instruc/Instruc9oct2003TramitacionTitulosCentrosExtranjeros.pdf>

- Supervision of other programmes such as the International Baccalaureate or accredited European Schools.
- The supervision of CEEs that only enrol foreign students.
- The endorsement of professional performance certificates for teachers who teach subjects or modules of the foreign education system at the centre we supervise, even if they are based in Spain.
- Supervision of Spanish as a second foreign language (SSL)⁴ or the supervision of subjects belonging to the curriculum of the foreign education system, even if they are taught in Spanish (this case is unusual).
- Homologation and validation of the Baccalaureate diploma.

Finally, within the framework of the specificities of each school, CEEs can be supervised by the Education Inspectorate and/or by the competent body of the country in which they teach, although there is no coordination with our Inspection Services and families are often unaware of how they can contact them, sometimes generating a perception of a lack of legal certainty.

In my opinion, we are facing an unexplored path, something unknown and unknown to many, which would require a lot of coordination work by the actors involved and an updating of regulations in accordance with the challenges of the 21st century, which should delimit the competences of each body in Spanish territory, so that the guarantee of the fundamental rights of minors is carried out quickly and without hesitation, as established in Organic Law 8/2021, of 4 June, on the comprehensive protection of children and adolescents against violence.

⁴ Spanish Second Language (SSL) is an optional subject in the American education system.

5. Bibliography and regulations concerning CEEX

General regulations

- **LEY ORGÁNICA 8/2021, de 4 de junio**, de protección integral a la infancia y la adolescencia frente a la violencia.
- **LEY ORGÁNICA 8/1985, de 3 de julio**, reguladora del Derecho a la Educación (Art. 12).
- **LEY ORGÁNICA 2/2006, de 3 de mayo**, de Educación modificada por Ley Orgánica 3/2020 de 29 de diciembre.
- **LEY ORGÁNICA 1/1996, de 15 de enero**, de protección jurídica del menor, de modificación del Código Civil y de la Ley de Enjuiciamiento Civil modificada por la Ley 26/2015, de 28 de julio, de modificación del sistema de protección a la infancia y a la adolescencia.
- **REAL DECRETO LEGISLATIVO 1/2013, de 29 de noviembre**, por el que se aprueba el Texto Refundido de la Ley General de derechos de las personas con discapacidad y de su inclusión social
- **Ley 12/1989, de 9 de mayo**, de la Función Estadística Pública
- **LEY ORGÁNICA 3/2018, de 5 de diciembre**, de Protección de Datos Personales y garantía de los derechos digitales.
- **LEY ORGÁNICA 3/2022, de 31 de marzo**, de ordenación e integración de la Formación Profesional.
- **REAL DECRETO 806/1993, de 28 de mayo**, sobre régimen de Centros docentes extranjeros en España (Texto consolidado, 12-03-2010).

• **REAL DECRETO 131/2010, de 12 de febrero**, por el que se modifica el Real Decreto 332/1992, de 3 de abril, de autorizaciones de centros privados para impartir enseñanzas de régimen general, el Real Decreto 806/1993, de 28 de mayo, de régimen de centros docentes extranjeros en España, y el Real Decreto 321/1994, de 25 de febrero, de autorización a centros docentes privados para impartir enseñanzas artísticas, para adecuarlas a la Ley 17/2009, de 23 de noviembre, sobre el libre acceso a las actividades de servicios y su ejercicio (BOE 12-03-2010).

• **REAL DECRETO 104/1988, de 29 de enero**, sobre homologación y convalidación de títulos extranjeros de educación no universitaria (BOE. 17-2-1988).

• **REAL DECRETO 276/2003, de 7 de marzo**, por el que se regula el Registro estatal de centros docentes no universitarios.

• **ORDEN de 14-3-1988** para la aplicación de lo dispuesto en el R. D. 104/1988, de 29 de enero sobre homologación y convalidación de títulos y estudios extranjeros de educación no universitaria (BOE. 17-3-1988).

• **ORDEN de 30-4-1996** por la que se adecuan a la nueva ordenación educativa determinados criterios en materia de homologación y convalidación de títulos y estudios extranjeros de niveles no universitarios y se fija el régimen de equivalencias con los correspondientes españoles (BOE. de 8-5-2001).

• **INSTRUCCIONES de la Secretaría General Técnica de 9 de octubre de 2003** sobre el procedimiento a seguir para la homologación y convalidación de estudios que se cursen en centros extranjeros situados en España, en los que se sigan estudios de un sistema educativo extranjero, enseñanzas de Lengua y Cultura Españolas y, en su caso, enseñanzas de las lenguas propias de las Comunidades Autónomas.

• **ORDEN ECD/3305/2002, de 16 de diciembre**, por la que se modifican las de 14-3-1988 y de 30-4-1996 para la aplicación de lo dispuesto en el R.D. 104/1988, de 29 de enero, sobre homologación y convalidación de títulos y estudios extranjeros no universitarios (BOE 28-12-2002).

• **ORDEN de 25-10-2001** por la que se regula el régimen de equivalencias de los estudios de Alemania con los correspondientes españoles de ESO y Bachillerato establecidos por la LOGSE (BOE 1-11-01).

• **ORDEN de 25-10-2001** por la que se regula el régimen de equivalencias de los estudios de Bélgica con los correspondientes españoles de ESO y Bachillerato establecidos por la LOGSE (BOE 1-11-01).

• **ORDEN de 25-10-2001** por la que se regula el régimen de equivalencias de los estudios de los Países Bajos con los correspondientes españoles de ESO y Bachillerato establecidos por la LOGSE (BOE 1-11-01).

• **ORDEN de 20-3-2001** por la que se regula el régimen de equivalencias de los estudios de Suiza con los correspondientes

españoles de Educación Secundaria Obligatoria y Bachillerato establecidos por la Ley Orgánica 1/1990, LOGSE (BOE 10-4-2001).

•**ORDEN de 20-3-2001** por la que se actualizan las convalidaciones en España de los estudios básicos y medios cursados en países signatarios del Convenio "Andrés Bello" (BOE 10-4-2001).

•**ORDEN de 17-12-1997**, por la que se regula el régimen de equivalencias de los estudios del Reino Unido de Gran Bretaña e Irlanda del Norte con los españoles de niveles no universitarios correspondientes a la nueva ordenación del Sistema Educativo (BOE 26-12-1997).

•**ORDEN de 7-7-1997**, por la que se regula el régimen de equivalencias de los estudios de la República de Irlanda con los españoles de niveles no universitarios correspondientes a la nueva ordenación del Sistema Educativo (BOE 11-7-1997).